

UNIVERSITY OF CENTRAL ARKANSAS
ACADEMIC ASSESSMENT PLAN
Requirements, Template, and Example

Requirements

1. *Submit with New Program Proposal*
 - a. *Programs are encouraged to consult with the Office of University Assessment.*
 - b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: Psychology (BS)

College: Health & Behavioral Sciences

Department: Psychology & Counseling

Program Level (check all that apply)

- ☐ Associate's
- ☒ Bachelor's
- ☐ Undergraduate Certificate
- ☐ Master's
- ☐ Doctoral
- ☐ Graduate Certificate

Date Plan Submitted: 03/15/2025

College Dean & email: Nancy Reese, nancyr@uca.edu

College Curriculum Committee Chairperson & email: Adam Bruenger, abruenger@uca.edu

Department Chairperson & email: Art Gillaspy, artg@uca.edu

Department Curriculum Committee Chairperson & email: Shawn R. Charlton, scharlton@uca.edu

1. Introduction (identify college, unit, and degree programs)

- *Purpose:* The purpose of the undergraduate programs in psychology is to equip our students to:
(1) use the science of psychology as a framework to think critically about the self, others, and the world; (2) successfully pursue employment and advanced studies in psychology and related areas; (3) contribute to a changing and diverse world; (4) establish a professional identity and community.
- *Program Goals:* The undergraduate programs in psychology have the following major goals:



Goal #1: Know the Science of Psychology

*The Bachelor of Science in Psychology provides students a **foundation in Psychology**: the scientific study of the behavior of individuals and how environmental, physiological, cognitive, social, and cultural events influence these behaviors. The UCA Psychology program teaches the major theories, concepts, and techniques associated with modern psychology. Understanding psychological science entails recognizing the cultural, historical, and social context of the science and its development.*

Goal #2: Think critically about the self, others, and the world

*The Bachelor of Science in Psychology strengthens **critical thinking**: the active, intentional process of evaluating information and personal opinions, thoughts, and experiences through systematic analysis, synthesis of evidence from divergent sources, problem identification, problem-solving, inference, evaluation, and the consideration of empirical data. Critical thinking informs and influences individual actions, beliefs, and decisions in a way that can improve the human condition.*

Goal #3: Successfully pursue employment and advanced studies

The Bachelor of Science in Psychology prepares students to meet their personal and professional vocational goals by pursuing advanced training opportunities, including graduate degrees in psychology and related fields, and by helping program graduates develop needed skills for success in the workplace and advanced training programs.

Goal #4: Contribute to a changing and diverse ¹world

¹ Diverse and diversity throughout this document are used to refer to exploring the scientific evidence and theory associated with the psychological experiences and needs of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, religious beliefs, political ideologies, abilities, neurological functioning, and all of other forms of the human experience.

The Bachelor of Science in Psychology equips students to be more ethical, just, equitable, considerate of the diversity of human experiences, and inclusive in their personal and professional interactions in the local and global community.

Goal #5: Establish a Professional Network and Community

The Bachelor of Science in Psychology provides students opportunities and skills to establish meaningful personal and professional connections with classmates, faculty, staff, and the broader UCA and Conway community. Psychology majors are encouraged to begin developing connections with their future professional communities.

The table below provides our initial estimates of alignment between our major goals and specific courses. Alignment with these courses will be revised as we get feedback from our assessment measures.

Goal #1: Know the Science of Psychology

Goal #2: Think critically about the self, others, and the world

Goal #3: Successfully pursue employment and advanced studies

Goal #4: Contribute to a changing and diverse world

Goal #5: Establish a Professional Network and Community

NOTE: With the assessment office we developed custom Student Course Experience Survey questions for each of these five goals. Accordingly, student perceptions of these goals are assessed in all undergraduate psychology courses each semester.

Course	Goal #1	Goal #2	Goal #3	Goal #4	Goal #5
1100: UCA Thrive	R	R			
1300: Introduction to Psychology	I	I		I	
1310: Applications of Psychology	I		I	I	I
2330: Psychological Statistics	R	R			
2331: Research Methods	R	R			
3301 Physiological Psychology	R				
3302: Sensation & Perception	R				
3311: Cognitive Psychology	R	R			
3312 Psychology of Learning	R				
3321: Developmental Psychology	R	R		R	
3322: Theories of Personality	R				
3323: Abnormal Psychology	R	R		R	
3335: Social Psychology	R	R		R	
3336: Intergroup Relations	R	R		R	
3341: Multicultural Psychology	R	R		R	
3342: Psychology of Women	R	R		R	
4301: Psychology Apprenticeship I	R	R	R	R	R
4302: Psychology Apprenticeship II	R	R	R	R	R
4311: Psychology in Context	A	A	A	A	A
4321: Evolutionary Psychology	R				
4323: Health Psychology	R	R		R	
4325: Indust/Organizational Psychology	R	R		R	
4326: Media Psychology	R	R		R	
4327: Positive Psychology	R	R		R	
4328: Sports Psychology	R			R	

