

Quality of Product

Research Question	<ul style="list-style-type: none">• Novel• Suitable for year-long project in Psychology
Literature Review	<ul style="list-style-type: none">• Provides rationale for research question• Comprehensive in scope, draws on relevant and contemporary academic sources• Linearly organized• Literature is reviewed critically (i.e. in addition to providing summaries of the literature, the benefits and limitations of such literature are noted).
Study Design and Execution (Where Appropriate)	<ul style="list-style-type: none">• Free of significant confounds• Uses valid measures• Appropriate statistics are used
Results and Discussion	<ul style="list-style-type: none">• Interpretations of evidence (students own and/or empirical literature) are offered• Discussion clearly follows from presented evidence and integrates the prior literature and the student's analysis• Thoughtful suggestions for future work are made
Documentation (Where Appropriate)	<ul style="list-style-type: none">• IRB application and approval included as an Appendix• Proposal projects: Informed consent and debriefing, proposed budget, detailed statistical plan, and all measures and methods are described and/or included as Appendix
Process	<ul style="list-style-type: none">• Raw Data are retained• Final project incorporates feedback from the midway (or provides a clear rationale for why such feedback was not incorporated)• APA format is followed (except where College-wide policy contradicts APA format; in-text Figures and Tables may be used)• A 250-word abstract is included• The project follows the format described in the Bard Student Handbook• The project is carefully proofread
Presentations	<ul style="list-style-type: none">• Mastery over material is demonstrated during final board meeting (e.g., student demonstrates awareness of relevant scholarly literatures and is able to integrate such literatures with one's own work in meaningful and novel ways that were not necessarily already included in the project itself; student demonstrates thoughtfulness and sophistication in conveying criticisms of own work)• PowerPoint presentation and poster presentation are thoughtful and clear

Effort

Initiative and Independence

- Students took initiative to schedule and attend regular meetings with the advisor according to agreements established at the beginning of semester, proposed additional consultations from other knowledgeable individuals in the field, including other members of the board, when appropriate.
- Student attended meetings prepared with questions and demonstrated initiative of both thought (e.g., questions about material) and process (e.g., independently attempted statistical analyses and literature integration prior to asking for help).
- Independence in thought and work grew throughout the year. It is expected that students will need help with research question and thesis formulation, experimental design, and techniques early on, but by later in the year the student should be proficient in all aspects of the project – able to understand research methodology, troubleshoot problems, and interpret results with little to no help.

Working with Faculty

- Student responded well to and incorporated feedback (as demonstrated by continual additional work – both revised and novel – that is brought to meetings with advisor throughout the year).
- Individual advisors may have additional expectations (e.g., attendance at weekly lab meeting).

Reliability and Consistency

- Work on the project proceeded steadily throughout the year and exhibited clear evidence of continual, consistent work (e.g., written notes, outline of content, statistical findings if applicable, drafts of narrative sections).
- Students are expected to work a minimum of 12 hours per week on the project. Work during January (or summer) break does not make up for low effort during the first semester on the project. As a general guideline to planning the year, for most projects in the first semester, students will be doing a lot of background reading, refining the research question, and developing the thesis and experimental design.
- For projects that require collection of data, data collection should begin by the end of the first semester. In the second semester, library research and writing should continue. Data collection should end at least 5-6 weeks prior to the due date for the final paper so that data analysis, data interpretation, and final report writing can proceed.
- All deadlines outlined by the psychology program are met.