SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Psychology	Department: Psychology
Degree or Certificate Level: BS	College/School: Arts and Sciences
Date (Month/Year): August/2021	Assessment Contact: Lisa Willoughby
In what year was the data upon which this report is based collected? AY2020-2021	
In what year was the program's assessment plan most recently reviewed/updated? AY2020	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

SLO 1: Students will demonstrate their knowledge of psychology concepts, principles, and over-arching themes that constitute the empirical knowledge base in the domains of memory and cognition, neuroscience, and research methodology.

The student learning outcomes assessed under SLO1 during 2020-2021 were: *Students will demonstrate their knowledge of psychology concepts, principles, and over-arching themes that constitute the empirical knowledge base* (as explained in the next section, we were unable to assess specific three domains)

SLO 2: Students will demonstrate their ability to apply psychological concepts, principles and skills to their capstone projects.

This learning outcome was assessed fully.

We have completed an external review of our program (Spring 2021) and will work toward revising our outcomes and assessment process this academic year as part of our overall curriculum revision plan.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

For SLO 1: To fully assess this outcome, we typically administer the Major Field Test (an ETS product that requires in-person testing) every other year. However, this did not happen due to COVID-related restrictions and resource limitations. Instead, we relied on multiple assessments representing various levels of progression related to our students' experiences:

1a. PSY1010 General Psychology Knowledge (questions 1, 2, and 7) (online and in-person sections included).

1b. PSY2050 Common Quizzes (online and in-person sections included).

1c. Capstone project judges' ratings for PSY4960 (question C1) (all online sections).

1d. Senior Exit Survey: students' self-assessment of knowledge gained, as it related to their understanding of key concepts in psychology, are reported (questions 29, 30, and 34).

For SLO 2: For this outcome, we utilized the following:

2a. PSY1010 General Psychology Knowledge (questions 3, 4, 5, 6, and 8) (online and in-person sections included).

2b. Capstone project judges' ratings for PSY4960 (questions ,, C3, and C4) (all online sections).

2c. Empirical Article Assessment (in-person)

2d. Senior Exit Survey: students' self-assessment of confidence in the application of skills to psychology (questions 31, 32, 33, 38, 39, 43, and 44) and to professional lives (questions 35, 36, 37, 40, 41, 42, and 45).

Madrid has their own independent Psychology program and their student artifacts are not included. However, they offer PSY1010 and PSY2050, and PSY4969 and we are actively coordinating with them to create a more uniform assessment plan across campuses.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

Descriptive statistics were computed for the PSY1010 General Psychology Knowledge quiz, the Capstone Judge's ratings, and the Senior Exist Survey by graduate student assistants and the Undergraduate Program Coordinator. Course instructors for the PSY2050 sections provided summary data, which was aggregated by the Undergraduate Program Coordinator.

Assessment Tool Specifics and Academic Year Notes

PSY1010 General Psychology Knowledge Quiz

An 8-item multiple choice quiz designed to capture student learning outcomes was administered to students at the start and the end of each semester and report only the end-of-semester results. Each item is attributed to specific APA goals. We report percent of students who correctly answered specific items. *Response rates were very low for the Fall 2020 semester due to an oversight in disseminating the posttest by the Undergraduate Program coordinator and thus the semesters are presented separately.*

PSY2050 Common Quizzes

These represent a series of common quizzes administered to all PSY2050 course sections and assess students' foundational knowledge of research methods and statistics. The seven quiz themes include ethics, levels of measurement, descriptive statistics, correlations, chi-square tests, t-tests, and a final statistics quiz. The percentage of students who achieved a passing grade (70% or better) are reported for each quiz.

Capstone project judges' ratings for PSY4965 and PSY4969

For each capstone course, two judges (a faculty member and a graduate student) completed ratings of posters during our annual Psychology Capstone Symposium. Items were rated on a 7-point scale, ranging from 1 (extremely poorly executed) to 7 (superior execution). We regarded a score of 4 as indicating having barely met minimal standards for an item and thus is considered the threshold for minimally acceptable performance. Average ratings across judges for specific items are reported. *This past Spring, due to COVID, we held a virtual capstone symposium and, in the interest of protecting students' privacy concerns, students were given the option to participate in the judging portion of the event. Although all capstone symposium students submitted a static poster representing their project, only students who provided an audio-visual oral presentation of their projects or participated in live virtual presentations to judges were included in the judging portion.*

Empirical Article Assessment

This assessment is designed to gauge students' ability to understand psychological research and critically evaluate an empirical article. It is administered to all PSY4960 students because BS students are required to complete this capstone course. Student read an empirical article and answered 10 questions related to the article. The 10-question quiz requires students to enter, in their own words, various questions and the responses are scored qualitatively by either a graduate assistant or a faculty member. The total possible points students may earn is 27. *Due to the pandemic, this assessment was administered online.*

Senior Exit Survey

This is a lengthy self-report tool we used to gauge various aspects of our students' experiences during their time at SLU and beyond. For this report, we report students' confidence ratings in their knowledge of psychological concepts and application of skills we aspire to develop within the domain of psychology and in students' personal/professional lives. Ratings were made on an agreement scale that ranged from 1 (not at all) to 5 (very much). Average ratings across items relating to each SLO are reported. *This survey has been administered each spring for more than a decade. However, we recently lost the ability to "impose" completion of this survey that was used in past academic years due to the loss of the 0-credit graduation designation (this was previously used to support completion). We will revisit this issue.*