4341: Data Analysis & Application	R	R		R	
4342: Psychological Tests & Measures	R	R			
4351: Applied Behavior Analysis	R		R	R	
4352: Adult Development & Aging	R				
4354: Judgment & Decision-Making	R				
4371: Intro to Mental Health Professions	R	R	R	R	R
4372: Professional Development in PSYC	R		R		
4377: Study Abroad in Psychology	R	R		R	

2. Student Outcomes

The Psychology program is designed to provide students with a strong foundation in psychological science while fostering critical thinking, professional development, and engagement with a breadth of perspectives. These Student Learning Outcomes (SLOs) align with our program's major goals by ensuring that graduates can demonstrate a deep understanding of psychological theories and research (Goal #1) and apply scientific reasoning to analyze behavior and social phenomena (Goal #2).

SLO 1: Demonstrate Knowledge of Core Psychological Concepts: Students will accurately identify and apply foundational psychological theories, principles, and terminology across major subfields, including cognition, memory, learning, perception, neuroscience, development, social, clinical, and personality psychology.

SLO 2: Analyze and Interpret Psychological Data: Students will evaluate research findings by interpreting experimental designs, statistical results, and graphical data presentations, demonstrating proficiency in research methodology and measurement.

SLO 3: Evaluate Biological and Cognitive Mechanisms Underlying Behavior: Students will demonstrate an understanding of physiological, neurological, and cognitive processes that influence behavior, including sensory perception, memory, language, and consciousness, as assessed by MFT questions on Neuroscience, Sensation, Perception, and Cognition.

SLO 4: Demonstrate Understanding of Social and Clinical Psychological Concepts: Students will identify and analyze factors influencing social behavior, personality development, mental health disorders, and psychological treatment approaches, as measured by MFT sub-scores in Social, Personality, and Clinical/Abnormal Psychology.

SLO 5: Demonstrate Understanding of Learning, Cognition, and Memory: Students will apply key principles of learning, cognitive processes, and memory systems to explain how individuals acquire, store, and retrieve information. This includes demonstrating knowledge of classical and operant conditioning, problem-solving strategies, language development, attention, and memory encoding and retrieval processes.

3. Assessment Cycle

- Assessments for the five goals and our five major SLOs occur each semester.

4. Curriculum Map

The following table provides our initial alignment between our five primary Student Learning Outcomes (SLOs) and specific courses.

SLO 1: Demonstrate Knowledge of Core Psychological Concepts

SLO 2: Analyze and Interpret Psychological Data

SLO 3: Evaluate Biological and Cognitive Mechanisms Underlying Behavior

SLO 4: Demonstrate Understanding of Social and Clinical Psychological Concepts

SLO 5: Demonstrate Understanding of Learning, Cognition, and Memory

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
1100: UCA Thrive	R			X	
1300: Introduction to Psychology	I	I	I	I	I
1310: Applications of Psychology	I	I	I	I	I
2330: Psychological Statistics		R			
2331: Research Methods		A			
3301 Physiological Psychology	R		R		
3302: Sensation & Perception	R		R		
3311: Cognitive Psychology	R				R
3312 Psychology of Learning	R				R
3321: Developmental Psychology	R			R	
3322: Theories of Personality	R			R	
3323: Abnormal Psychology	R		R	R	
3335: Social Psychology	R			R	
3336: Intergroup Relations	R			R	
3341: Multicultural Psychology	R			R	
3342: Psychology of Women	R		R		
4301: Psychology Apprenticeship I	R	R			
4302: Psychology Apprenticeship II	R	R			
4311: Psychology in Context	A	A	A	A	A
4321: Evolutionary Psychology	R		R		R
4323: Health Psychology	R		R		
4325: Indust/Organizational Psychology	R			R	
4326: Media Psychology	R			R	
4327: Positive Psychology	R				
4328: Sports Psychology	R		R		
4341: Data Analysis & Application	R	R			
4342: Psychological Tests & Measures	R	R			
4351: Applied Behavior Analysis	R			R	
4352: Adult Development & Aging	R		R		
4354: Judgment & Decision-Making	R				R
4371: Intro to Mental Health Professions	R			R	
4372: Professional Development in PSYC	R				
4377: Study Abroad in Psychology	R				

5. Assessment Methods and Measures (Formative and Summative recommended)

NOTE: This initial program assessment plan does not indicate specific benchmarks for the measures and evaluation of the program. As the assessment process is implemented, repeated, and refined, we will add specific program benchmarks to assist with evaluating progress as well as strategic decision-making.

