

**College of BSS - Psychology Department - Assessment Report AY 2010-2011**

Measurable learning objective	Place in curriculum where objective is assessed	Academic year objective was/will be assessed	Assessment/procedures Methods/Strategies	Summary of findings about student learning	Use of findings for program improvement
<b>Objective G: To train students to become master level psychologists in Developmental Psychology</b>					
<p>To acquire a broad knowledge of life span development in each of the areas of cognitive, social and emotional development, to develop theoretical sophistication, to become familiar with current issues in the field, and to learn to critique research studie</p>	<p>Successful completion of a seminar in current issues in Developmental Psychology, a seminar in Developmental Psychology and an elective seminar.</p>	<p align="center">2008/2009</p>	<p>In addition to comprehensive exams, papers and projects in PSY 730,735 and the elective seminar, 2nd year Developmental graduate students participated in a focus group in Nov of 2010</p>	<p>Student commented that their courses in human development theory (PSY 730) and in adolescent development and cognitive development (both PSY 735 special topics) were beneficial but they requested more information on genetics and language development. Students noted that faculty tended to promote student areas of interest in courses.</p>	<p>The program should offer the PSY 735 section in Language development more often.</p>
<p>To learn strategies and techniques of current developmental research and statistical analyses.</p>	<p>Successful completion of research methods in Developmental Psychology or research methods and techniques, and analysis of variance and experimental design.</p>	<p align="center">2008/2009</p>	<p>In addition to our comprehensive exams, papers and projects in PSY 571, 770, 771, 772, 2nd year Developmental graduate students participated in a focus group in Nov of 2010</p>	<p>Students commented that the intermediate statistics course slowed their progress to graduation and that they did not feel fully competent in statistical skills. Although contradictory, these statement tap a common experience among MA students regarding statistical training.</p>	<p>We have revised our graduate program to encourage more statistical training and will continue to recommend the intermediate statistics course because of its overall benefit to the student's preparation for graduate work.</p>

<p>To experience practical laboratory training in research techniques including naturalistic observation.</p>	<p>Successful completion of a lab in the observation of Children's Behavior.</p>	<p>2008/2009</p>	<p>In addition to our comprehensive exams, papers and projects in PSY 737, 2nd year Developmental graduate students participated in a focus group in Nov of 2010.</p>	<p>Students continue to be challenged by the demands of the PSY 737 course in observation of children but they also referred to this as a "rite of passage" for them. Students also mentioned their work in research labs as essential in their preparation.</p>	<p>PSY 737 is currently being taught by a new instructor and the demands have been reduced somewhat.</p>
<p>To develop technical (scientific) writing skills for journal publication.</p>	<p>Successful completion of technical writing for psychological journals.</p>	<p>2008/2009</p>	<p>In addition to our comprehensive exams, papers and projects in PSY 739, 2nd year Developmental graduate students participated in a focus group in Nov of 2010</p>	<p>Students continue a common comment that the "technical strength" of PSY 739 was both beneficial and demanding.</p>	<p>Students in the program will continue to complete a course in technical writing -- the only course of its kind in the Psychology department.</p>
<p>To gain experiences in the field of Developmental Psychology.</p>	<p>Successful completion of field experience in Developmental Psychology.</p>	<p>2008/2009</p>	<p>In addition to our comprehensive exams, papers and projects in PSY 839, 2nd year Developmental graduate students participated in a focus group in Nov of 2010</p>	<p>Students comment that their research experiences have given them experiences "thinking on our feet" and that they appreciated the program tended to be content-driven and not performance-driven.</p>	<p>For the past two years the program has admitted students on a 3:1 graduate student to faculty ratio. We plan to continue this for the foreseeable future.</p>

<p>To apply research design skills and statistical analyses by conducting an independent research project, and to demonstrate intellectual self-reliance.</p>	<p>Successful completion of a master's thesis and a special study.</p>	<p>2008/2009</p>	<p>In addition to our comprehensive exams, papers and projects in PSY 898 and 899, 2nd year Developmental graduate students participated in a focus group in Nov of 2010</p>	<p>As in years past, students in the program continue to complete their thesis proposal work (PSY 899) late in the Fall semester of the second year resulting in challenges in completing the culminating experience form and obtaining IRB approval. However, students appreciate the personalized approach to their graduate thesis work.</p>	<p>Faculty will encourage students to speed up the PSY 899 thesis preparation timeline so students can submit their IRB protocols by November 1 in future semesters.</p>
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