Psychology and Philosophy Department Assessment Plan
AY2013-18

What
The Psychology and Philosophy Department will continue to use the Psychology Major Learning Goals (See Appendix A). The current goals are in alignment with the goals proposed by the American Psychological Association (2012). These goals guide our curriculum, resources, and course offerings so as to best prepare our students for career and graduate school.

We will continue with our current assessment plan which contains two direct assessments and one indirect assessment.

The Psychology and Philosophy Department will continue to hold an end of the academic year assessment retreat. In conjunction with the Departmental Assessment Committee, the Department Chair will continue to prepare and disseminate an annual assessment report to the department members. Based on the outcomes of the annual assessment retreat, the chair will prepare a report to the Vice President of Academic Affairs.

How
The current assessment plan will continue to be used which contains two direct assessments, Comprehensive Exam and Capstone Project Evaluation through Rubrics (See Appendix B for a sample rubric) and one indirect assessment Senior Questionnaire (See Appendix C).

Modifications to the assessments will made on a year to year basis to improve collection and to adjust to departmental and curriculum changes.

Who
The Psychology and Philosophy Department will continue to use an Assessment Committee composed of departmental members to implement the assessment plan. Each member of the Assessment Committee will help in the gathering of need information. As in the past, one or more members may be primarily responsible for one specific area, such as Senior Questionnaire.

The Department Chair will be responsible to calling the Assessment Committee, scheduling and running the Annual Assessment Retreat, and composing and disseminating the annual assessment report.

When
The Psychology and Philosophy Department will continue to use a similar timeframe used in previous years for completion of the annual assessment plan. The Assessment Committee will be formed at the beginning of the Fall term. Assessments such as the Senior Questionnaire and Capstone Rubrics will be completed at the end of the Fall and Spring terms. The Assessment Committee, along with the Department Chair, will analyze, interpret, and share the assessment findings to the department during the retreat. The Department Assessment Retreat will be scheduled by the Department Chair and held at the end of the Spring term. The Department Chair will complete the annual assessment report and submit it to the whole department and Academic Affairs by the end of June.
Appendix A

**Learning Goals for Psychology Majors**

Goal 1 - To demonstrate knowledge in one or more of the content areas of the discipline of Psychology as influenced by both the natural sciences and social sciences;

Goal 2 - To be familiar with research methods (e.g., quantitative, qualitative, archival), research designs (e.g., experimental, correlational, case study), statistics (e.g., descriptive, inferential, and hypothesis testing), and psychometric principles;

Goal 3 - To appreciate and apply the ethical practice of scientific inquiry;

Goal 4 - To think scientifically while employing critical and creative thinking;

Goal 5 - To speak and write effectively in the discourse of the discipline;

Goal 6 - To respect the diversity of human behavior and experiences and to appreciate the rich opportunities for science and social relationships that such differences provide;

Goal 7 - To understand how the study of psychology enables individuals to contribute to making their community a better place;

Goal 8 - To demonstrate information competence and the ability to use computers and other technology for many purposes;

Goal 9 - To emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of settings.
Appendix B

See Attachment due to different formatting
Dear Psychology Senior:

Congratulations on your upcoming graduation from Framingham State University and the Department of Psychology and Philosophy! The Psychology and Philosophy department is very interested in your evaluation of our program at FSU. The department is responsible for surveying our senior students regarding their experiences with our department so that we can assess our strengths and weaknesses. Your feedback is important to us and will help us with our goal of providing an excellent education to our students.

We are dedicated to improving our program for current and future majors and would appreciate your candid feedback. The questionnaire should take about 10-15 minutes to complete. The responses are anonymous, so no one will be able to connect you to your answers on an individual basis.

Thank you for taking the time to complete our survey. We wish you the best of luck in the future. Please stay in touch and let us know your whereabouts and activities from time to time. We would love to hear from you.

Best regards,

Dr. Paul Galvin, Chair
Psychology Senior Questionnaire, Spring 2012

Please answer questions in this section by circling an option and/or filling in the blank.