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

For SLO 1:

1a. PSY1010 General Psychology Knowledge

We examined the proportion of students who correctly answered questions 1 and 7 (knowledge and understanding of psychology). We noted that while students did well with one item (**82%** and **66%** passing in Fall and Spring, respectively), they performed relatively more poorly for item 7 (**26%** and **41%** passing, respectively). We also examined question 2, which was to get at whether students were able to distinguish between psychologists and psychiatrists and found relatively better performance during the Fall compared with the Spring semester (**62%** and **47%** passing, respectively).

Item	Item Description	FALL (N = 39)*	FALL (N = 167)
1	Fundamental attribution	82.1%	65.8%
2	Psychologist vs. psychiatrist	61.5%	**47.4%**
7	Piaget	**25.6%**	**40.5%**
*see note above			

1b. PSY2050 Common Quizzes

Quiz performance for **171** students are across the Fall and Spring semesters are reported. The percentage of students who achieved a passing grade (70% or better) are reported for each quiz.

Ethics: **95%**
Levels of measurement: **92%**
Descriptive statistics: **95%**
Correlations: **91%**
Chi-square tests: **87%**
T-tests: **89%**
Final statistics quiz: **89%**

1c. Capstone project judges' ratings for PSY4960

Question C1 was evaluated for each eligible poster (9 total). This question assessed if students demonstrated general familiarity with major concepts, theoretical perspectives, empirical findings, historical trends, and/or applications in psychology, broadly. The average score was **5.56** (i.e., students, on average, met our minimal criterion of 4). No presentation failed to meet the minimal standard (i.e., none received a score less than 4).

1d. Senior Exit Survey

Respondents' confidence in knowledge related to concepts, theories, empirical findings, historical events, trends, and basic research methods were examined. Across the three items, students rated their knowledge

reasonably high, with the lowest rating and highest rating being 3 and 5, respectively for all items in this section.

Item	Item Description	FALL (N = 39)*	FALL (N = 167)
3	Quality of research methods	**74.4%**	86.8%
4	Sources of bias	89.7%	92.1%
5	Ethics in dissemination	92.3%	81.1%
6	Correlations	89.7%	81.1%
8	Applications of psychology	94.9%	91.9%
*see note above			

For SLO 2:

2a. PSY1010 General Psychology Knowledge

We examined the proportion of students who correctly answered questions 3, 4, 5, 6, and 8. For all items and for both semesters, a large majority of the students correctly answered each question. The lowest proportion of correct responses was observed for question 3 during the Fall semester (**74%**).

2b. Capstone project judges' ratings for PSY4960

Questions C2, C3, and C4 were evaluated for each eligible poster (9 total). These questions assessed critical synthesis and problem solving, demonstration of awareness and understanding of human diversity and dignity, and general ability to apply psychological concepts, principles and skills to their projects, respectively. The mean ratings were **5.61** for C2, **5.50** for C3, and **5.83** for C4 (i.e., students, on average, met our minimal criterion of 4 for all items). All presentations met the minimal standard (i.e., received a rating of 4 or higher) for all items.

2c. Empirical Article Assessment

Thirty-two students enrolled across two PSY4960 sections completed this assessment, which was used as an evaluation of students' ability to understand and critically evaluate an empirical article. The average score, represented as a percent of total number of points correct, was **81%**. Although overall, students performed well, 3 out of the 32 students failed to meet low passing marks (passing is 70%). The majority of students (17 or more) failed to achieve full marks for three items. This included question 3 (description of the dependent variable), question 4 (description of probability level), and question 8 (critical comments about drawing causal conclusions). The percent of students failing to earn full marks for these questions were 81%, 50%, and 66%, respectively for questions 3, 4, and 8.

2d. Senior Exit Survey

Respondents' reported confidence in the application of skills that our program aspires to develop within the domain of psychology and in students' personal/professional lives were examined. Across the 5 items that addressed the application of skills to psychology, the average rating was **4.58**, with the ratings ranging from **2** to **5**. A closer examination of the item that had the minimal rating of 2 revealed that students' mean self-rated competence in using technology to evaluate psychology-related information (*M*=4.23) was low. Across the 9 items that addressed the application of skills and knowledge to one's own personal/professional lives, the average rating was **4.36**, with the lowest and highest ratings ranging from 2 to 5. Inspection of the items with the minimal rating of 2 included items where respondents rater their ability to apply psychology to personal issues (*M*=4.53), social and/or institutional contexts (*M*=4.55), and confidence in making public presentations (*M*=4.13).

