
Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: *UNM Main Campus, College of Arts & Sciences*
2. Department: *Psychology*
3. Date: *December 1, 2017*

B. Academic Program of Study*

Ph.D. Psychology

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

[Attach Cover Sheet for Student Learning Outcomes and associated materials.]

OR

[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Advanced research competence, including theoretical, conceptual, and empirical skills in a subfield of psychology
- B. Advanced teaching competence

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

Aligned with A. Advanced research competence, including theoretical, conceptual, and empirical skills in a subfield of psychology

SLO1: Graduate students will demonstrate mastery in literature review skills within a subfield of Psychology, demonstrating mastery in identifying and reviewing the appropriate literature, with a recognition of the difference between finding some literature and gaining mastery of the subfield.

UNM Goals (x Knowledge x Skills x Responsibility)

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

SLO2. Graduate students will demonstrate mastery in designing and conducting a study.
UNM Goals (Knowledge Skills Responsibility)

SLO3 Graduate students will demonstrate mastery in data analyses and interpretation.
UNM Goals (Knowledge Skills Responsibility)

SLO4 Graduate students will demonstrate mastery in integrating study findings within a larger theoretical and empirical literature.
UNM Goals (Knowledge Skills Responsibility)

SLO5 Graduate students will demonstrate mastery in critically evaluating and integrating major theoretical positions and empirical findings. They need to identify major theories and questions about those theories. They need to be able to explain why particular empirical studies support or do not support those theories. They need to be able to identify the missing pieces.
UNM Goals (Knowledge Skills Responsibility)

SLO6: Graduate students will demonstrate mastery in professional activities of psychologists: writing up results that follow the writing conventions valued in Psychology; presenting research results; obtaining grants and awards; and conducting preliminary research work.
UNM Goals (Knowledge Skills Responsibility)

Aligned with B. Advanced teaching competence

SLO7: Graduate students will demonstrate mastery in preparing and presenting course material for course lecture and discussion.
UNM Goals (Knowledge Skills Responsibility)

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

Year/Semester	Assessment Activities
Year 1, Fall	Outcome results discussed
Year 1, Spring	SLO1-SLO7 data gathered
Year 2, Fall	Outcome results discussed
Year 2, Spring	SLO1-SLO7 data gathered
Year 3, Fall	Outcome results discussed
Year 3, Spring	SLO1-SLO7 data gathered

We plan to obtain and report all outcome data annually.

The learning outcomes for the psychology PhD degree align well with the three major student learning goals of UNM: knowledge, skills, and responsibility. Students acquire knowledge of the scientific method as it applies to the study of individual human behavior including the body of empirical and theoretical knowledge in their specialty area. They acquire skills in written and oral communication and designing and analyzing scientific studies. Psychology PhD students also exhibit responsibility by becoming competent in diverse and multicultural settings and knowing how to reason ethically in professional settings.

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

We plan to obtain and report all outcome data annually.

2. How will learning outcomes be assessed?

Means of Assessment and criteria for success. All measures are direct, with the exceptions of B goal SLO (SLO7), which includes indirect Evaluation Kit measures; and annual on-line polling of recent graduates (past 10 years). In this on-line polling, we will begin to ask recent graduates' perceptions of their abilities on the SLOs.

A. Advanced research competence

SLO1: Graduate students will demonstrate mastery in literature review skills within a subfield of Psychology, demonstrating mastery in identifying and reviewing the appropriate literature, with a recognition of the difference between finding some literature and gaining mastery of the subfield.

This SLO will be evaluated via PhD student master's and dissertation projects. Student projects will be rated on a five point scale in relation to their mastery of this SLO (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent). We expect 80% of students to get a 3 or better.

SLO2. Graduate students will demonstrate mastery in designing and conducting a study.

This SLO will be evaluated via PhD student master's and dissertation projects. Student projects will be rated on a five point scale in relation to their mastery of this SLO (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent). We expect 80% of students to get a 3 or better.

SLO3 Graduate students will demonstrate mastery in data analyses and interpretation.

This SLO will be evaluated via PhD student master's and dissertation projects. Student projects will be rated on a five point scale in relation to their mastery of this SLO (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent). We expect 80% of students to get a 3 or better.

Additionally, this will be evaluated by student passing rates in a two course plus two lab sequence in graduate-level statistics and design. At least 80% will pass this course the first time they take it.