1. Age? ___________  2. G. P. A (estimate if unsure)? ________________

3. Sex? M F

4. I expect to graduate:
   a. Dec 2011
   b. May 2012
   c. August 2012
   d. other _______________

5. Did you transfer to Framingham State University from another college or university?
   a. YES Which college/university? ______________________________________
   b. NO

6. Are you a coordinate education (ECC or ELC) major?
   a. YES
   b. NO

7. What is your concentration in psychology, if any?
   a. Developmental Psychology (PSD)
   b. Work and Applied Psychology (PSA)
   c. Human Services (PSH)
   d. General Psychology (PSG)
   e. Educational Psychology (PSE)
   f. No concentration – new curriculum

8. Do you plan to pursue a graduate degree in any area of Psychology?
   a. YES Degree you intend to pursue: Master’s Psy. D. Ph.D. Other__________
      Area of Psychology: __________________________
   b. NO
9. Do you plan to pursue a graduate degree in a non-Psychological area of study?

   a. YES   **Degree you intend to pursue:** Master’s Ph.D.  Other____________

       **Field (i.e., Social Work, Business, etc):** __________________________

   b. NO

10. What is your primary status regarding employment and/or further education? Please circle the choice that best describes your status after graduation. **Circle only one.**

   a. I have been accepted and plan on attending graduate school full-time.

       **Program:**____________________  **School:**___________________________

   b. I have been accepted and plan on attending graduate school part-time.

       **Program:**____________________  **School:**___________________________

   c. I am still waiting to hear on my graduate school applications.

   d. I have been hired to a new part-time job.

   e. I have been hired to a new full-time job.

       **Employer:**___________________  **Position:** __________________________

   f. I am continuing to work in the job I had while in school.

   g. I am still looking for a job.

   h. Other (please specify______________________________________)

11. The following are the Psychology Department’s **nine learning goals** for majors. How adequately do you feel your Psychology major prepared you to achieve each? Please circle the number of the appropriate response.

   **4 = Very Adequate; 3 = Adequate; 2 = Inadequate; 1 = Very Inadequate**

   4 3 2 1   **Goal 1** - To demonstrate knowledge in one or more of the content areas of the discipline of Psychology as influenced by both the natural sciences and social sciences

   4 3 2 1   **Goal 2** - To be familiar with research methods (e.g., quantitative, qualitative, archival), research designs (e.g., experimental, correlational, case study), statistics (e.g., descriptive, inferential, and hypothesis testing), and psychometric principles

   4 3 2 1   **Goal 3** - To appreciate and apply the ethical practice of scientific inquiry

   4 3 2 1   **Goal 4** - To think scientifically while employing critical and creative thinking

   4 3 2 1   **Goal 5** - To speak and write effectively in the discourse of the discipline
Goal 6 - To respect the diversity of human behavior and experiences and to appreciate the rich opportunities for science and social relationships that such differences provide.

Goal 7 - To understand how the study of psychology enables individuals to contribute to making their community a better place.

Goal 8 - To demonstrate information competence and the ability to use computers and other technology for many purposes.

Goal 9 - To emerge from the major with realistic ideas about how to implement your psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

12. Consider each item below. How satisfied were you? Please circle a number.

4 = Very Satisfied; 3 = Satisfied; 2 = Dissatisfied; 1 = Very Dissatisfied

4 3 2 1 Academic advising with a Department advisor
4 3 2 1 Graduate School advising with a Department advisor
4 3 2 1 Career advising with a Department advisor
4 3 2 1 Overall quality of instruction in the Psychology Department
4 3 2 1 Availability of courses offered in the Psychology Department
4 3 2 1 Availability of seats in a particular Psychology course
4 3 2 1 Variety of courses offered by the Psychology Department

13. During your time at Framingham State University, did you ever attend any of the following events on campus?

- a. Job fair or Career fair? YES NO
- b. Alumni panel? YES NO
- c. Human Service night? YES NO
- d. Graduate School night? YES NO
- e. Graduate School Preparation meeting, sponsored by Psi Chi/ Psychology Club? YES NO
- f. Other ____________________________________________