- *All Goals - End of course Student Course Experience Surveys:* The Office of Assessment created a custom survey flow that will allow students enrolled in all undergraduate psychology courses to provide feedback on how well they perceive that course as meeting each of the five major goals. The specific evaluation items presented to students are:

1. Completion of this course has improved my understanding of psychology as a science.
 2. This course increased my ability to think critically, evaluate claims, and solve problems.
 3. This course helped me to develop professional goals and skills to pursue advanced studies or employment.
 4. This course increased my ability to contribute to a diverse and changing world.
 5. Course interactions and activities strengthened my connections with the psychology community at UCA, the Conway community, and/or my professional community.
- *Goal #1: Major Field Test, Psychology:* During PSYC 4311: Psychology in Context (completed in their senior year after completing PSYC 4301: Psychology Apprenticeship I) students complete the ETS Major Field Test for Psychology. This is a standardized assessment of major psychological concepts. The measure provides nationally normed comparisons we can use to evaluate our students' overall understanding of critical psychological concepts, *especially our program's five SLOs*:

Student Learning Objective	Major Field Test (MFT) Assessment
SLO 1: Demonstrate Knowledge of Core Psychological Concepts	MFT Total Score
SLO 2: Analyze and Interpret Psychological Data	MFT Measurement and Methodology indicator
SLO 3: Evaluate Biological and Cognitive Mechanisms Underlying Behavior	MFT Sensory/Perception/Physiology sub scores & Perception/Sensation/Physiology assessment indicator scores.
SLO 4: Demonstrate Understanding of Social and Clinical Psychological Concepts	MFT Clinical/Abnormal and Social assessment indicator.
SLO 5: Demonstrate Understanding of Learning, Cognition, and Memory	MFT Learning/Cognition/Memory sub scores and Memory & Cognition assessment indicator

- *Goal #2: PSYC @ UCA Critical Thinking Test:* At the start of PSYC 1310: Application of Psychology (this course is completed the first or second semester as a psychology major) and at the end of PSYC 4311 (completed in their senior year after completing PSYC 4301: Psychology Apprenticeship II), students complete a custom assessment of critical thinking. The assessment includes four measures of general critical reasoning and six items from the Psychological Critical Thinking Exam (PCTE; Lawson, Jordan-Fleming, & Bodle, 2016). This instrument is objectively scored based on student responses producing a score from 0 to 10. See Appendix 1.
- *Goal #3: Professional Planning and Preparation Survey:* As part of our program assessment during PSYC 4311: Psychology in Context (a course taken by all psychology majors and exclusively by psychology majors), course participants will complete the Professional Planning and Preparation survey. See Appendix 2.
- *Goal #4: UCA Core Rubrics & Psychology Major Exit Survey.* PSYC 3341: Multicultural Psychology and PSYC 3342: Psychology of Women students complete diversity of human experience activities as part of the UCA UD Core. These outcomes are assessed using the UD Core rubrics. During PSYC 4311, students will complete the Psychology Major Exit Survey. See Appendix 3.

- *Goal #5: Professional Planning and Preparation Survey:* As part of our program assessment during PSYC 4311: Psychology in Context (a course taken by all psychology majors and exclusively by psychology majors), course participants will complete the Professional Planning and Preparation survey. See Appendix 2.

6. Data Collection and Review

- Each of the major goals is assessed yearly with the administrations described above. Assessment teams will evaluate the data from the previous academic year during the fall of each semester.
- An undergraduate committee meeting in November of each year will be committed to strategic discussions focused on outcomes from the program assessments.
- Data will be stored in a shared Google Drive that all Psychology faculty can access.

7. Participation in Assessment Process

- All members of the Undergraduate Psychology Committee will be involved in the collection, evaluation, and/or decision-making regarding program assessment and outcomes.
- Specific committee assignments will be made each January with responsibility for evaluating specific portions of the program assessment, reporting their major findings at committee meetings, and representing their area at the strategic discussion in November.

8. Data Analysis

- All members of the Undergraduate Psychology Committee will be involved in analysis and/or data-based decision-making associated with the assessment plan.
- Benchmarks and more refined assessments will be developed as data analyses suggest focus areas and where better resolution is needed.

9. Plan for Using Assessment Results to Improve Program

- Assessment data will be used in all aspects of program decision-making, including curriculum revisions, course scheduling, and course development.
- This assessment plan along with the annual assessment results will be shared with individual faculty with encouragement to use the results in their course planning and revision.

