

Department of Psychology

General/Experimental Master's Option

COLLEGE OF SCIENCE AND MATHEMATICS

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I. Mission Statement

The mission of the General/Experimental Psychology program is to build on the undergraduate study of psychology as an empirical science and provide students with foundations necessary to successfully enter and complete doctoral programs, become community college teachers, or acquire other professional positions.

II. Goals and Student Learning Outcomes

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Goal 1: Theory and Content in Psychology. Students can demonstrate conceptual mastery of an area of emphasis in depth.

1. 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.

2. 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.

Goal 2: Methodology and Technology. Students can understand and be able to use major research methods in psychology, including design, data analysis, and interpretation.

1. Students can apply the appropriate use of various research designs for addressing different types of questions and hypotheses.

2. Students can evaluate the appropriateness of conclusions presented in disseminated research relevant to psychology.

3. Students can evaluate the appropriate use of various data analytic techniques for addressing different types of questions and hypotheses.

4. Students can explain APA guidelines for the ethical treatment of human and nonhuman research participants

5. 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.

6. Students can formulate a testable research hypothesis and design basic studies to address psychological questions using different research methodologies.

7. Students can collect data under supervised direction.

8. Students can enter and analyze data using a computer statistical package and interpret basic descriptive and inferential statistics.

9. Students can apply the scientific method and statistical techniques in research (e.g., thesis).

10. Students can apply APA ethical guidelines in the design, data collection, analysis, interpretation, and reporting of psychological research.

Goal 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.

1. Students can evaluate the logic and data of research.

2. Students can defend arguments, compare perspectives and theories, differentiate assumptions and facts, and develop hypotheses based on research literature.

Goal 4: *Communication Skills.* Students can write clearly and effectively and can display effective oral communication skills.

1. Students can produce well-organized papers and essays without grammatical errors.

2. Students can utilize APA format correctly in papers.

3. Students can compose and deliver an oral presentation on a psychology topic.

4. Students can explain scientific findings, ideas, and opinions in a group setting.

5. Students can develop a presentation appropriate for submission to a scientific conference.

Goal 5: *Diversity and Awareness.* Students can demonstrate appreciation of diverse perspectives.

1. Students can show an understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.

2. Students can listen to and discuss perspectives on psychology with others regardless of similarity or diversity of personality characteristics or professional experience and orientation.

2. Curriculum Map (Matrix of Courses X Learning Outcomes)

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Psychology 200T	Seminar in Developmental Psychology
Psychology 205	Seminar in Child Development
Psychology 220T	Seminar in Learning and Related Problems
Psychology 225T	Seminar in Psychobiological Bases of Behavior
Psychology 240T	Professional Development for Psychology Graduate Students
Psychology 244A	Measurement, Research Design, and Statistics
Psychology 244B	Measurement, Research Design, and Statistics
Psychology 250T	Seminar in Personality and Related Areas
Psychology 255T	Seminar in Social Psychology and Related Areas
Psychology 290	Independent Study
Psychology 299	Thesis

The table that follows was created based on faculty reports of how their courses, as the courses currently exist, map on to the objectives. X=covered in all sections; P=possibly covered, depending upon section.

	1.	1.	2.	2.	2.	2.	2.	2.	2.	2.	2.	2.	3.	3.	4.	4.	4.	4.	4.	5.	5.
	1	2	1	2	3	4	5	6	7	8	9	10	1	2	1	2	3	4	5	1	2
200T		X		X									X	X	X	X	X	X		X	X
205		X											X	X						X	X
220T	X		P	P			P	P				P	X	X	X	X	X	X		X	X
225T	X														P	P	P	P			
240T																	X	X	X		
244A	P	P	X	X	X	X	X	X	P	X	X	X	X	P	X	X		X	P	P	
244B	P	P	X	X	X	X	X	X	P	X	X	X	X	P	X	X		X	P	P	
250T		X																			
255T		X	P	P			P						P	P	X	X	X	P		P	P
290	P	P											X			X		P	P		
299	P	P	X	X	X	X	X	X	X	X	X	X	X			X	X	P	P		

3. Assessment Methods

A. Direct Measures

1. Embedded questions in Psychology 244B

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 Psychology graduate students are required to complete a thesis. Each completed thesis is independently evaluated by three independent faculty: the thesis chair and two other graduate faculty who did not serve on that particular thesis committee. Faculty use a rubric to give their evaluations (see Attachment A2).

B. Indirect Measures *(Alumni Survey is required)*

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).

2. Alumni Survey

In Fall 2007, Dr. Zelezny coordinated an Alumni Survey sent via email to a subset of our Psychology alumni. We plan to administer a similar survey Fall 2012.