14. What do you view as strengths in the Psychology curriculum?

15. What do you view as weaknesses or problem areas in the Psychology curriculum?

THANK YOU!!
# Grading Rubric For Scoring Thesis Posters

**Author(s):** __________________________  
**Semester:** _____________

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<th>5</th>
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<tr>
<td><strong>Title:</strong></td>
<td>Clear indication of major variables under study; Comparisons or relations investigated clear.</td>
<td>Major variables examined fairly easily identified</td>
<td>Too broadly/generally stated variables or mismatched to actual study.</td>
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<tr>
<td><strong>Abstract:</strong></td>
<td>Abstract of 120 words; Includes clear description of purpose method, major results, &amp; implications.</td>
<td>Abstract a bit too long or too short; Fairly clear description of study and results.</td>
<td>Abstract missing or poorly related to study methods or results.</td>
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<tr>
<td><strong>Literature Review:</strong></td>
<td>Clear statement of topic &amp; subtopics; Each subtopic supported by empirical evidence; no tangential subtopics; Well organized within subareas &amp; logical ties between issues; As appropriate, diversity factors noted; Writing flows well &amp; logic is clear.</td>
<td>Topics &amp; subtopics supported reasonably well with empirical evidence; Most subtopics pertinent to study; Good organization of subtopics &amp; writing style flows logically.</td>
<td>Poorly supported subtopics; Inclusion of subtopics not pertinent to study; Organization poor; Within &amp; between subtopics flow or logic is poor.</td>
<td></td>
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<td><strong>Hypotheses:</strong></td>
<td>All hypotheses clearly stated in measurable terms &amp; match methods, results &amp; discussion; Paste tense used; Supported by evidence in literature review.</td>
<td>More than half of the hypotheses clearly match methods, results, and discussion; Most are supported by literature review.</td>
<td>Questionable clarity of hypotheses, support from literature review, or fit with methods, results or discussion.</td>
<td></td>
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<tr>
<td><strong>Method:</strong></td>
<td>Appropriately organized with allessential subheadings &amp; information; Standard sections: participants, stimuli (as appropriate), measures, &amp; procedures; Sample diversity, loss rates, etc. noted; Paste tense used; Clearly could be replicated; Ethical standards met.</td>
<td>Subheading present with some areas lacking sufficient details for replication.</td>
<td>Poorly organized and/or lack of methodological details needed for replication.</td>
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### Results:
Well organized presentation of data - descriptive & inferential; All hypotheses addressed; Paste tense used; Statistical results complete & appropriately formatted & stated (numerically, verbally, &/or visually).

Organized & all hypotheses analyzed; Most statistics complete and appropriately stated.

Poorly organized, with some hypotheses not addressed or addressed questionably; Some statistical information absent or inappropriately stated.

### Discussion:
Clear presentation of all results & links back to literature review information; Paste tense used; Strengths & weaknesses discussed, with ties to diversity issues where appropriate; Suggestions for future research presented; Study implications discussed.

Most results clearly presented & tied back to literature review; Some suggestions for future research & discussions of problem areas; Some discussion of broader study implications.

Some results not or minimally discussed; Few or no ties back to literature review; Little discussion of problems experienced & future direction; Weakly presented implications.

### Writing Style/APA:
Few or no APA errors in body of paper, tables, or reference list.

Few APA errors.

Many APA errors.

### Grammar & Spelling:
Error free.

Minor grammatical or spelling errors.

Variety of spelling &/or grammar errors.

### Overall Visual Quality:
Excellent; Little need for improvement in completeness or format; Visually appealing.

Good - minor to moderate improvements in or format recommended; Format meets basic poster presentation requirements, but neatness or formatting options could use some improvement.

Poor - substantial improvements needed in completeness or format; Poorly prepared poster - section lacking or absent, carelessness in formatting, little visual appeal.
As other rubics are created, these are things that I have used in evaluating presentations in Deve Dis and Psychpath –PowerPoint or WIKI presentations. These are some of the items for student rating and the instructor ratings:

- Clarity of information
- Thoroughness of coverage
- Organization of information
- Informative and interestingly presented/written
- Visual appeal of presentation materials
- References or links for information sources provided
- Writing quality appropriate for upper-level college course
- Grammar & spelling
- Quality of responses to class questions and/or comments

Presentation clarity & organization:
- Easy to following information presented
- Sufficient details
- Minimally repetitive - major points noted clearly
- No apparent misinformation

Presentation style:
- Knowledge of topic clear
- Order of information made sense
- Appropriate inclusion of subtopics
- Appropriate amount of space given to subtopics relative to importance
- Informativeness
- Inclusion of new or controversial issues
- Writing style appeal

Visual appeal
- Visual aids were informative
- Explained visual aids
- Visual aids added to presentation
- Neither too few or too many visual aids or density of information