Additional information of interest from the Senior Exit Survey:

Additionally, **47%** of respondents reported completing a psychology-related field practicum and **33%** reported working as a research assistant in the department (decrease from 2020 graduates, likely due to COVID). **73%**

reported earning course credit (PSY 3060, PSY 4010, PSY 4880) for designing and conducting their own research. Finally, **30%** of the respondents applied to graduate programs in psychology, of which **67%** were accepted, which was higher than the previous year (2020 33%). Furthermore, **47%** of graduating seniors applied to professional or graduate programs other than psychology, with **86%** of those students reporting acceptance. This is the third year we are tracking plans to take "gap" years. Fewer students this year (**36**%) indicated they were taking a gap year than in 2020 (**56%**), with **17%** of those students indicating they will pursue a graduate psychology degree. This is a notable shift in trends from previous years and we will consider this shift in our discussions.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Although we are continuing to develop interpretations of these results, there are several outstanding trends to note and will need to be addressed.

1. We will likely need to improve curriculum coordination between PSY1010 (general psychology) instructors. Although we have common learning outcomes and nearly all are familiar with the PSY1010 assessment tool, there appears to opportunities for improvement, particularly around specific content.
2. Our PSY2050 quiz performance was overall good. However, there were specific parts that highlight opportunities for improvement. In particular, the ability to use specific statistical techniques could use more attention. Historically, there has been a health proportion of students who find the mathematical aspects of data analysis challenging and greater resources/support may be needed.
3. One interpretation of the Capstone judging data is there is a need to emphasize the presence of learning outcomes related components in the artifacts (posters and presentations) that our students produce.
4. The senior exit survey highlights the need to help our students develop the confidence in their ability to use and apply psychology to social, institutional, and personal contexts.
5. The empirical article assessment identified areas of strengthening in our curriculum. There are opportunities to improve our students' abilities to interpret and critically evaluate research throughout the curriculum.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

We have not yet discussed the results of this report. It will be on the agenda of our Undergraduate Program meeting this Fall for discussion but will be distributed widely to all full-time faculty for review. This report, along with the attachments and other summary data, will be shared.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Action step 1: These results suggest we will need to have broader discussion about improving coordination between course sections to better ensure that the learning outcomes valued by the program are met.
Action step 2: Indirectly from these results and from a psychometric standpoint, there are some deficiencies in the measurement tools used. Greater improvement for items (e.g., the elimination of double-barreled items) will be planned.
Action step 3: SLO's, broadly, will need revision. It is in the interest of the program to develop SLO's to align more directly with those put forth by the American Psychological Association (APA). This will be a process visited this academic year.

Action step 4: Alternative assessments for SLO1, which generally aligns with one component of the APA goals, will need to be considered. The future of academic life is unclear and having assessments that are adaptable both in format of administration and in accessibility to all students is of high priority.
Action step 5: Although we have already planned to review our research methods and statistics (i.e., science literacy) in the curriculum based on our participation in the external review process, the empirical article review assessment reinforced this need. Furthermore, there is concern that the assessment, itself, could benefit from significant revision and thus will be reviewed during upcoming assessment conversations.

If no changes are being made, please explain why.

NA

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

a. A significant change was made to the format and outline of this assessment report, which now includes greater specificity in the assessment components and mapping to program SLO's.
b. We have engaged in an external review this past Spring with Dr. Dana Dunn, a well-established expert in undergraduate psychology curricular planning and assessment. A disciplinary-diverse faculty committee was formed and we generated a series of action steps for this coming academic year. The impact of the program remains to be clarified.
c. We have included PSY2050 assessments as part of our major program evaluation plan. All SLU majors are required to take PSY2050 and given the high value placed on by our Department. Based on instructor input, we have requested support from SLU's Student Success Center, who has established a PSY2050 tutor on a provisional basis.
d. We have included more refined analysis of the empirical article review (and the General Psychology assessment) to make use of our materials to not only indicate performance levels, but to help us to identify specific areas that appear to meet program outcomes and those that may need reinforcement.

B. How has this change/have these changes been assessed?

The changes are not those that can be directly assessed for a & b above.

For c, we have new data to reflect how well our program is supporting our students' development of research methods and basic statistics.

C. What were the findings of the assessment?

The changes are not those that can be directly assessed for a & b above.

For c, we have new data indicates that our students are achieving course learning outcomes reasonably well. However, there points of improvement were noted and will factor into our curriculum re-imagination this coming academic year.

D. How do you plan to (continue to) use this information moving forward?

The changes are not those that can be directly assessed for a & b above.

For c, we will track common quiz performance for upcoming years.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

PSY4960 Spring 2021

Start of Block: Default Question Block

Q1 The purpose of this instrument is for the direct assessment of Advanced Research Methods and Statistics. Please read the journal article posted on blackboard and answer the following questions. Thank you for your cooperation.

Q2 Indicate your major

- BA Psychology (1)
- BS Psychology (2)
- BS Neuroscience (3)

Q3 Q1 Did the driver have a fake beer in his hand in all conditions?

- Yes (1)
- No (2)

Q4 Q2 Identify the conditions/cells in this experiment:

_____

_____

_____

_____

_____

Q5 Q3 Identify the primary dependent variable (DV):

_____

_____

_____

_____

_____

Q6 Q4a Was there a statistically significant difference between groups?

- ○ Yes (1)
- ○ No (2)

Display This Question:

If Q4a Was there a statistically significant difference between groups? = Yes

Q7 Q4b At what probability level was the statistical significance?