10. What are the plans to evaluate students' post-graduate success?

- Due to resource constraints within the program, we rely on the post-graduation survey administered by Institutional Research to assess alums.
- Once this assessment plan and our revised curriculum (launched in Fall 2023) are fully established, we will explore options for a program-driven post-graduate success assessment.

11. What are the plans to evaluate teaching effectiveness?

- The department is in the process of developing a comprehensive teaching effectiveness assessment and improvement plan. However, this initiative must follow the establishment and implementation of the new curriculum and assessment plan to ensure alignment with our updated academic goals.

- As part of the annual performance review, the department chair discusses Student Course Experience Survey (SCES) results with faculty.
- Faculty are encouraged to seek peer mentoring and coaching through the Center for Excellence in Teaching and Academic Leadership (CETAL) on campus, a practice they have consistently engaged in to enhance their teaching effectiveness.

12. Appendices

1. Goal #2: Critical Thinking Assessment
2. Goal #3: Professional Planning and Preparation Survey
3. Goal #4 & #5: Psychology Major Exit Survey

13. Submit Assessment Plan

- Send completed form electronically to assessment@uca.edu

For questions or concerns please contact:
Dr. Jacob Held 450-5307 jmhheld@uca.edu
Alyson McEntire 450-5086 amcentire@uca.edu

Appendix 1

Psychology Critical Thinking

Q2 Medical researchers have developed a new cream for treating skin rashes. New treatments often work but sometimes make rashes worse. Even when treatments don't work, skin rashes sometimes get better and sometimes get worse on their own. As a result, it is necessary to test any new treatment in an experiment to see whether it makes the skin condition of those who use it better or worse than if they had not used it. Researchers have conducted an experiment on patients with skin rashes. In the experiment, one group of patients used the new cream for two weeks, and a second group did not use the new cream. In each group, the number of people whose skin condition got better and the number whose condition got worse are recorded in the table below. Because patients do not always complete studies, the total number of patients in each of the two groups is not exactly the same, but this does not prevent assessment of the results.

	Rash Improved	Rash worsened
Skin Cream	223	75
No Skin Cream	107	21

Which of the following best describes the outcome of this experiment?

- ☐ The skin cream effectively treated the rash
 - ☐ The skin cream did not effectively treat the rash
 - ☐ There isn't enough information to make a decision
-

Q3 Please explain your process for evaluating the outcome of this experiment.

Q17 Psychological researchers have developed a new therapy for treating mental health challenges, particularly mild-to-moderate anxiety. New therapies often improve mental health symptoms, but they can also sometimes exacerbate them. Even when therapies are not employed, symptoms may improve or worsen on their own due to natural fluctuations or external factors. To determine the efficacy of this new therapy, researchers conducted an experiment. Participants were randomly assigned to one of two groups: one group received the new therapy for two weeks, while the other group received no therapy during that period. The table below summarizes the results,

showing the number of participants whose mental health symptoms improved or worsened in each group. Interpret the results of this study.

	Anxiety Improved	Anxiety worsened
New therapy	298	100
No therapy	143	28

Which of the following best describes the outcome of this experiment?

- ☐ Anxiety improved in those receiving the new therapy
- ☐ The new therapy did not improve anxiety
- ☐ We don't have enough information to make a determination

Q18 Please explain your process for evaluating the outcome of this experiment.

Q19 Psychological researchers have developed a new teaching approach for psychological statistics aimed at improving students' comprehension and application of statistical concepts. Traditional methods sometimes help students learn better, but they can also leave some struggling to understand complex topics. Even without intervention, student performance can vary due to personal effort or external support. To test the effectiveness of the new teaching approach, researchers conducted an experiment in an undergraduate class. Students were randomly assigned to one of two groups: one group was taught using the new teaching approach for six weeks, while the other group continued with traditional teaching methods.

	Improved understanding	No improvement
New teaching method	125	30
Traditional teaching method	70	85

Which of the following best describes the outcome of this experiment?

- ☐ Students receiving the new teaching method learned more about statistics
- ☐ The new instructional method did not help students learn statistics
- ☐ We don't have enough information to make a determination
-

Q20 Please explain your process for evaluating the outcome of this experiment.

Page Break

End of Block: Question 3

Start of Block: Question 4

Q21 Organizational psychologists have developed a new workplace intervention designed to reduce employee burnout. Such interventions often alleviate burnout symptoms, but they can occasionally have unintended effects. Employee well-being can also fluctuate over time due to various personal and organizational factors. To evaluate the intervention's effectiveness, researchers conducted a study. Employees were randomly assigned to one of two groups: one group participated in the intervention for one month, while the other group did not receive any intervention during that time.

		Burnout	
		decreased	Burnout worsened or no change
New intervention			25
No intervention		87	40
		55	

Which of the following best describes the outcome of this experiment?

