

California State University, Fresno

Enter College

Enter Department/Program

Department/Program Assessment Coordinator [i]:

Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The mission of the Master of Arts in General/Experimental Psychology is to provide comprehensive education and training in psychological science and to produce culturally responsive professionals who meet the needs of diverse communities and populations through the application of research and theory.

II. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO's [a,b,c]

A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage:

<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

B. Program Learning Outcomes (Also known as Goals) and related SLO's

1. **Theory and Content in Psychology.** Students can demonstrate conceptual mastery of an area of emphasis in depth.
 - a. Students can demonstrate knowledge and understanding of theory and research in at least one of the following areas: cognition, motivation, learning, psycholinguistics, psychopharmacology, perception, behavioral genetics, or physiological psychology.
 - b. Students can demonstrate knowledge and understanding of theory and research in at least one of the following areas: personality, social processes, or developmental changes in human thought and behavior.
2. **Methodology and Technology.** Students can understand and be able to use major research methods in psychology, including design, data analysis, and interpretation.
 - a. Students can apply the appropriate use of various research designs for addressing different types of questions and hypotheses.
 - b. Students can evaluate the appropriateness of conclusions presented in disseminated research relevant to psychology.
 - c. Students can evaluate the appropriate use of various data analytic techniques for addressing different types of questions and hypotheses.
 - d. Students can explain APA guidelines for the ethical treatment of human and nonhuman research participants

- e. Students can use the library, data bases, and the internet to locate relevant research, theory, and information necessary to plan, conduct, and interpret results of research studies.
 - f. Students can formulate a testable research hypothesis and design basic studies to address psychological questions using different research methodologies.
 - g. Students can collect data under supervised direction.
 - h. Students can enter and analyze data using a computer statistical package and interpret basic descriptive and inferential statistics.
 - i. Students can apply the scientific method and statistical techniques in research (e.g., thesis).
 - j. Students can apply APA ethical guidelines in the design, data collection, analysis, interpretation, and reporting of psychological research.
3. **Critical Thinking, Logic, and Problem Solving.** Students can demonstrate the skills and attitudes of critical thinking and sound decision-making in course work and independent work.
- a. Students can evaluate the logic and data of research.
 - b. Students can defend arguments, compare perspectives and theories, differentiate assumptions and facts, and develop hypotheses based on research literature.
4. **Communication Skills.** Students can write clearly and effectively and can display effective oral communication skills.
- a. Students can produce well-organized papers and essays without grammatical errors.
 - b. Students can utilize APA format correctly in papers.
 - c. Students can compose and deliver an oral presentation on a psychology topic.
 - d. Students can explain scientific findings, ideas, and opinions in a group setting.
 - e. Students can develop a presentation appropriate for submission to a scientific conference.
5. **Diversity and Awareness.** Students can demonstrate an understanding and responsiveness to contemporary topics and issues related to justice, equity, diversity, and inclusion.
- a. Students can demonstrate understanding and respect for cultural and individual differences by explaining the systemic biases, disparities, and inequities faced by different communities and how these impact our science and practice.
 - b. Students can recognize how their intersecting identities may produce biases, suggest ways to mitigate their biases, and develop greater professional proficiency in working effectively with individuals of diverse backgrounds and needs.

III. Curriculum Map [d]: Courses in which SLO's are addressed and evaluated

Psychology 200T Seminar in Developmental Psychology (4)

- Psychology 201 First Semester Experience (1)
- Psychology 202 Second Semester Experience (1)
- Psychology 205 Seminar in Child Development (4)
- Psychology 220T Seminar in Learning and Related Problems (4)
- Psychology 225T Seminar in Psychobiological Bases of Behavior (4)
- Psychology 240T Professional Development for Psychology Graduate Students
- Psychology 244A Measurement, Research Design, and Statistics (4)
- Psychology 244B Measurement, Research Design, and Statistics (1)
- Psychology 250T Seminar in Personality and Related Areas (4)
- Psychology 255T Seminar in Social Psychology and Related Areas (4)
- Psychology 290 Independent Study (1-3)
- Psychology 299 Thesis (3-6)