_____

Page Break

Q8 Q5 Give **three** examples of deception used in the study.

Q10 Q5a First example of deception.

Q11 Q5b Second example of deception.

Q12 Q5c Third example of deception.

Page Break

Q9 Q6 Identify three factors that impact the generalizability of the results. **Explain why for each factor.**

Q14 Q6a Factor 1 that impacts the generalizability and why.

Q13 Q6b Factor 2 that impacts the generalizability and why.

Q15 Q6c Factor 3 that impacts the generalizability and why.

Page Break

Q16 Q7 Describe (do not simply name them) 2 methodological weaknesses of the design of the study other than generalizability.

Q17 Description of methodological weakness 1.

Q18 Description of methodological weakness 2.

Page Break

Q19 Q8 Should the reader conclude that peer conformity causes one to be more likely to ride with an intoxicated river?

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_____

_____

_____

_____

Q20 Q9 Discuss the implications of this study's results.

_____

_____

_____

_____

_____

Q21 Q10 Write how this article would appear in an APA formatted reference page.

_____

_____

_____

_____

_____

End of Block: Default Question Block

Spring 2020 Psychology Capstone Symposium
Project Ratings Form: Critical Thinking Capstone Projects

Poster Number _____
Judge Number _____

RATING SCALE	
1	Extremely poorly executed (completely misses minimum standards)
2	Poorly executed (mostly misses minimum standards)
3	Somewhat poorly executed (somewhat misses minimum standards)
4	Acceptably executed (barely meets minimum standards)
5	Well-executed (somewhat exceeds minimum standards)
6	Very well-executed (mostly exceeds minimum standards)
7	Superior execution (far exceeds minimum standards)

PHYSICAL POSTER RATINGS

A1. POSTER: Visual Format (40%)								
A1a	**Text readability** *Quality of text readability from about 6 feet away*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1b	**Effectiveness of the layout** *Flow of the layout*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1d	**Appropriateness of images, tables, and figures** *Images, tables, and figures effectively support content*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1*	**Overall rating for the poster physical appearance** *Overall visual and aesthetic qualities*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

A2. POSTER: Content (60%)								
A2a	**Quality of information related to real-world event** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2b	**Critical presentation of empirical literature** *Empirical literature presents multiple perspectives*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2c	**Connection between psychological theory and/or concepts to action plan** *Psychological research/concepts clearly presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2d	**Presentation of interviews** *Interviews appropriately incorporated into project*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2e	**Action plan quality** *Action plan logically follows the evidence*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2*	**Overall rating for the poster content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

RATING SCALE	
1	Extremely poorly executed (completely misses minimum standards)
2	Poorly executed (mostly misses minimum standards)
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4	Acceptably executed (barely meets minimum standards)
5	Well-executed (somewhat exceeds minimum standards)
6	Very well-executed (mostly exceeds minimum standards)
7	Superior execution (far exceeds minimum standards)

ORAL PRESENTATION RATINGS

B1. ORAL PRESENTATION: Presentation Style (40%)								
B1a	**Length of presentation** *Timing appropriate*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1b	**Speaking skills and composure** *Information presented with clarity (preparation evident)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1*	**Overall presentation style ratings.** *Overall quality rating of the oral presentation*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

B2. ORAL PRESENTATION: Content (60%)								
B2a	**Depth of details** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2b	**Accuracy of information presented** *Information correctly represented by speaker*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2*	**Overall rating for the presentation content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

OVERALL STUDENT LEARNING OUTCOMES

C1	**Overall ratings of familiarity with major concepts, theoretical perspectives, empirical findings, historical trends, and/or applications in psychology.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C2	**Overall ratings of critical synthesis of the literature, critical thinking, and/or problem solving.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C3	**Overall ratings of demonstration of understanding, awareness, and respect for human diversity and dignity.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C4	**Overall, how well did students demonstrate their ability to apply psychological concepts, principles, and skills to their capstone project?**	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Spring 2020 Psychology Capstone Symposium
Project Ratings Form: Practicum Capstone Projects

Poster Number _____
Judge Number _____

RATING SCALE	
1	Extremely poorly executed (completely misses minimum standards)
2	Poorly executed (mostly misses minimum standards)
3	Somewhat poorly executed (somewhat misses minimum standards)
4	Acceptably executed (barely meets minimum standards)
5	Well-executed (somewhat exceeds minimum standards)
6	Very well-executed (mostly exceeds minimum standards)
7	Superior execution (far exceeds minimum standards)

PHYSICAL POSTER RATINGS

A1. POSTER: Visual Format (40%)									
A1a	**Text readability** *Quality of text readability from about 6 feet away*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1b	**Effectiveness of the layout** *Flow of the layout*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1d	**Appropriateness of images, tables, and figures** *Images, tables, and figures effectively support content*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1*	**Overall rating for the poster physical appearance** *Overall visual and aesthetic qualities*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

A2. POSTER: Content (60%)								
A2a	**Quality of information related to practicum experience** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2b	**Quality of psychological science presented** *Clear presentation with appropriate references*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2c	**Critical evaluation of the literature and/or practice** *Evidence of critical thinking present in presentation*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2d	**Connection between psychological theory and/or concepts to practicum experience** *Associations between psychology and experience are clear*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2e	**Quality of conclusion or final evaluation** *Assertions/conclusions logically follow information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2*	**Overall rating for the poster content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

