Department: Psychology  
Program: MA, Research & Experimental Psychology  
College: Arts and Sciences  
Website: http://www.sjsu.edu/psych/Graduates/experimentalpsych/index.html

☐ Check here if your website addresses the University Learning Goals.

Program Accreditation (if any):  
Contact Person and Email: Gregory J. Feist, PhD, greg.feist@sjsu.edu  
Date of Report: June 1, 2015

Part A
List of Program Learning Outcomes (PLOs)

1. Program Learning Outcomes:
   - **Goal 1. Knowledge Base**: Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.
     - **Outcome 1.1** – Understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.
   - **Goal 2. Research Methods & Scholarship** – Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the MA in Psychology program are required to complete a thesis. The thesis will...
     - **Outcome 2.1** – demonstrate creative problem-solving in the design, implementation of empirical research.
     - **Outcome 2.2** – demonstrate project management skills in the implementation of empirical research.
     - **Outcome 2.3** – demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings.
     - **Outcome 2.4** – be able to communicate (oral and written) their research findings at a professional level.
   - **Goal 3. Career Enhancement** – Graduates of our program will experience career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector. Students completing the MA in Psychology program will.
     - **Outcome 3.1** – achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector.

2. Map of PLOs to University Learning Goals (ULGs)

The three PLOs of the MA in Research and Experimental program are, for the most part, consistent with the new University Learning Goals (ULGs) (see Appendix A).
   - PLO-1 (Advanced Knowledge) maps directly on to ULG-1 (Specialized Knowledge). All
seminars and the thesis in the MA program are oriented toward the development of advanced and specialized knowledge in the field of experimental psychology.

- PLO-2 (Research Methods and Scholarship) maps on to ULG-1 (Specialized Knowledge) and ULG-2 (Intellectual Skills). In particular, our seminars in statistics and research methods as well as the cumulating MA thesis (an original and empirical piece of science) develop both integrative knowledge (brainstorming, planning, hypothesis construction and testing, and designing, conducting, and communicating results of the study). These also foster fluency in theory, tools, technology, and graphical representation, as well as critical and creative thinking and quantitative skills. The MA thesis also fosters the development of applied knowledge in the thesis discussion section and oral defense, but also in public and private research settings post-MA training.

- PLO-3 (Career Enhancement) maps on to ULG-4 (Applied Knowledge) in that our training in research and statistical skills, as well as in oral and written communication involve the ability to integrate theory and practice and to problem-solve to practical issues. Team research projects (e.g., as practiced in Psychology 220, Seminar in Research & Experimental Methods) foster the ability to work productively as individuals and in groups.

The only ULG not mapped directly on to MA PLOs is ULG-5 (Social and Global Responsibilities). Portions of our program do in fact map onto ULG-5, however. For instance, the “ability to act intentionally and ethically to address a global or local problem” is partially developed by the written Institutional Review Board (IRB) proposal of their research as well as in seminars (e.g., Psychology 280—General Seminar) in which ethics and scientific conduct are discussed and emphasized. Broadening these to include societal, civic, and global responsibilities is an area that need further development.

3. Alignment – Matrix of PLOs to Courses
Each of our 10 core and breadth seminars in the MA program map onto the first PLO, Advanced Knowledge. At least three other seminars in the required sequence directly map onto both PLO-2 (Research Methods and Scholarship) and PLO-3 (Career Enhancement). (see Appendix B).

4. Planning – Assessment Schedule
This past year (2014-2015) we assessed all three PLOs for the MA in Research and Experimental Psychology (see Part C #11). In the previous year’s (2014) assessment report we concluded that PLO-3 (Career Enhancement) needed the most attention and we added material to the General Seminar (Psychology 280) to address this limitation, namely began to bring in former MA students in local research jobs to speak to the class about how their training at SJSU prepared them (or didn’t) for work in industry and/or government.

