

Psychological Sciences - Assessment Progress Template

I. Objectives , II. Course/Learning Experiences, and III. Evaluation/Assessment Methods

Below are the goals and objectives of the Master of Arts in Psychological Sciences Program. These goals and objectives were developed by the Program's Assessment subcommittee (consisting of program faculty and a student representative), reviewed by the Steering Committee, and adopted by the Program faculty in February 2006. Also included in the matrix below are the primary and additional activities in our curriculum that we believe address each objective.

Student Assessment: For those objectives addressed by formal coursework, students' mastery of the objectives is assessed within the context of the class and expressed in terms of course grades. For those objectives addressed by the apprenticeship and thesis requirements, each student's performance is assessed using a Scoring Rubric (below Goals and Objectives). At this time we have no formal method for assessing student achievement related to objectives addressed by the Roundtable or Symposium Presentation requirements.

*Program Assessment: Graduating students are asked to complete an Exit Questionnaire to provide us feedback regarding how well we are meeting program objectives. In spring 2006 we dropped these questions from the Exit Questionnaire and chose instead to survey all students in the Program to get their reports of where they felt each of the **new** goals/objectives have been/are being addressed in the curriculum (see Attachment E for items). In spring 2007, these items on the new goals/objectives were reincorporated into the Exit Questionnaire.*

GOALS & OBJECTIVES

**Primary
Activities**

**Possible
Additional
Activities**

<p>1. become familiar with the major concepts, theoretical perspectives, methodologies, and empirical findings in fundamental areas of psychological science so that the information can be used to inform their own work. Specifically, for at least three of the following four domains - behavior analysis, cognition, neuroscience, and social psychology - students will be able to:</p>		
1.1 Within each domain, identify:	Content Courses	Apprenticeship, Roundtable, Symposium, Thesis
1.1.a the domain's primary focus, major themes, and issues;		
1.1.b. the domain's contemporary lines of research;		
1.1.c. contemporary methodologies being used to study the domain;		
1.1.d. how researchers approach and interpret various phenomena, problems, and questions; and		
1.1.e. how the domain has furthered the field of psychology.		
1.2 Compare and contrast across domains:		
1.2.a. the domains' primary focuses, major themes, and issues;		
1.2.b. the domains' contemporary lines of research;		
1.2.c. contemporary methodologies being used to study the domains;		
1.2.d. how researchers approach and interpret various phenomena, problems, and questions; and		
1.2.e. how the domains have furthered the field of psychology.		

<p>2. develop the skills necessary to independently conduct and critique psychological research. Specifically, students will be able to:</p>		
2.1 propose original research questions that will contribute to the existing literature in psychological science and describe how the research questions relate to what is already known	Thesis	Apprenticeship, Content Courses, Electives
2.2 identify measurement, research design, and data analysis techniques used in a given area of study and evaluate the strengths, weaknesses, and feasibility of each	Methodology/ Research Core, Thesis	
2.3 select and use appropriate measurement, research design, and data analysis techniques to answer specific research questions based on an understanding of the advantages, disadvantages, and feasibility of each technique	Thesis	
2.4 interpret research results within the context of specific research question(s) and more broadly within the context of the existing psychological science literature	Methodology/ Research Core	