4. Student Learning Outcomes X Assessment Methods Matrix

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	1. 1	1. 2	2. 1	2. 2	2. 3	2. 4	2. 5	2. 6	2. 7	2. 8	2. 9	2. 10	3. 1	3. 2	4. 1	4. 2	4. 3	4. 4	4. 5	5. 1	5. 2	
Embedded questions					X								X			X						
Thesis evaluation	X	X					X	X	X	X	X	X	X	X	X	X						
Exit Survey							X	X	X	X	X	X	X	X								
Alumni Survey							X						X	X								

5. Timeline for Implementation of Assessment Methods and Summary Evaluation

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	06-07 AY	07-08 AY	08-09 AY	09-10 AY	10-11 AY	11-12 AY	12-13 AY	13-14 AY	14-15 AY
Embedded questions statistics			X	X	X	X	X	X	X
Thesis evaluation			X	X	X	X	X	X	X
Alumni survey		X					X		
Exit survey	X	X	X	X	X	X	X	X	X

6. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

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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 year. Suggestions for improvements are given, and changes are implemented as appropriate.

A1. Embedded questions in Psychology 244B

Results from the questions embedded in Psychology 244B in Spring 2009 indicated the average grade for Selecting Statistics was a "A," Interpreting SPSS Output was a "B," and Creating an APA Table was a "D". Instruction was modified in Psychology 244A and Psychology 244B so more time was spent covering this topic. In Spring 2010, the average grade for the same embedded questions were "A," "A," and "B," respectively.

A2. Thesis evaluation

Generally, results from evaluation of theses indicate strong theses. The thesis evaluation rubric was modified by the Psychology Graduate Committee for ease of use and clarity of results.

B2. Exit survey

Generally, results from the exit survey indicate graduate students exiting the department are satisfied with the faculty, their thesis chair, and the staff (particularly with the staff!). The survey is minimally modified for accuracy each year (e.g., if the Graduate Coordinator changes, or if the degree name changes, modifications are made).

Attachment A1a
Psychology Department
Psychology 244B Embedded Questions: Selecting Statistics
<sample>

Read each of the scenarios below, and select the statistical test that would best answer each question. In certain situations, you may circle more than one answer.

Are divorced women's CPI
Independence (IN) scores
above the national norm? A B C D E F G H I J

Does IN vary by marital
status (never married,
currently married, formerly
married but not remarried)
gender, and pet ownership
(yes,no)? A B C D E F G H I J

Does IN vary by marital
status (never married,
currently married, formerly
married but not remarried)? A B C D E F G H I J

Do the 20 items comprising
the IN scale form one
principal component? A B C D E F G H I J

Do older individuals and
those who earn more per
year tend to have higher
IN scores? A B C D E F G H I J

Do men score higher on
IN than women? A B C D E F G H I J

- A=one-sample t-test**
- B=independent samples t-test**
- C=dependent samples t-test**
- D=one-way ANOVA**
- E=two-way ANOVA**
- F=simple regression**
- G=multiple regression**
- H=chi-square test for independence**
- I=logistic regression**
- J=none of the above**

Attachment A1b
Psychology Department
Psychology 244B Embedded Questions: Interpreting SPSS Output
<sample>

Consider the output posted on Blackboard. Data portray longitudinal change in CPI-assessed femininity from age 33 to 85, as seen in members of the Intergenerational Studies. The theoretical orientation taken here requires analyses by done separately by gender. The variables of focus are:

<u>Variable name</u>	<u>Variable</u>	<u>Scoring</u>
female	gender of participant	0 = female 1 = male
a3type	CPI-created personality "type," based on degree of internality and degree of norm favoring. Alphas are low on internality and high on norm favoring; betas are high on both; gammas are low on both; deltas are high on internality and low on norm favoring	1=alpha 2=beta 3=gamma 4=delta
intercept	estimated femininity score at age 33	
slope	estimated change in femininity score from 33 to 85	
snodiv	number of divorces	
snokid	number of children	

After studying the output, provide answers to the questions below. Attach your responses on a separate sheet of paper. Use $\alpha = .05$ for all inferential tests.

- a. How many men and how many women are in the sample?
- b. What are the means, standard deviations, ranges and/or percentages for femininity intercept, femininity slope, number of divorces, number of children, and personality type for men? For women?
- c. Do any of the variables listed above differ by gender? If so, which ones, and how do they differ?
- d. Do men of different personality type differ with respect to femininity intercept? What about women? If there are differences, what are the differences?
- e. Do men of different personality type differ with respect to femininity slope? What about women? If there are differences, what are the differences?
- f. Can men's femininity intercept be predicted by number of divorces and number of children? What about women? Interpret R^2 and regression weights as appropriate.
- g. Can men's femininity slope be predicted by intercept, number of divorces, and number of children? What about women? Interpret R^2 and regression weights as appropriate.

