

M.S. in Psychology Academic Assessment Plan 2012-2013

College of Liberal Arts and Sciences
M. Jeffrey Farrar
farrar@ufl.edu

Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

Table of Contents

| | |
|--|---|
| Academic Assessment Plan for M.S. in Psychology | 3 |
| A. Mission | 3 |
| B. Student Learning Outcomes and Assessment Measures | 3 |
| C. Research..... | 4 |
| D. Assessment Timeline | 5 |
| E. Assessment Cycle | 5 |
| F. Measurement Tools..... | 6 |
| G. Assessment Oversight..... | 6 |
| Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric..... | 7 |
| University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued..... | 8 |

Academic Assessment Plan for M.S. in Psychology

College of Liberal Arts and Sciences

Instructions: Use this template to prepare your Academic Assessment Plan. Some of the information has been pre-loaded into the template for you. Refer to pages 1-5 of the instructions for descriptions of each section.

A. Mission

The M.S. program in Psychology at the University of Florida is dedicated to training scientists who, through research, teaching and service, can generate and apply psychological science to people and society. The core department mission is to generate psychological science, and the graduate program upholds this mission through publication, teaching, and application. This mission aligns with the College of Liberal Arts and Sciences' principle mission of leading the academic quest to understand our place in the universe and to help shape our society and environment. Similarly, this corresponds to the University's mission of teaching, research, and service.

B. Student Learning Outcomes and Assessment Measures

| | | | |
|-----------------------|--|---|--------|
| Knowledge | Students will describe, identify, and examine subject matter in psychology and in their area of specialization. | Students will conduct a master's thesis that will be evaluated by a faculty committee on the student's psychological knowledge. | Campus |
| Knowledge | Students will define and identify ethical principles applicable to their area of research. | Students will complete and pass an online training course on ethical principles that assesses only ethical knowledge in its grading. | Campus |
| Skills | Students will apply research and statistical skills relevant to their area of concentration. | Students will conduct a master's thesis research study (or equivalent) that is evaluated by a faculty committee. | Campus |
| Professional Behavior | Students will disseminate and present research through activities such as publications and conference presentations. | Students will publish in professional journals and present at professional conferences which will be assessed in annual letters of evaluations. | |

C. Research

The Psychology Department expects its M.S. students to be trained to ultimately become researchers generating psychological research in their area(s) of specialization. Thus, we expect that most graduates of the M.S. program will continue their graduate education by pursuing a Ph.D. The student's research activity is reflected in a number of ways. First, we expect students to be actively involved in research during their entire time in the program. Second, we require students to produce an original and independent research study through the completion of a master's thesis or its equivalent. Third, we expect students to publish their research in academic journals and present their findings at academic conferences.

To prepare students to become researchers, we assign them a faculty mentor in their area of specialization and convene a graduate supervisory committee. Students become actively involved in research from their first semester. The activities can involve participating in an ongoing research project and/or developing an original research project. As students progress through the program, they assume more responsibility for developing their research project.

The department offers numerous classes and seminars in the students' area of specialization that provide the conceptual and empirical foundations to conduct significant and meaningful research. The department also offers weekly brown bag seminars for students to present their research. The brown bag seminars represent a vehicle to provide students' feedback on their research and an opportunity to engage in intellectual debate and discussion. In addition to courses in psychology, we require that students take a year sequence in statistical analysis. Finally, the department provides financial support for travel to academic conferences.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program M.S. in Psychology

College of Liberal Arts and Sciences

| Assessment | Assessment 1 | Assessment 2 | Assessment 3 | Enter more as needed |
|--|--------------------------|-------------------------|----------------------|----------------------|
| SLOs | | | | |
| Knowledge | | | | |
| Theory and Empirical Research | Annual Evaluation | Thesis Proposal | Thesis Final Defense | |
| Ethical Principles | On-line Training Course | | | |
| Skills | | | | |
| Research Design and Statistical Analysis | Master's Thesis Proposal | Master's Thesis Defense | | |
| | | | | |
| Professional Behavior | | | | |
| Dissemination of Research | Annual Evaluation | Annual Evaluation | | |

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program M.S. in Psychology College of Liberal Arts and Sciences

Analysis and Interpretation: May-June

Program Modifications: Completed by August 31

Dissemination: Completed by September 30

| Year | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|--|-------|-------|-------|-------|-------|-------|
| SLOs | | | | | | |
| Content Knowledge | | | | | | |
| Theory and Empirical Research | | | | X | X | X |
| Ethical Principles | | | | X | X | X |
| Skills | | | | | | |
| Research Design and Statistical Analysis | | | | X | X | X |
| Professional Behavior | | | | | | |
| Dissemination of Research | | | | X | X | X |

Note: The assessments will begin this upcoming academic year.

F. Measurement Tools

Here, describe the measurement tools you use to assess the SLOs, and include at least one example.

The measurement tools used to evaluate the SLOs involve a combination of both direct and indirect methods. We assess students' mastery of the **Knowledge SLO** through annual evaluation letters from the area director, in consultation with area faculty, in which students' performance in their classes is reviewed. In these annual evaluations, we provide feedback to students regarding whether they are making satisfactory or unsatisfactory progress in their course work. To formally assess their mastery of the core knowledge of their area of specialization, students master's thesis is evaluated by their supervisory committee.