- ☐ The intervention reduced burnout
- ☐ The intervention did not reduce burnout
- ☐ We don't have enough information to make a determination

Q22 Please explain your process for evaluating the outcome of this experiment.

End of Block: Question 4

Start of Block: Psychological Critical Thinking Exam

Q1 A researcher located 100 pairs of identical twins who had been reared apart and reunited them. The twins discovered that they had an extraordinary number of things in common. For example, one set discovered that, among other things, both have a daughter named Cindy, a workshop where they restore old cars, cocker spaniels, and they both crush their beer cans with their left hands. The other pairs of twins also had numerous similarities. The

researcher concluded that these stories are evidence that our personalities are influenced by genetics. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
 - ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
 - ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
 - ☐ Is the person trying to generalize the findings to a larger group based on a biased or unrepresentative sample?
 - ☐ Did the person ask questions of participants in a biased manner (e.g., leading questions, loaded or emotional wording, or confusing wording)?
 - ☐ Has the person made it impossible to falsify his or her theory or hypothesis? Does he or she consider positive evidence as support for the theory and negative evidence as not being relevant? Does he or she claim that the phenomenon disappears once you try to test it?
 - ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.
-

Q4 A group of researchers claim that they have discovered THE cause of aggression. One of their studies showed that individuals with damage to an area of the brain called the amygdala were less aggressive than individuals without such damage. Another study found that surgically destroying a small area of the amygdala in cats caused them to behave less aggressively than normal cats. A third study found that electrically stimulating the amygdala in hamsters

caused them to behave more aggressively. The researchers concluded that the cause of aggressive behavior is abnormalities of the amygdala. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
 - ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
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 - ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.
-

Q5 A researcher tested a new drug designed to decrease depression. She gave it to 100 clinically depressed patients and discovered that their average level of depression, as measured by a standardized depression inventory, declined after 4 months of taking the drug. She concluded that the drug reduces depression. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
- ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
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Q6 Sylvia claims she can use her psychic powers to determine what happened to individuals who have been reported missing. She points out that she correctly predicted that several individuals who had been missing for months were dead. A skeptical researcher asks her about several additional people who were recently reported missing and she predicts that they are also dead. However, the researcher discovers that all of them are still living. The researcher asks Sylvia whether these cases cast doubt on her psychic abilities. Sylvia explains that skeptical researchers' negative vibes often disrupt psychic abilities, and if she had made the predictions without the presence of the researcher, she would have been accurate. Thus, she believes the evidence supports her psychic abilities. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
 - ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
 - ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
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 - ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.
-

Q7 Years ago, some psychologists observed that the parents of autistic children appeared very aloof and detached from their autistic children than were parents of normal children. These psychologists concluded that parental detachment was the cause of autism. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
- ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
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- ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.

Q8 A survey research company contacted a large, representative sample of Americans to examine their beliefs about new legislation designed to reduce crime. They asked the respondents, “Would you agree that this new legislation that will reduce crime and make our streets safer is a good piece of legislation for America?” Close to 92% of the

sample answered “yes.” The research company concluded that most Americans support the legislation. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
- ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
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- ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.

Q9 A developmental psychologist conducted a longitudinal study of moral development using a group of 1,000 boys beginning at age 8 and continuing through age 14. The findings demonstrated that there are identifiable stages of development occurring across the age periods studied. In the publication of the results, the psychologist named the stages and concluded that they represent the stages of typical moral development for all children of ages 8–14. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
- ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
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- ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.

Q16 An animal advocacy group studied the effects of animal ownership on owners' health. They studied a large, representative sample of older adults and obtained their medical records. Their findings showed that adults who had owned pets (i.e., dogs or cats) for a longer period of time had fewer medical problems than did adults who never owned pets or owned them for a shorter time period. They concluded that owning pets decreases the likelihood of developing health problems. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
 - ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
 - ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
 - ☐ Is the person trying to generalize the findings to a larger group based on a biased or unrepresentative sample?
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 - ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.
-

Q10 In order to test-market their new detergent, a company sent free samples to 300 randomly selected households. A few weeks later, they called them and asked, "Are you amazed at how much cleaner and brighter your clothes are after using our new detergent?" About 90% of the 300 respondents said, "yes." The company concluded that their

new detergent cleans and brightens clothes very effectively. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
 - ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
 - ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
 - ☐ Is the person trying to generalize the findings to a larger group based on a biased or unrepresentative sample?
 - ☐ Did the person ask questions of participants in a biased manner (e.g., leading questions, loaded or emotional wording, or confusing wording)?
 - ☐ Has the person made it impossible to falsify his or her theory or hypothesis? Does he or she consider positive evidence as support for the theory and negative evidence as not being relevant? Does he or she claim that the phenomenon disappears once you try to test it?
 - ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.
-