SORT CASES BY female.
 SPLIT FILE SEPARATE BY female.
 DESCRIPTIVES VARIABLES=intercept slope SNODIV SNOKID
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

[DataSet1] D:\DATA\SPSSDATA\FEMININITY\residualfm.sav

female = .000

Descriptive Statistics^a

	N	Minimum	Maximum	Mean	Std. Deviation
intercept	94	5.48	21.47	13.1031	3.43598
slope	94	-.38	.38	.0209	.10492
a3 number of divorces	94	0	4	.35	.683
a3 number of kids	94	0	9	2.49	1.727
Valid N (listwise)	94				

a. female = .000

female = 1.000

Descriptive Statistics^a

	N	Minimum	Maximum	Mean	Std. Deviation
intercept	121	9.33	36.15	20.7405	3.78100
slope	121	-.38	.38	-.0167	.11102
a3 number of divorces	121	0	5	.39	.850
a3 number of kids	121	0	8	2.86	1.551
Valid N (listwise)	121				

a. female = 1.000

FREQUENCIES VARIABLES=a3type
 /ORDER=ANALYSIS.

Frequencies

[DataSet1] D:\DATA\SPSSDATA\FEMININITY\residualfm.sav

female = .000

Attachment A1c
Psychology Department
Psychology 244B Embedded Questions: Creating an APA Table or Figure
<sample>

- h. Create and attach an APA-style table or figure to present results from questions a through c.
- i. Create and attach an APA-style table or figure to present results from questions d through e.
- j. Create and attach an APA-style table or figure to present results from questions f through g.

Attachment A2
Psychology Department
Master's Thesis Rubric

Student: _____

Faculty rater: (circle one) Chair Not on committee

Use the scale below to rate each aspect of the thesis. Note that E and G should be considered "acceptable"; A and M should be considered "unacceptable". If you give a rating of A or M, please briefly indicate the problem you identify.

E=excellent

G=good

A=average

M=minimally acceptable

Introduction

- E Compelling introduction to topic, clearly justifying the current study
- G Interesting introduction to topic, with some justification for the current study
- A Adequate introduction to topic, but justification for current study is unclear
- M Poor introduction to topic and/or no justification for current study

If A or M: Why? _____

Literature Review

- E Comprehensive literature review that is clearly and logically related to the research question; extensive review; varied sources (peer-reviewed studies, current research and landmark works, related topics and disciplines)
- G Strong review of the literature that is tied to the research question; substantial literature review
- A Adequate review of the literature, but does not place research question in context
- M Insufficient and/or superficial literature review

If A or M: Why? _____

Methods

- E Very clear, well-justified research hypotheses, data collection procedures, and measures
- G Good presentation of research hypotheses, data collection procedures, and/or measures
- A Adequate description of research hypotheses, data collection procedures, and/or measures; understandable but superficial
- M Inadequate description of research hypotheses, data collection procedures, and/or measures; unintelligible or incorrect

If A or M: Why? _____

Results

- E Correct statistics used; results very thoroughly and clearly described
- G Correct statistics used; results well described
- A Correct statistics used, but results not completely described; some inaccuracies in result description
- M Incorrect statistics used and/or results unintelligible

If A or M: Why? _____

Discussion

- E Key findings presented thoroughly (“thick” description); limitations and implications discussed thoroughly and correctly
- G Key findings presented coherently; limitation and implications described well
- A Findings mentioned, but little connection to previous literature; superficial description of limitations and implications
- M Findings very poorly discussed; limitations and implications considered minimally or not at all

If A or M: Why? _____

Mechanics

- E Coherent and well-organized; no typographical, grammatical, or APA/thesis-style errors
- G Well organized; very minimal typographical, grammatical, or APA/thesis-style errors
- A Adequately organized; some typographic, grammatical, or APA/thesis-style errors
- M Lacks organization and coherence; numerous typographical, grammatical, or APA/thesis-style errors

If A or M: Why? _____

Overall:

Would you approve this thesis to advance to the Division of Graduate Studies? Yes No

Attachment B1
Psychology Department
Graduate Student Exit Survey

Current date: _____

Month and year of graduation (if applicable): _____

Month and year of entry to Psychology program: _____

Degree obtained:

- None
- EdS
- MA-ABA
- MA-General/Experimental

Section A – Faculty Contribution

Please evaluate how well the *Psychology faculty members, in general*, did each of the following:

	Poor	Fair	Good	Excellent
1. Set high expectations for you to learn	1	2	3	4
2. Respected diverse talents	1	2	3	4
3. Respected diverse ways of learning	1	2	3	4
4. Encouraged you to be an actively involved learner	1	2	3	4
5. Encouraged student-faculty interaction	1	2	3	4
6. Gave you frequent feedback	1	2	3	4
7. Gave you prompt feedback	1	2	3	4
8. Encouraged you to devote sufficient time and energy to your coursework	1	2	3	4
9. Developed opportunities for you to learn cooperatively with fellow students	1	2	3	4
10. Cared about your academic success	1	2	3	4
11. Overall, how would you evaluate your instructors?	1	2	3	4

