



Department of Psychology

Assessment of an Undergraduate Learning Objective



Appendix A GRADING RUBRIC: RESEARCH POSTERS

Scale: 0(no) 1(somewhat) 2(yes)

INTRODUCTION-20% (Total /10)

- Purpose of study clear
- Reference to prior research sufficient and accurate
- Clear understanding of the issues is demonstrated
- Prediction clear and accurately stated
- Rationale for prediction clear and follows logically from previous research

METHOD-20% (Total /8)

- Number and characteristics of participants clear
- Materials described sufficiently
- Research design and procedures clear and complete
- Variables clearly operationally defined as needed

RESULTS-20% (Total /6)

- Statistical analyses appropriate for research design
- Statistical analyses accurately and clearly presented
- Narrative comments accurately complement statistical data, tables, figures

DISCUSSION-20% (Total /8)

- Results summarized accurately
- Results are related to initial prediction and to previous research
- Both positive and negative findings clearly explained
- Implications and/or applications suggested

WRITING QUALITY-10% (Total /6)

- Correct grammar, punctuation, syntax and spelling used consistently
- Active voice used consistently
- Past tense used consistently

APPEARANCE-10% (Total /6)

- Elements of poster arranged in logical manner
- Text is clearly readable and appropriate in quantity

SUMMARY OF PROCESS

Faculty adopt learning objective:

Students should be able to communicate effectively in a variety of formats related to the discipline of psychology.

Faculty determine that the following student products can provide evidence of communication skills:

- Posters of Students' Research**
- Oral Presentations**
- Research Papers**
- Co-op Employer Evaluations**
- Co-op Student Self Evaluations**

Assessment process for POSTERS

KPI:

At least 90% of students will prepare adequate posters (grade \geq 70%) in capstone research courses.

Evaluation Method:

2003: Faculty develop grading rubric for posters. (See Appendix A)

Evaluation Process:

Spring 2004: Pilot test of grading rubric in one research capstone course

Results: (Spring 2004)

- (a) 88% of students' posters were adequate. (Criterion was not met)**
- (b) Importantly, the grading rubric successfully distinguished among variations in the quality of posters.**

Use of Results:

- (a) Faculty adopt Poster Grading Rubric for use in all research capstone courses.**
- (b) Faculty modify student handouts to help them with poster preparation.**

Assessment process for ORAL PRESENTATIONS

KPI:

At least 80% of students will give adequate oral presentations (grade \geq 70%) in capstone courses.

Evaluation Method:

2003: Faculty develop grading rubric for oral presentations (See Appendix B)

Evaluation Process:

Spring 2004: Pilot test of grading rubric in one research capstone course

Results: (Spring 2004)

- (a) 88% of students' oral presentations were adequate. (Criterion was not met)**
- (b) Grading rubric successfully distinguished among variations in the quality of oral presentations**

Use of Results:

- (a) Faculty adopted the Poster Grading Rubric for use in all capstone courses.**
- (b) Faculty modify grading rubric to fit non-research capstone courses**
- (c) Faculty realize that students are not well prepared to give oral presentations, and modify student handouts to help them prepare.**

Appendix B GRADING RUBRIC: ORAL PRESENTATIONS

Scale: 0(no) 1(somewhat) 2(yes)

INTRODUCTION 20% (Total: /12)

- Research topic and/or questions clearly explained
- Previous research: Related? Appropriately discussed?
- Rationale for study. Why was study necessary/important?
- Overview of method complete enough to understand predictions
- Predictions: Stated correctly
- Rationale for predictions

PARTICIPANTS & MATERIALS 20% (Total /12)

- Who were participants? Number, Gender, Age
- Materials used. What does each instrument measure? Who developed?
- Examples of items and rating scale.
- Scoring: How were final scores derived?
- Possible range of scores
- Interpretation of scores: What does high versus low scores mean?

PROCEDURE 10% (Total /4)

- What did Ss do, in chronological order?
- Cover story: What were Ss told?

RESULTS 20% (Total: /8)

- What data were collected?
- Statistical analyses used
- Prediction supported / not supported
- Data explained clearly and completely

DISCUSSION 20% (Total: /8)

- Explanation for results
- Connection to previous research
- Important limitations of study; how to avoid limitations in future
- Implications of these kinds of studies

SPEECH DELIVERY 10% (Total: /6)

- Attention to time
- Organized presentation
- Concluding sentence