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B1. ORAL PRESENTATION: Presentation Style (40%)								
B1a	**Length of presentation** *Timing appropriate*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1b	**Speaking skills and composure** *Information presented with clarity (preparation evident)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1*	**Overall presentation style ratings.** *Overall quality rating of the oral presentation*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

B2. ORAL PRESENTATION: Content (60%)								
B2a	**Depth of details** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2b	**Accuracy of information presented** *Information correctly represented by speaker*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2*	**Overall rating for the presentation content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

OVERALL STUDENT LEARNING OUTCOMES

C1	**Overall ratings of familiarity with major concepts, theoretical perspectives, empirical findings, historical trends, and/or applications in psychology.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C2	**Overall ratings of critical synthesis of the literature, critical thinking, and/or problem solving.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C3	**Overall ratings of demonstration of understanding, awareness, and respect for human diversity and dignity.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C4	**Overall, how well did students demonstrate their ability to apply psychological concepts, principles, and skills to their capstone project?**	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Spring 2020 Psychology Capstone Symposium
Project Ratings Form: Research Capstone Projects

Poster Number _____
Judge Number _____

RATING SCALE	
1	Extremely poorly executed (completely misses minimum standards)
2	Poorly executed (mostly misses minimum standards)
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A1a	**Text readability** *Quality of text readability from about 6 feet away*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1b	**Effectiveness of the layout** *Flow of the layout*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1d	**Appropriateness of images, tables, and figures** *Images, tables, and figures effectively support content*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1*	**Overall rating for the poster physical appearance** *Overall visual and aesthetic qualities*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

A2. POSTER: Content (60%)								
A2a	**Quality of background and rationale** *Clear with past works appropriately incorporated*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2b	**Presentation of research hypotheses** *Overall ratings of demonstration of understanding, awareness, and respect for human diversity and dignity.*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2c	**Compatibility of study design to hypothesis** *Study design optimally addresses hypothesis*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2d	**Quality of the data analysis and interpretation** *Analytic methods appropriate for addressing hypotheses*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2e	**Conclusions** *Conclusion(s) reasonably follows the analyses*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2*	**Overall rating for the poster content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

RATING SCALE	
1	Extremely poorly executed (completely misses minimum standards)
2	Poorly executed (mostly misses minimum standards)
3	Somewhat poorly executed (somewhat misses minimum standards)
4	Acceptably executed (barely meets minimum standards)
5	Well-executed (somewhat exceeds minimum standards)
6	Very well-executed (mostly exceeds minimum standards)
7	Superior execution (far exceeds minimum standards)

ORAL PRESENTATION RATINGS

B1. ORAL PRESENTATION: Presentation Style (40%)								
B1a	**Length of presentation** *Timing appropriate*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1b	**Speaking skills and composure** *Information presented with clarity (preparation evident)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1*	**Overall presentation style ratings.** *Overall quality rating of the oral presentation*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

B2. ORAL PRESENTATION: Content (60%)								
B2a	**Depth of details** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2b	**Accuracy of information presented** *Information correctly represented by speaker*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2*	**Overall rating for the presentation content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

OVERALL STUDENT LEARNING OUTCOMES

C1	**Overall ratings of familiarity with major concepts, theoretical perspectives, empirical findings, historical trends, and/or applications in psychology.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C2	**Overall ratings of critical synthesis of the literature, critical thinking, and/or problem solving.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C3	**Overall ratings of demonstration of understanding, awareness, and respect for human diversity and dignity.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C4	**Overall, how well did students demonstrate their ability to apply psychological concepts, principles, and skills to their capstone project?**	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Graduating Psychology Major Survey: Spring 2021

Start of Block: Default Question Block

Intro
Saint Louis University
Graduating Psychology Major Survey *The SLU Psychology Department is pleased to count you among our majors who will be graduating this year. We would like to know your perceptions about the education and experiences you acquired as a psychology major. Your answers to this survey will be confidential. We appreciate your cooperation in completing this survey which will enable us to review the effectiveness of the Psychology Undergraduate Studies Program and determine how we might improve in the future.*

End of Block: Default Question Block

Start of Block: Section 1

Descrip1 **Section I.**
In this section, we would like you to rate your satisfaction with various aspects of the Psychology Department curriculum and courses. Please provide your responses to the items below. You are welcome to provide additional comments about any of these items at the end of this survey.

Q1 1. Number and variety of psychology courses that were available.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q2 2. Scheduling (days and times) of psychology courses.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q3 3. Instruction about the range of specialties within the field of psychology.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q4 4. Instruction through active learning experiences (e.g. group projects, discussion, field experiences) in psychology courses.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q5 5. Instruction about writing in psychology.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q6 6. Instruction about research methods and statistics.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q7 7. Instruction about individual and group differences in human behavior.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q8 8. Psychology career-related information provided through classes or coursework.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q9 9. Instruction about the application of psychological knowledge and methods to real-world problems and issues.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q10 10. Instructors' use of technology in psychology courses.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q11 11. Practice preparing and giving oral presentations in class.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q12 12. Diversity of cultural perspectives addressed in psychology classes.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q13 13. Interactions with your instructors.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q14 14. Rigor of grading practices in department.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q15 15. Overall quality or caliber of instruction in the department.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

End of Block: Section 1

Start of Block: Block 2

Descrip2 Section II.
In this section, we are interested in learning your comments about the academic advising you received and about other departmental opportunities. Please indicate the number that best describes your degree of satisfaction with each of the items below. Once again, feel free to provide additional written comments about any item at the end of this survey.