If you wrote a thesis, please evaluate how well the *Chair of your thesis committee* did each of the following:

	Poor	Fair	Good	Excellent
12. Set high expectations for you to learn	1	2	3	4
13. Respected diverse talents	1	2	3	4
14. Respected diverse ways of learning	1	2	3	4
15. Encouraged you to be an actively involved learner	1	2	3	4
16. Encouraged student-faculty interaction	1	2	3	4
17. Gave you frequent feedback	1	2	3	4
18. Gave you prompt feedback	1	2	3	4

19. Encouraged you to devote sufficient time and energy to your coursework	1	2	3	4
20. Developed opportunities for you to learn cooperatively with fellow students	1	2	3	4
21. Cared about your academic success	1	2	3	4
22. Overall, how would you evaluate your chair?	1	2	3	4

Section B – Advising and Support Services

During your time in the Psychology department as a graduate student, how would you evaluate each of the following, with respect to services provided by the Psychology Graduate Advisor (Dr. Jones)?

	Poor	Fair	Good	Excellent
23. Access to graduate advisor	1	2	3	4
24. Responsiveness of graduate advisor	1	2	3	4
25. Accurate information about degree requirements and course sequencing	1	2	3	4
26. Knowledge of university policies and procedures	1	2	3	4
27. Academic advising services overall	1	2	3	4

If you were in the EdS or MA-ABA program, please answer the same questions with respect to your specific program advisor (Dr. Wilson for EdS or Dr. Adams for MA-ABA):

	Poor	Fair	Good	Excellent
28. Access to program advisor	1	2	3	4
29. Responsiveness of program advisor	1	2	3	4
30. Accurate information about degree requirements and course sequencing	1	2	3	4
31. Knowledge of university policies and procedures	1	2	3	4
32. Academic advising services overall	1	2	3	4

How would you evaluate each of the following, with respect to the Psychology department staff (Sheri, Lily, and other staff):

	Poor	Fair	Good	Excellent
33. Availability	1	2	3	4
34. Responsiveness	1	2	3	4
35. Accurate information about degree requirements and course sequencing	1	2	3	4
36. Knowledge of university policies and procedures	1	2	3	4
37. Services provided overall	1	2	3	4

Section C – Knowledge, Skills, and Personal Growth

To what extent do you think your graduate education contributed in each of the following areas?

	Not at all	Very little	Somewhat	Very much
38. Knowledge of psychology	1	2	3	4
39. Research skills	1	2	3	4
40. Computing skills	1	2	3	4
41. Oral communication skills	1	2	3	4
42. Writing skills	1	2	3	4
43. Personal development	1	2	3	4

Section D – Your Conclusions

44. All things considered, how would you evaluate the quality of graduate instruction in the Psychology department?

- Poor
- Fair
- Good
- Excellent

45. If you could start over again, would you still choose to in enroll in this program?

- No
- Maybe
- Yes

Section E – Career Plans

46. How would you rate the advice and support you received regarding obtaining employment about graduation?

- Poor
- Fair
- Good
- Excellent
- Not applicable

47. How would you rate the advice and support you received regarding getting into a Ph.D. program?

- Poor
- Fair
- Good
- Excellent
- Not applicable

48. Please indicate the best description of your plans following graduation by marking the ONE most appropriate response:

- I don't know yet
- I have accepted a job
- I plan to continue in my current position
- I will be going to a graduate or profession school next year
- I am still seeking employment
- Other

Section F – Demographic Information

49. Gender

- Male
- Female

50. Were you an undergraduate student at CSUF?

- No
- Yes – not a Psychology major
- Yes – a Psychology major

51. During your time as a graduate student, did you work as any of the following? (Check all that apply)

- Psych 10 reader
- Psych 144 TA
- Research assistant
- Student assistant
- None of the above

52. During your time as a graduate student, did you work for pay outside the department?

- No
- Yes – part-time
- Yes – full-time

53. During your time as a graduate student, did you present at a conference? (Check all that apply)

- No
- Yes – CCRS
- Yes – WPA, CASP, CalABA or other regional conference
- Yes – APA, NASP, ABA or other national conference

54. During your time as a graduate student, did you publish a scientific paper? (Check all that apply)

- No
- Yes – with a faculty member
- Yes – as a secondary author with a faculty member
- Yes – as a first author with a faculty member
- Yes – as a solo author

Please use this page to elaborate on any of the questions on the previous pages or to add any comments you feel would be useful. What changes would you suggest for our graduate programs?