Q11 Researchers randomly assigned male juvenile offenders to conditions where they watched either violent or non-violent films. They discovered that those in the violent film group were less likely to go for help when they witnessed a later real-life violent episode than those in the nonviolent film group. On that basis, the researchers

concluded that violent films harden all filmgoers to real-life aggression. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
 - ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
 - ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
 - ☐ Is the person trying to generalize the findings to a larger group based on a biased or unrepresentative sample?
 - ☐ Did the person ask questions of participants in a biased manner (e.g., leading questions, loaded or emotional wording, or confusing wording)?
 - ☐ Has the person made it impossible to falsify his or her theory or hypothesis? Does he or she consider positive evidence as support for the theory and negative evidence as not being relevant? Does he or she claim that the phenomenon disappears once you try to test it?
 - ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.
-

Q12 Dr. Jones is testing a new treatment for cancer. He administered the treatment to a large sample of patients and kept track of who lived and who died after receiving the treatment. For each person who lived, he attributed the success to the treatment. For each person who died, he attributed the death to the severity of the person's cancer. He concluded that his treatment was effective. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
- ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
- ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
- ☐ Is the person trying to generalize the findings to a larger group based on a biased or unrepresentative sample?
- ☐ Did the person ask questions of participants in a biased manner (e.g., leading questions, loaded or emotional wording, or confusing wording)?
- ☐ Has the person made it impossible to falsify his or her theory or hypothesis? Does he or she consider positive evidence as support for the theory and negative evidence as not being relevant? Does he or she claim that the phenomenon disappears once you try to test it?
- ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.

Q13 A researcher tested a new weight loss supplement. She gave it to 200 overweight adults and discovered that their average weight, as measured by a precise weight scale, declined after 2 months of taking the supplement. She concluded that the supplement promotes weight loss. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
- ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
- ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
- ☐ Is the person trying to generalize the findings to a larger group based on a biased or unrepresentative sample?
- ☐ Did the person ask questions of participants in a biased manner (e.g., leading questions, loaded or emotional wording, or confusing wording)?
- ☐ Has the person made it impossible to falsify his or her theory or hypothesis? Does he or she consider positive evidence as support for the theory and negative evidence as not being relevant? Does he or she claim that the phenomenon disappears once you try to test it?
- ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.

Q14 A group of biological researchers concluded that they have found THE cause of alcoholism. They discovered that alcoholics do not have a small cluster of cells, com-mon to nonalcoholics, located near the hypothalamus. They have also demonstrated that destroying this area of the brain in normal rats caused them to develop a preference for alcohol in their water. Moreover, in another study, they found that normal humans who had this part of the brain

damaged in accidents later became alcoholics. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
 - ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
 - ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
 - ☐ Is the person trying to generalize the findings to a larger group based on a biased or unrepresentative sample?
 - ☐ Did the person ask questions of participants in a biased manner (e.g., leading questions, loaded or emotional wording, or confusing wording)?
 - ☐ Has the person made it impossible to falsify his or her theory or hypothesis? Does he or she consider positive evidence as support for the theory and negative evidence as not being relevant? Does he or she claim that the phenomenon disappears once you try to test it?
 - ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.
-

Q15 Over the past few years, Jody has had several dreams that apparently predicted actual events. For example, in one dream, she saw a car accident and later that week she saw a van run into the side of a pickup truck. In another dream, she saw dark black clouds and lightning and two days later a loud thunderstorm hit her neighborhood. She believes these events are evidence that she has a psychic ability to predict the future through her dreams. Which critical thinking question applies most directly to this scenario?

- ☐ Could the event or relationship have occurred by chance (e.g., you just happened to have a car accident on the day that a psychic predicted your car would be damaged)?
- ☐ Is there a control group or comparison group against which to assess the performance of the experimental group? We might see improvement in the experimental group, but would it have occurred anyway without any treatment or intervention (i.e., due to placebo effects, passage of time, regression toward the mean, etc.)?
- ☐ Is the person concluding there is a causal relationship on the basis of correlational data?
- ☐ Is the person trying to generalize the findings to a larger group based on a biased or unrepresentative sample?
- ☐ Did the person ask questions of participants in a biased manner (e.g., leading questions, loaded or emotional wording, or confusing wording)?
- ☐ Has the person made it impossible to falsify his or her theory or hypothesis? Does he or she consider positive evidence as support for the theory and negative evidence as not being relevant? Does he or she claim that the phenomenon disappears once you try to test it?
- ☐ Is the person claiming to have found the cause of some behavior or phenomenon? Most complex behaviors or phenomena have multiple causes.