Q16 16. Information you received about general requirements for the major in psychology.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q17 17. Overall availability of your psychology mentor to meet with you.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q18 18. Your psychology mentor's ability to help you clarify questions and find answers.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q19 19. Information about career paths in psychology provided by your psychology mentor.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q20 20. Advising you received about practicum field experiences for course credit (e.g. regular practicum or capstone practicum).

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q21 21. Advising you received about conducting research for course credit (e.g. in courses or capstone research project).

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q22 22. Information about how to change mentors.

- ○ Very Dissatisfied (1)
- ○ Dissatisfied (2)
- ○ Undecided (3)
- ○ Satisfied (4)
- ○ Very Satisfied (5)
- ○ Not Applicable (6)

Q23 23. Pre-registration procedures in the department.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q24 24. Your participation in psychological research as a subject.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q25 25. Your participation in departmental research as a research assistant or experimenter.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q26 26. Faculty availability to write letters of recommendation for post-college education, training and/or employment.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q27 27. Information you received about requirements for graduate school in psychology.

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

Q28 28. Psychology-related special events outside the classroom (e.g. special speakers, events and activities hosted by Psi Chi).

- Very Dissatisfied (1)
- Dissatisfied (2)
- Undecided (3)
- Satisfied (4)
- Very Satisfied (5)
- Not Applicable (6)

End of Block: Block 2

Start of Block: Block 3

Descrip3 Section III.
In this section, please evaluate to what extent your psychology courses have contributed to your knowledge, skills and personal development in the following areas. Please evaluate each item using the scale below.

Q29 29. Your familiarity with the major concepts, theories and empirical findings in psychology.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q30 30. Your familiarity with historical events and trends in psychology.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q31 31. Your ability to read and comprehend journal articles describing empirical findings from psychological research.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q32 32. Your ability to think critically and creatively about psychological issues and problems.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q33 33. Your ability to use a scientific approach to solving problems related to behavior and mental processes.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q34 34. Your understanding of basic research methods in psychology, including design principles, data analysis, and interpretation.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q35 35. Your understanding and ability to apply psychological principles to personal issues.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q36 36. Your ability to apply psychological knowledge to societal and/or institutional contexts.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q37 37. Your capacity to seek and weigh evidence when choosing courses of action.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q38 38. Your understanding of and ability to apply ethical principles that guide the field of psychology.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q39 39. Your competence using computers and other technology to access and evaluate psychology-related information.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q40 40. Your ability and confidence to make public presentations.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q41 41. Your ability to write clearly and effectively.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q42 42. Your understanding of and respect for people of other racial, ethnic or cultural backgrounds.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

Q43 43. Your knowledge about psychological strategies for self-management and self-improvement.

- ○ Not at all (1)
- ○ Very little (2)
- ○ Somewhat (3)
- ○ Quite a bit (4)
- ○ Very much (5)
- ○ Not Applicable (6)

Q44 44. Your ability to use psychological knowledge, skills and values in your occupational pursuits.

- ○ Not at all (1)
- ○ Very little (2)
- ○ Somewhat (3)
- ○ Quite a bit (4)
- ○ Very much (5)
- ○ Not Applicable (6)

Q45 45. Your ability to collaborate and work effectively with others to reach consensus, generate solutions or take effective action.

- Not at all (1)
- Very little (2)
- Somewhat (3)
- Quite a bit (4)
- Very much (5)
- Not Applicable (6)

End of Block: Block 3

Start of Block: Block 4

Descrip4 Section IV.
In this section, please answer questions about yourself.

Q46a 46a. Were you ever a member of ROTC while a student at SLU?

- Yes (23)
- No (24)

Q46b 46b. Did you have military veteran status and/or were activity duty military while a student at SLU?

- Yes (1)
- No (2)

Q83 46c. Which best describes your usage of SLU's Career Services Center?

- ○ No usage: I never met with a career counselor at the center nor did I attend any of their events. (1)
- ○ I met with a career counselor at least once but never attended any of their events. (2)
- ○ I never met with a career counselor but I attended at least one of their events. (3)
- ○ I met with a career counselor at least once AND attended at least one of their events. (4)

Q47a 47a. If you completed more than one major, was psychology your primary major?

- ○ Yes (1)
- ○ No (2)
- ○ Psychology was my only major (3)

Q47b 47b. Did you complete any minor(s) with your Psychology major

- ○ Yes (1)
- ○ No (2)

Q47c 47c. Did you combine your psychology major with a certificate (e.g., Women's Studies, Visual Communication, African-American Studies)?

