Ph.D. in Psychology Academic Assessment Plan 2012-2013

College of Liberal Arts and Sciences
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Office of the Provost

University of Florida

Institutional Assessment

Continuous Quality Enhancement

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Academic Assessment Plan for Ph.D. in Psychology

College of Liberal Arts and Sciences

A. Mission

Psychology Program Mission Statement

The Ph.D. 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
http://www.ncbi.nlm.nih.gov/pubmed/22750844

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Students will describe, identify, and examine subject matter in psychology and in their area of specialization.	Students will pass an oral and written qualifying examination conducted by their supervisory committee that covers their area of concentration.	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) and a dissertation research study that is evaluated by a faculty committee.	Campus

Skills	Students will teach and transmit psychological knowledge in the classroom.	Students will teach at least one course during their graduate study that will receive both faculty feedback and student evaluations.	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.	Campus

C. Research

The Psychology Department expects its Ph.D. students and graduates to be active, independent researchers generating psychological research in their area(s) of specialization. This 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, after passing their qualifying examinations, we require students to complete an original dissertation project in their area of specialization. Fourth, 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 projects.

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 Ph.D. in Psychology   College of Liberal Arts and Sciences

Assessment / SLOs	Assessment 1	Assessment 2	Assessment 3	Enter more as needed
Knowledge				
Theory and Empirical Research	Annual Evaluation	Qualifying Examination		
Ethical Principles	On-line Training Course			
Skills				
Research Design and Statistical Analysis	Master's Thesis Proposal	Thesis Defense	Dissertation Proposal	Dissertation Defense
Teaching	Faculty Observation	Undergraduate Student Evaluations		
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:
<u>Program Ph.D. in Psychology</u>   <u>College of Liberal Arts and Sciences</u>
Analysis and Interpretation: May-June
Program Modifications: Completed by August 31
Dissemination: Completed by September 30

Year / SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
Theory and Empirical Research				x	x	x
Ethical Knowledge				x	x	x
Skills						
Research				x	x	x
Teaching				x	x	x
Professional Behavior						
Dissemination of Research				x	x	x

Note: Data Collection for these assessments will begin the 2013-2014 academic years

F. Measurement Tools

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 take a written and oral qualifying examination, typically during their third year. The Ph.D. supervisory committee administers the exam. Successful completion of this examination is measured by "pass", "conditional pass" (requiring rewriting part of the exam), or "unsatisfactory".

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 and dissertation research proposals.   Further, the supervisory committee assesses the final thesis and dissertation during oral defense meetings. The faculty committee rates the final thesis and dissertation, including the oral defense, as "pass", "conditional pass", or "unsatisfactory." The rubric for evaluating the dissertation proposal is attached at the end of this document.

The **teaching skill SLO** is evaluated by the faculty supervisor during each semester that the student serves as a TA. When students are instructors responsible for a class, faculty supervisors make classroom observations to evaluate teaching effectiveness and provide feedback regarding presentation skills, organizational structure, and student assessments. Student evaluations are also used to assess teaching skills. This overall evaluation is included in annual letters of evaluations from the area training director.

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
Jeff Farrar	Psychology	farrar@ufl.edu	273.2140
Neil Rowland	Psychology	nrowland@ufl.edu	273.2127

University of Florida Psychology Department
Ph.D. Dissertation 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 justified	justified	well justified	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				
Dissertation Proposal	does not meet expectations	meets expectations	exceeds expectations	1 2 3 4 5

Comments (may continue on back or second page)