Appendix 2

Professional Planning and Preparation

Q1 Please rate your agreement with the following items.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The department has adequately prepared me for my future career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty provided support in identifying and pursuing career opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department provided resources and support for identifying and pursuing graduate opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department offers resources (e.g., workshops, conferences, counseling) that support my career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident about my career options after completing my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q2 How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	None at all	A little	A moderate amount	A lot	A great deal
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing numerical and statistical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job- or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing or clarifying a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an informed and active citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Goal #3 Successfully Pursue Employment and Advanced Studies

Start of Block: Goal #5: Establish a Professional Network and Community



Q3 Please rate your agreement with the following items.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The department has facilitated connections with professionals in my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had opportunities to network with alumni and industry professionals through departmental events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department offers networking opportunities with peers and professionals (e.g., conferences, seminars, guest speakers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel part of a supportive professional community within the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to mentors within the department who guide my career and academic choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department fosters a sense of community among students, faculty, and alumni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Which of the following have you done while in college or do you plan to do before you graduate?

	Have done or in progress	Plan to do	Do not plan to do	Undecided
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold a formal leadership role in a student organization or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project or present research at an academic conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 3

Psychology Major Exit Survey (Draft)

INSTRUCTIONS Welcome to the Psychology Major Exit Survey! The information you provide will help us develop and maintain a connection with graduating students. This

information will further help guide future developments within the program. We seek to better understand the outcomes for our psychology majors. **Thanks again for your participation!**

What is your legal name, UCA email address, and UCA ID number?

- First name _____
- Last name _____
- Preferred name or nickname (if any) _____
- UCA email address _____
- UCA ID number (starts with the letter "B") _____

Please provide us with any contact information you are comfortable sharing so that we can make certain our alumni records are up-to-date:

- Personal email address _____
- Phone number _____
- LinkedIn URL _____
- Instagram handle _____
- TikTok handle _____
- Snapchat handle _____
- Facebook URL _____
- YouTube URL _____
- WhatsApp number _____
- Telegram handle _____
- X handle (formerly Twitter) _____
- WeChat ID _____
- Other handles/URLs (if any) _____

What would be the best way(s) to contact you in the future? (select all that apply)

4. Personal email
5. Phone text
6. LinkedIn
7. Instagram
8. TikTok
9. Snapchat
10. Facebook
11. YouTube
12. WhatsApp
13. Telegram
14. X (formerly Twitter)
15. WeChat ID
16. Other (please specify) _____

What year will you earn your bachelor degree?

What semester will you earn your bachelor degree?

- Spring semester
- Summer term
- Fall semester

Alongside your major in psychology, what other educational programs are you completing at UCA? (select all that apply)

- 17. Another degree/major program
- 18. Minor program
- 19. Certificate program

Which of the following options best describes your plans in the year after graduating?

- I am starting a graduate program.
- I am entering into the workforce.
- I will be working temporarily while applying to graduate programs.
- I do not have plans yet.
- Other (please specify) _____

Have you applied to graduate programs/training?

- Yes
- No

What type of graduate program(s) did you apply to? (select all that apply)

- 20. Master's program in a psychology or counseling
- 21. Master's program OUTSIDE of psychology or counseling
- 22. Ed.S. program (education specialist)
- 23. Ed.D. program (education doctorate)
- 24. Ph.D. program in psychology or counseling
- 25. Ph.D. program OUTSIDE psychology or counseling
- 26. Psy.D. program in psychology or counseling
- 27. J.D. program (law school)
- 28. M.D. program (medical school)
- 29. Health professions program (OT, PT, SLP)
- 30. Other (please specify) _____

Please describe the type(s) of program(s) (e.g., counseling, school, clinical, experimental, etc.).

What type of graduate program(s) do you plan to apply to? (select all that apply)

- 31. Master's program in a psychology or counseling
- 32. Master's program OUTSIDE of psychology or counseling
- 33. Ed.S. program (education specialist)
- 34. Ed.D. program (education doctorate)
- 35. Ph.D. program in psychology or counseling
- 36. Ph.D. program OUTSIDE psychology or counseling
- 37. Psy.D. program in psychology or counseling
- 38. J.D. program (law school)
- 39. M.D. program (medical school)
- 40. Health professions program (OT, PT, SLP)
- 41. Other _____

Have you been accepted into a graduate program yet?

- Yes
- No

What type of job or career are you are seeking?

JOB_OFFER Have you been offered a job in the career you are seeking yet?