5. Student Experience
Every syllabus for each MA seminar (Psych200, 204, 220, 230, 235, 240, 254, 280, 299, and Stat 245) lists the PLOs and CLOs (see attached examples, Appendices C, D, and E). In addition, the MA, Research and Experimental Psychology website list the PLOs
http://www.sjsu.edu/psych/Graduates/experimentalpsych/PLOs/index.html

The initial creation of the PLOs did not involve student feedback. However, since May of 2013 we have surveyed the 1st and 2nd year MA students explicitly on the extent to which they believe we are meeting our PLO goals (see 11 in Part C).

Part B
6. Graduation Rates for Total, Non URM and URM students (per program and degree)

According to IEA numbers http://www.iea.sjsu.edu/cognos/cgi-bin/cognos.cgi (which counts year of degree, not year of matriculation):

2009/2010: 9 graduated
2010/2011: 7 graduated
2011/2012: 5 graduated
2012/2013: 11 graduated
2013/2014: 8 graduated

This sums to a total of 39 MA graduates over the last 5 years (or 7.8/year).

The following graph, however, represent numbers that are from our own internal records of matriculated MA students between 2000 and 2014. We have had 151 students enter the program, for a matriculating class size average of 10.07. Of those who matriculated (excluding current rising second year students, 2014) a total of 91 have graduated (65%). The graduation rate range per cohort is 44% to 83%.

![MA Psych Class Size & No. Graduated (2000-2013*)](chart.png)
* the incoming class of 2013 is just now at its 2 year period in the program and about 4-5 of its class will be finishing this summer or fall (2015). Also, the class of 2014 just finished its first year and hence has no graduation rate.

One clear area of improvement in the MA program over the last 15 years has been the amount of time students take to complete the MA degree. As can be seen in Appendix F, the mean number of years to degree has dropped nearly in half from the year 2000 to the last few years of data (2012 and 2013). It now takes the average student about 2.5 years rather than 4 to 5 years to complete the degree. We believe the university policy of continuous enrollment is largely responsible for this change.

The flip-side to graduation rate is drop-out rate and by these numbers 28% of our matriculated students between 2000 and 2013 dropped out of the program. See Part C, #13 for solutions to improving this.

7. **Headcounts of program majors and new students (per program and degree)**
   See figure (p. 3) above for matriculated students in the MA program from 2000 to 2014. The overall average during this 15 year period is 10.7 students a year matriculate. The last 5 years (2010-2014) has seen a slight increase to 11.4 students per cohort enter the program.

8. **SFR and average section size (per program)**
   This information is not relevant to our MA program since they IEA does not break down these numbers by MA faculty.

9. **Percentage of tenured/tenure-track instructional faculty (per department)**
   This information is not relevant to our MA program since they IEA does not break down these numbers by MA faculty.

Part C

10. **Closing the Loop/Recommended Actions**
    As was first noted in the MA Assessment Report in July 2013, due to the relatively low dissatisfaction among 1st and 2nd year MA students in the Spring of 2013 about their PhD enhancement, we added material to the General Seminar (Psych280) syllabus in the Fall of 2013 that directly develops PhD application skills, in particular how to write a strong and effective personal statement. The assignment involved reading tips and guidelines for effective statements of purpose (see Appendix G) and then writing and editing a practice statement of purpose. The performance of the 15 first year MA students in the seminar was quite good, with a 90% average. This intervention may well have had an effect on the first class to receive it. As of May 2015, 2 students from the 2013 cohort were accepted into top PhD programs (Iowa State and the University of Michigan)—the first time we have had two successful PhD applicants in one cohort in over 15 years.

11. **Assessment Data**

Assessment data for the current report come from three sources:
   - End of Year Student Survey Data: PLO Satisfaction
• Seminar Performance
• Job and Career Outcome Data

End of Year PLO Student Survey Data (2013-2015)
To supplement performance and outcome evidence for where we are achieving (or not) our PLO goals, we surveyed students starting in May 2013 (both 1st and 2nd year cohorts each year) and asked them the extent to which they were satisfied the MA program is achieving its stated PLO goals.