- ○ Yes (1)
- ○ No (2)

Q48 48. Based on what you know now, what do you expect your Overall GPA to be at the end of this semester?

- 2.99 or Lower (1)
- Between 3.00 and 3.59 (2)
- 3.60 or Higher (3)

Q49 49. Did you complete a psychology-related practicum field experience for credit (e.g., a capstone practicum, PSY 4965 or 4870, or a regular practicum, PSY 4790)?

- Yes (1)
- No (2)

Q50 50. Did you ever work as a research assistant or experimenter for research conducted by psychology faculty or their graduate students?

- Yes (1)
- No (2)

Q51 51. Did you ever design and carry out research under the supervision of a psychology instructor either in a class or to satisfy your capstone requirement (e.g. PSY 4010, 4960, 4880, 4967, or 4800)?

- Yes (1)
- No (2)

End of Block: Block 4

Start of Block: Block 5

Section V. Now, we would like for you to tell us about your plans for after you graduate from SLU.

Q52a 52a. Did you apply to a graduate program in Psychology for the upcoming academic year?

- ○ Yes (1)
- ○ No (2)

Skip To: Q53a If 52a. Did you apply to a graduate program in Psychology for the upcoming academic year? = No

Display This Question:

If 52a. Did you apply to a graduate program in Psychology for the upcoming academic year? = Yes

Q52b 52b. What programs or fields in Psychology best describes the program(s) to which you applied? (select all that apply)

- ☐ Clinical (1)
- ☐ Counseling (2)
- ☐ Developmental Psychology (3)
- ☐ Cognitive Psychology (4)
- ☐ Neuroscience (5)
- ☐ Social Psychology (6)
- ☐ Experimental Psychology (7)
- ☐ School Psychology (8)
- ☐ Industrial Organizational Psychology (9)
- ☐ Other (please specify) (11)

_____

Display This Question:

If 52a. Did you apply to a graduate program in Psychology for the upcoming academic year? = Yes

Q52c 52c. What type of degree(s) in Psychology are you pursuing in the programs to which you applied?

- [ ] Master's degree (e.g. M.A. or M.S.) only (1)
- [ ] Ph.D. (2)
- [ ] Psy.D. (3)
- [ ] Other (please specify) (4) _____

Display This Question:

If 52a. Did you apply to a graduate program in Psychology for the upcoming academic year? = Yes

Q52d 52d. Which best represents your decision on what to do about one or more of these Psychology programs to which you applied?

- ○ I was not accepted to any of the psychology programs (1)
- ○ I was accepted and will attend one of the psychology programs (2)
- ○ I was accepted but will not attend one of the psychology programs (please explain why) (3) _____
- ○ I am unsure as to whether or not I have been accepted to one of the psychology programs at this time (4)

Q53a 53a. Did you apply to professional or graduate programs other than Psychology?

- ○ Yes (1)
- ○ No (2)

Skip To: Q54a If 53a. Did you apply to professional or graduate programs other than Psychology? = No

Display This Question:

If 53a. Did you apply to professional or graduate programs other than Psychology? = Yes

Q53b 53b. Which best describes the non-psychology programs to which you applied? (select all that apply)

- [ ] Medical School (1)
- [ ] Nursing School (2)
- [ ] Physical Therapy (3)
- [ ] Occupational Therapy (4)
- [ ] Law School (5)
- [ ] Social Work (6)
- [ ] Education (7)
- [ ] Human Resource (8)
- [ ] Business (9)
- [ ] Public Health (10)
- [ ] Law Enforcement (11)
- [ ] Journalism (12)
- [ ] Other (please specify) (13) _____

Display This Question:

If 53a. Did you apply to professional or graduate programs other than Psychology? = Yes

Q53c 53c. Which best represents your decision on what to do about one or more of these non-Psychology programs to which you applied?

- ○ I was not accepted to any of the non-psychology programs (1)
- ○ I was accepted and will attend one of the non-psychology programs (2)
- ○ I was accepted but will not attend one of the non-psychology programs (please explain why) (3) _____
- ○ I am unsure as to whether or not I have been accepted into one of the non-psychology programs at this time (4)

Display This Question:

If 52d. Which best represents your decision on what to do about one or more of these Psychology prog... != I was accepted and will attend one of the psychology programs

Or 53c. Which best represents your decision on what to do about one or more of these non-Psychology... != I was accepted and will attend one of the non-psychology programs

Q54a
54. If you will not immediately continue your studies in a graduate or professional program in the year following graduation, are you planning to take a “gap” year?

A "gap" year in this instance refers to when students choose to defer applying to graduate, professional, or other educational programs for about a year.

- ○ Uncertain at this time (1)
- ○ Yes, and then I plan on applying to a Psychology graduate program (2)
- ○ Yes, and then I plan on applying to a non-Psychology professional or graduate program (3)
- ○ Yes, but I am unsure what my next steps will be following the gap year (5)
- ○ No, I am not planning to take a gap year (4)

Display This Question:

If 52d. Which best represents your decision on what to do about one or more of these Psychology prog... != I was accepted and will attend one of the psychology programs

Or 53c. Which best represents your decision on what to do about one or more of these non-Psychology... != I was accepted and will attend one of the non-psychology programs

Q54 54b.If you will not immediately continue your studies in a graduate or professional program in the year following graduation, which of the pursuits below is closest to your plans following graduation? Please select all that apply.