SLO4 Graduate students will demonstrate mastery in integrating study findings within a larger theoretical and empirical literature.

This SLO will be evaluated via PhD student master's and dissertation projects. Student projects will be rated on a five point scale in relation to their mastery of this SLO (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent). We expect 80% of students to get a 3 or better.

SLO5 Graduate students will demonstrate mastery in critically evaluating and integrating major theoretical positions and empirical findings. They need to identify major theories and questions about those theories. They need to be able to explain why particular empirical studies support or do not support those theories. They need to be able to identify the missing pieces.

This SLO will be evaluated via a written and oral comprehensive examination. Student exams will be rated on a five point scale in relation to their mastery of this SLO (1=inferior, 2=fair, 3=good, 4=very good, 5=excellent). We expect 80% of students to get a 3 or better. We expect 80% of students to get 75% or better on the overall written and overall final (written and oral) scores (out of 100%).

SLO6: Graduate students will demonstrate mastery in professional activities of psychologists: writing up results that follow the writing conventions valued in Psychology; presenting research results; obtaining grants and awards; and conducting preliminary research work.

Each PhD student completes an end-of-the-year evaluation that include a list of all research activities (see Appendix) and is awarded a research productivity score based on year in program. At least 70% of students will obtain a research rating of satisfactory, good, or exemplary.

We also have data on specific research-relevant data (# of peer-reviewed journal article submissions and accepted, # chapters submitted and accepted, # “other” publications, # professional presentations, # grant funding submissions and funded, and other local research and travel awards).

B. Advanced teaching competence

SLO7: Graduate students will demonstrate mastery in preparing and presenting course material for course lecture and discussion.

*Each PhD student who teaches a course for the department is first required to complete a Teaching Seminar where they learn how to develop and teach a course; and are evaluated on a mock lecture. All graduate students will complete this seminar with a passing grade.

*Each PhD student who teaches a course is formally evaluated by a psychology faculty member for each course taught. A written evaluation of the student’s performance is made during the student’s lecture. At least 70% of students will obtain a mean rating across evaluation categories (course development, lecture organization, lecture content, lecture delivery, and classroom management) of at least 3 on a 1-5 scale.

*At least 70% of graduate student instructors will obtain Evaluation Kit ratings (indirect measure) of 3 or higher for course instructor (5 being highest) and 3 or lower for overall course rating (1 being highest).

B. Who:

SLOs 1-4: All graduate students who complete their master’s thesis and dissertation, respectively, during the past academic year will be evaluated on these outcomes.

SLO5: All graduate students who complete their comprehensive exam during the past academic year will be evaluated on this learning outcome.

SLO6: All graduate students in residence will be evaluated on this learning outcome.

SLO7: All graduate students who teach their own course (approximately 12 per year) will be evaluated on this learning outcome.

3. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

The end-of-the-year student evaluations (SLO6) will be collected in April of each year and the relevant data will be entered into a database. The student master’s thesis exam results (SLO 1-4), dissertation defense results (SLO1-4), teaching evaluations (SLO7) and comprehensive exams (SLO5) will be collected throughout the year, and the information will be added to the database. Online polling (indirect measure) of recent (past 10 years) graduates will occur each spring. Our plan is to compile all of the assessment results from the previous year during May. An outcomes assessment report will be

written summarizing graduate student performance during the previous academic year and circulated to the faculty during the fall. A discussion of these results will occur in a faculty meeting at the beginning of the next year.

All faculty who serve on graduate committees will participate in completing student evaluations.

During a formal faculty meeting in the fall semester, faculty will discuss the findings from the previous academic year and make recommendations to improve student learning in the PhD program.

This cycle of student assessment and revision to the graduate program will occur annually. Performance criteria will be increased in successive years.

2. the process for consideration of the implications of assessment for change:

The psychology faculty as a whole will meet to discuss the assessment outcomes of the previous year and make recommendations for changes to the graduate program. Formal changes require approval through faculty vote.

3. How, when, and to whom will recommendations be communicated?

Any changes to the program would be communicated to faculty, graduate students, and part-time instructors through memo; and will be communicated through the required Teaching Seminar course and Research Seminar .

All faculty will participate in the assessment process. Anyone serving as a mentor, or serving on a thesis or dissertation committee will be involved in data collection. The results from the rubrics and survey will be shared with the entire faculty annually for discussion. The outcomes assessment committee chair will compile a report annually which will be shared with the larger department and submitted to the College Assessment Review Committee.