We assess the **ethical knowledge SLO** by requiring a passing score on an online ethical training course. This score is passed on their understanding of the content knowledge of ethical principles. We further assess students' knowledge of principles of ethical knowledge through annual evaluations provided by the faculty mentor.

We assess the students' **research and statistical skill SLO** through annual evaluations by the faculty in the students' area of specialization in consultation with the faculty mentor, by evaluating the student's progress in their program of research. Students are rated as making "satisfactory progress", "needs improvement", or "unsatisfactory progress" in conducting their masters or dissertation research. More formally, faculty supervisory committees evaluate students' master's research proposal. Further, the supervisory committee assesses the final thesis during oral defense meetings. The faculty committee rates the final thesis, including the oral defense, as "pass", "conditional pass", or "unsatisfactory." The rubric for evaluating the master's proposal is attached at the end of this document.

The **professional behavior SLO** involving dissemination of research is assessed through annual letters of evaluation from the area training director, in consultation with the area faculty, assessing students' participation in conference presentations and publication of research in peer-reviewed journals.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

| Name | Department Affiliation | Email Address | Phone Number |
|-------------------|------------------------|------------------|--------------|
| M. Jeffrey Farrar | Psychology | farrar@ufl.edu | 352-273-2140 |
| Neil Rowland | Psychology | nrowland@ufl.edu | 352-273-2127 |
| | | | |

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

| Program: | | Year: | | | |
|--|---|--------|---------------|---------|----------|
| Component | Criterion | Rating | | | Comments |
| | | Met | Partially Met | Not Met | |
| Mission Statement | Mission statement is articulated clearly. | | | | |
| | The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions. | | | | |
| | | | | | |
| Student Learning Outcomes (SLOs) and Assessment Measures | SLOs are stated clearly. | | | | |
| | SLOs focus on demonstration of student learning. | | | | |
| | SLOs are measurable. | | | | |
| | Measurements are appropriate for the SLO. | | | | |
| | | | | | |
| Research | Research expectations for the program are clear, concise, and appropriate for the discipline. | | | | |
| Assessment Map | The Assessment Map indicates the times in the program where the SLOs are assessed and measured. | | | | |
| | The Assessment Map identifies the assessments used for each SLO. | | | | |
| | | | | | |
| Assessment Cycle | The assessment cycle is clear. | | | | |
| | All student learning outcomes are measured. | | | | |
| | Data is collected at least once in the cycle. | | | | |
| | The cycle includes a date or time period for data analysis and interpretation. | | | | |
| | The cycle includes a date for planning improvement actions based on the data analysis. | | | | |
| | The cycle includes a date for dissemination of results to the appropriate stakeholders. | | | | |

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

| Component | Criterion | Rating | | | Comments |
|----------------------|--|--------|---------------|---------|----------|
| | | Met | Partially Met | Not Met | |
| Measurement Tools | Measurement tools are described clearly and concisely. | | | | |
| | Measurements are appropriate for the SLOs. | | | | |
| | Methods and procedures reflect an appropriate balance of direct and indirect methods. | | | | |
| | The report presents examples of at least one measurement tool. | | | | |
| Assessment Oversight | Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified | | | | |

University of Florida Psychology Department
Master's Thesis Research Proposal
Rubric Evaluation SLO # 3, Skill

Student Name: _____

Chair of Evaluation Committee: _____

Proposal Title _____ Date _____

| Attributes Rating Scale | Does Not Meet Expectations 1 | Meets Expectations 3 | Exceeds Expectations 5 | Rating |
|---|---------------------------------|----------------------------|---------------------------|-----------|
| Knowledge of Psychological Science | | | | |
| Research Questions | poorly defined | clear | well defined | 1 2 3 4 5 |
| Hypotheses | poorly supported | supported | well supported | 1 2 3 4 5 |
| Subject matter & prior literature | poor understanding | demonstrates understanding | exceptional | 1 2 3 4 5 |
| Understanding of theoretical concepts | poor understanding | demonstrates understanding | exceptional | 1 2 3 4 5 |
| Originality | limited | demonstrates originality | exceptional | 1 2 3 4 5 |
| Research design | | | | |
| Study's Design | inappropriate for questions | appropriate for questions | highly appropriate | 1 2 3 4 5 |
| Statistical Analysis | inappropriate | appropriate | highly appropriate | 1 2 3 4 5 |
| Theoretical or Applied Significance | limited significance | significance | exceptional significance | 1 2 3 4 5 |
| Publication Potential | limited potential | reasonable potential | exceptional potential | 1 2 3 4 5 |
| Quality of Writing | | | | |
| Writing | weak | adequate | publication quality | 1 2 3 4 5 |
| Grammatical and spelling errors | numerous errors | few errors | no errors | 1 2 3 4 5 |
| Organization | poor | logical | excellent | 1 2 3 4 5 |
| Citations/references | poor | adequate | excellent | 1 2 3 4 5 |
| Overall Assessment | | | | |
| Master's Proposal | does not meet expectations | meets expectations | exceeds expectations | 1 2 3 4 5 |

Comments (may continue on back or second page):