- [ ] Uncertain at this time (1)
- [ ] Human services or mental health fields (2)
- [ ] Education or child care (3)
- [ ] Health fields (4)
- [ ] Human Resources (5)
- [ ] Sales or retail (6)
- [ ] Financial industry (7)
- [ ] Military (8)
- [ ] Police, fire protection, EMT, or other first responder (9)
- [ ] Arts and entertainment fields (10)
- [ ] Government (e.g. federal, state, or city) (11)
- [ ] Travel (12)
- [ ] Teach for America, Peace Corps, or other similar non-profit service (13)
- [ ] Teach English Abroad (14)
- [ ] Continue to take courses (16)
- [ ] Other (please specify) (15)

Q80 55a. Thinking about your SLU Psychology courses during this pandemic year, indicate which best describes the format(s) of the Psychology courses you enrolled in during the Fall 2020 and Spring 2021 semester?

- ○ I attended all of my SLU Psychology courses remotely. (1)
- ○ I attended all of my SLU Psychology courses in-person. (2)
- ○ I attended some of my SLU Psychology courses remotely and some of my SLU Psychology courses in-person. (3)
- ○ I did not take any SLU Psychology courses this academic year. (4)

Q88 55b. Thinking about the past academic year (Fall 2020 and Spring 2021), what format would you have *preferred* for the Psychology courses you took.

- ○ Online (remote only) (1)
- ○ In-person (2)
- ○ Hybrid or flex (in-person, but online when needed) (3)
- ○ I did not take any SLU Psychology courses this academic year. (4)

Q89 55c. If you had another year at SLU and were required to take another Psychology course, what format would you prefer the course to be in?

- ○ Online (remote only) (1)
- ○ In-person (2)
- ○ Hybrid or flex (in-person, but online when needed) (3)

Display This Question:

If 55a. Thinking about your SLU Psychology courses during this pandemic year, indicate which best de... != I did not take any SLU Psychology courses this academic year.

Q81 55d1. Which statement reflects how pandemic-related disruptions impacted your studies in Psychology courses at SLU.

- ○ My studies in Psychology courses were mostly impacted in POSITIVE ways as a result of pandemic-related disruptions. (1)
- ○ My studies in Psychology courses were mostly impacted in NEGATIVE ways as a result of pandemic-related disruptions. (2)
- ○ My studies in Psychology courses were impacted significantly in POSITIVE and NEGATIVE ways as a result of pandemic-related disruptions. (6)
- ○ My studies in Psychology courses were impacted, but mostly in NEUTRAL ways as a result of pandemic-related disruptions. (3)
- ○ My studies in Psychology courses were not impacted by pandemic-related disruptions. (4)
- ○ Other (please describe): (5) _____

Display This Question:

If 55d1. Which statement reflects how pandemic-related disruptions impacted your studies in Psycholo... = My studies in Psychology courses were mostly impacted in POSITIVE ways as a result of pandemic-related disruptions.

Q86 55d1a. You indicated that your studies in Psychology courses were mostly impacted in POSITIVE ways as a result of pandemic-related disruptions. We are interested in hearing more about that. Please feel free to use this space to share your thoughts about the positive impacts without disclosing personal health information.

_____

Display This Question:

If 55d1. Which statement reflects how pandemic-related disruptions impacted your studies in Psycholo... = My studies in Psychology courses were mostly impacted in NEGATIVE ways as a result of pandemic-related disruptions.

Q85 55d1b. You indicated that your studies in Psychology courses were mostly impacted in NEGATIVE ways as a result of pandemic-related disruptions. We are interested in hearing more about that. Please feel free to use this space to share your thoughts about the negative impacts without disclosing personal health information.

_____

Display This Question:

If 55d1. Which statement reflects how pandemic-related disruptions impacted your studies in Psycholo... = My studies in Psychology courses were impacted significantly in POSITIVE and NEGATIVE ways as a result of pandemic-related disruptions.

Q87 55d1c. You indicated that your studies in Psychology courses were impacted in both POSITIVE and NEGATIVE ways as a result of pandemic-related disruptions. We are interested in hearing more about that. Please feel free to use this space to share your thoughts about the positive and negative impacts without disclosing personal health information.

_____

Q82 55e. Which statement reflects how pandemic-related disruptions impacted your future career plans.

- ○ My career plans generally changed in a POSITIVE way as a result of pandemic-related disruptions. (1)
- ○ My career plans generally in a NEGATIVE way as a result of pandemic-related disruptions. (2)
- ○ My career plans generally in a NEUTRAL way as a result of pandemic-related disruptions. (3)
- ○ My career plans were not impacted by pandemic-related disruptions. (4)
- ○ Other (please describe): (5) _____

Q55 Please feel free to share any additional comments about the items on this survey or other aspects of your experiences as a psychology major in the space below.

_____

Thank you for taking the time to complete this survey.

Best wishes for your continued success in the future.

When you submit this form, you will be directed to a separate survey to provide your contact information if you wish to be included in our Department alumni listing.

End of Block: Block 5