Total Units Required for Master’s Degree in General/Experimental Psychology 30

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

Course	Program Learning Outcomes/ SLO																				
	1a	1b	2a	2b	2c	2d	2e	2f	2g	2h	2i	2j	3a	3b	4a	4b	4c	4d	4e	5a	5b
200T		I		D									D	D	D	D	D	D		D	D
201							I	I							I	I	I	I	I	I	I
202							D	I						I	D	D	I	D	I	I	I
205		D											D	D						D	D
220T	D		D	D			D	D				D	D	D	D	D	D	D		D	D
225T	D														D	D	D	D			
240T																	D	D	D	D	D
244A			I	I	I	I	I	I	I	I	I	I	I	I	I	I		I	I	I	I
244B			D	D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	I
250T		D																			
255T		D	D	D			D						D	D	D	D	D	D		D	D
290	I	I	D										D			D	D	D	D	D	
299	M	M	M	M	M	M	M	M	M	M	M	M	M			M	M	M	M	M	M

I = Introduced

D = Developed

M=Mastered

IV. SLO's Mapped to Assessment Measures and Methods [e]

Assessment Measure	Eval. Method	1a	1b	2a	2b	2c	2d	2e	2f	2g	2h	2i	2j	3a	3b	4a	4b	4c	4d	4e	5a	5b	
DM1	S					X								X			X						
DM2	R	X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DM3	C			X	X	X	X									X	X					X	X
IM1	S							X	X	X	X	X	X	X	X							X	X
IM2	S							X						X	X							X	X

Note. DM = Direct Measure. IM = Indirect Measure. C = Criteria. R = Rubric = S = Score.

V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

A. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. Embedded questions in Psychology 244A: Embedded questions in the final course exam are used to assess knowledge of data analysis, data interpretation, and presentation of data in an APA table. **Although no specific standards are set, it is generally expected that students will obtain at least 75% correct.**

- a. **Selecting Statistics:** The final given in Psychology 244B, a course required for all first year graduate students, contains a number of questions to assess skills deemed important by faculty for all graduate students to possess. The Selecting Statistics question (see Attachment A1a) asks students to read a number of research scenarios and select the appropriate statistic to match the research scenario.
- b. **Interpreting SPSS Output:** The final given in Psychology 244B, a course required for all first year graduate students, contains a number of questions to assess skills deemed important by faculty for all graduate students to possess. The Interpreting SPSS Output question (see Attachment A1b) asks students to inspect a SPSS output and answer a number of questions regarding the substantive meaning of the output.
- c. **Creating an APA Table or Figure:** The final given in Psychology 244B, a course required for all first year graduate students, contains a number of questions to assess skills deemed important by faculty for all graduate students to possess. The Creating an APA Table or Figure question (see Attachment A1c) asks students to inspect a SPSS output and present the relevant information in APA-formatted tables or figures.

2. **Thesis evaluation:** All theses are evaluated by the committee members. The rubric asks raters to rank the various components (i.e., Introduction, Literature Review, Method, Results, and Discussion) on a 3-point scale (1 = Below Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations). Writing and oral presentation are evaluated on a 5 point scale that is scored from 1-3. **The goal is all theses will be rated with a mean of 2.0 or better.**
 3. **Writing Competency:** During 244A students take the Graduate Writing Exam (GWE) which serves as a direct assessment of writing competency, ability to communicate empirical research, and critical thinking in terms of research design, methods, and implications. All graduate students in the department are given the same article to read, and during class time, they must write an 850-word critique. Critiques are anonymously evaluated by at least two members of the Psychology Department Graduate Committee with respect to content, writing mechanics, and clarity and coherence. **Students are expected to score at least 24 out of a possible 30.**
- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
1. **Exit Survey:** All departing graduate students (whether successfully graduating or otherwise leaving the department) are asked to complete an Exit Survey (see Attachment B1). This is administered to graduating students each spring to assess their experience and evaluation of the graduate program immediately upon completion. The information obtained is used for future curricular and student support planning. The goal is that they “agree” to “strongly agree” with the statement presented regarding their graduate school experience.

VI. Assessment Schedule/Timeline [g]

	'24-'25	'25-'26	'26- '27	'27-'28	'28-'29
Direct Measures					
1. Embedded questions	X	X	X	X	X
2. Thesis evaluation	X	X	X	X	X
3. Writing Competency	X	X	X	X	X
Indirect Measures					
1. Alumni survey		X			X
2. Exit survey	X	X	X	X	X

VII. Closing the Loop [h,j,k]

Fresno State Closing the Loop process is described immediately below.

A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.

Program/Department Closing the Loop process:

The Graduate Advisor/Graduate Assessment Coordinator works to organize and collect all assessment data for the Graduate program, then analyzes the data during the Summer. A report of procedures and results are given to the Psychology Graduate Committee early each Fall semester, and to the entire Psychology faculty at the first faculty meeting in September of each academic year. Suggestions for improvements are given, and changes are implemented as appropriate.