- Yes
- No

How well do you feel UCA's undergraduate psychology program prepares students to:

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Describe key concepts, principles, and overarching themes in psychology	•	•	•	•	•
Develop a working knowledge of psychology's content domains	•	•	•	•	•
Describe applications of psychology	•	•	•	•	•

How well do you feel UCA's undergraduate psychology program teaches students to:

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Use scientific reasoning to interpret psychological phenomena	•	•	•	•	•
Demonstrate psychology information literacy	•	•	•	•	•
Engage in innovative and integrative thinking and problem-solving	•	•	•	•	•
Interpret, design, and conduct basic psychological research	•	•	•	•	•
Incorporate sociocultural factors in scientific inquiry	•	•	•	•	•

How well do you feel UCA's undergraduate psychology program teaches students to:

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Apply ethical standards to evaluate psychological science and practice	•	•	•	•	•
Build and enhance interpersonal relationships	•	•	•	•	•
Adopt values that build community at local, national, and global levels	•	•	•	•	•

How well do you feel UCA's undergraduate psychology program teaches students to:

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Demonstrate effective writing for different purposes	•	•	•	•	•
Exhibit effective presentation skills for different purposes	•	•	•	•	•
Interact effectively with others	•	•	•	•	•

How well do you feel UCA's undergraduate psychology program teaches students to:

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Apply psychological content and skills to career goals	•	•	•	•	•
Exhibit self-efficacy and self-regulation	•	•	•	•	•
Refine project-management skills	•	•	•	•	•
Enhance teamwork capacity	•	•	•	•	•
Develop meaningful professional direction for life after graduation	•	•	•	•	•

We would like your input on how well the UCA Psychology Undergraduate Program is doing in meeting the three main aspects of our program purpose:

"The purpose of the undergraduate programs in psychology is to prepare students to: (1) communicate about and apply the science of behavior; (2) successfully pursue employment or advanced studies in psychology and related areas; (3) contribute to a changing and diverse world."

Please indicate below how well the psychology undergraduate program did in:

	Not well at all	Slightly well	Moderately well	Very well	Extremely well
Preparing students to "communicate about and apply the science of behavior."	•	•	•	•	•
Preparing students to "successfully pursue employment or advanced studies in psychology and related areas."	•	•	•	•	•
Preparing students to "contribute to a changing and diverse world."	•	•	•	•	•




Please rate your agreement with the following items.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The department has facilitated connections with professionals in my field.	•	•	•	•	•
I have had opportunities to network with alumni and industry professionals through departmental events.	•	•	•	•	•
The department offers networking opportunities with peers and professionals (e.g., conferences, seminars, guest speakers).	•	•	•	•	•
I feel part of a supportive professional community within the department.	•	•	•	•	•
I have access to mentors within the department who guide my career and academic choices.	•	•	•	•	•
The department fosters a sense of community among students, faculty, and alumni.	•	•	•	•	•

Please use the sliders below to rate on a scale of 0 (very poor) to 10 (excellent) your perceptions of your UCA psychology experience:

Very poor Excellent

0 1 2 3 4 5 6 7 8 9 10

Overall quality of psychology training	
Overall quality of psychology faculty	
Overall quality of psychology facilities	

SATISFIED Overall, are you satisfied with the quality of your undergraduate training in psychology?

- Extremely satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Extremely dissatisfied

OPEN_FEEDBACK We would appreciate any feedback you may have regarding your undergraduate education in psychology. Both positive and constructive feedback is welcomed. Please type any feedback you would like to communicate below:

Instructions: For each of the following demographic items, please indicate which options best describe you. All responses are anonymous and for research purposes only. Thank you!

AGE What is your age (in years)?

What is your sex/gender? (select all that apply)

42. Man

43. Woman

44. Transgender

45. Nonbinary

46. Custom (please specify) _____

What is your ethnicity? (select all that apply)

47. Asian or Asian American

48. Black or African American

49. Hispanic or Latino/a American

50. Middle Eastern or Arab American

51. Native American or American Indian

52. Native Hawaiian or Pacific Islander

53. White or European American

54. Biracial or Multiracial

55. Custom (please specify) _____

What is the highest level of education completed by your parent(s)?

- No high school diploma or GED
- High school diploma or GED
- Some college (no degree)
- Two-year associates degree (such as AA, AS)
- Four-year bachelors degree (such as BA, BS)
- Postgraduate degree (such as MA, MBA, JD, MD, PhD)

SUBJECTIVE_SES

Think of a ladder with 10 rungs representing where people stand IN THE UNITED STATES. At the top of the ladder are the people who are the best off, those who have the MOST MONEY, MOST EDUCATION, and BEST JOBS. At the bottom are the people who are the worst off,

those who have the least money, least education, and worst jobs or no job. Between 1 (bottom) and 10 (top), where do you think you stand on the ladder IN GENERAL?

- 10 - top rung
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1 - bottom rung