As you can see from the student feedback, overall satisfaction that we are meeting our PLOs goals is high: with means above 4.0 out of a 1-5 scale for both classes at the end of Academic Years 2013/2014 and 2014/2015 (Appendices H, I, J). One interesting and telling trend each year, is 2nd year students are generally more satisfied that we are meeting our PLO’s than 1st year students. This suggests, the full two years provide a better sense of our PLO goals than just the first year.

What do our PLO satisfaction results look like for the same group from year 1 and then when they move to year 2? Those data are a more important index of change since the ratings come from the same individuals over time. In Appendix K we see that only one of the six PLOs were evaluated more negatively in year 2 compared to year 1 in the incoming class of 2014 (n = 6), and that was PLO2.3 (demonstrating advanced competency in the statistical analysis and interpretation of empirical research findings). PLO2.1 showed the biggest improvement from Yr1 to Yr2 (demonstrate creative problem-solving in the design, implementation of empirical research). From these data, one can say that this cohort of students felt better about their research methods skills but less competent in their statistical skills in the 2nd year in the program compared to the first. They also felt more competent in their understanding of theoretical knowledge (PLO1.1) and their ability to manage research design (PLO2.2) in their second compared to their first year in the MA program. There was no change on PLO 2.4 (ability to communicate (oral and written) their research findings at a professional level).

Moreover, the PLO with which students are least satisfied is 3.1 – achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector. Absolute satisfaction ratings on career or PhD placement are not bad (above 3.7 on a 5 point scale), but clearly that is the one PLO that students feel least satisfied in. Future assessments therefore will focus on ways to improve career and PhD placement among our graduates.

Finally, in the cohort of the incoming class of 2014, we see variation in individuals in their overall increase or decrease in how well the MA program is training them in the PLOs (Appendix L). Three students showed increased satisfaction and three decreased satisfaction across the 6 PLOs in year 2 compared to year 1. Five of the six students showed no more than 2 point change, but one student jumped 5 points overall in his/her belief the MA Program is meeting its PLO goals.

Seminar Performance Data
Seminar performance directly relevant to PLO-1 (Advanced Knowledge) is assessed in every seminar that is part of the core and breadth requirements and relevant to PLO-2 (Research Methods and Scholarship)
in at least three seminars (although, each seminar does elements of this with long written assignments and oral presentations; see Course-PLO matrix, Appendix B).

The Seminar in Research Methods (Psy220) offers one of the best opportunities to train students on core overall mission elements as well as across all PLOs. In the Spring of 2015, assessment data were collected over a broad range of assignments: Exams, Team Experiments, Individual Research Projects, and Individual Oral Presentations. Midterm and final exams assessed student knowledge of research methods and design, research ethics, and data analysis and interpretation. Two-three person teams designed, executed, and interpreted the results of an experiment/quasi-experiment. The final for the project was a short collaborative paper. Each student developed a research proposal that was intended to be a thesis-quality proposal. These assignments, broken down by PLO, overall percent for student performance ($N = 10$) was 91% for PLO 1.1, 92% for PLO 2.1, 89% for PLO 2.2, 86% for PLO 2.3, 92% for PLO 2.4, and 91% for PLO 3.1.

Another example of an assessment that meets both PLO-1 Advanced Knowledge goals comes from Psychology 200, Spring 2015 (Personality Psychology Seminar). Advanced knowledge in this seminar covered the following topics:

- history of personality theory and research
- evolution of human personality
- human temperament
- the structure of human personality
- the biological and genetic basis of personality
- personality traits in non-human animals
- development of personality over the life course
- culture and personality
- the creative personality
- personality and psychopathology
- personality and health

One weekly assignment was to write up critical thought questions based on the reading for the week. The mean performance for the semester on this assignment was 91%, which is a A-. 
PhD and Career Outcome Data

To assess PLO-3, we collected data on career and PhD program outcomes from the entering class years between 2000 and 2013 (the entering class of 2013 is just this semester finishing up and outcomes are not available). In line with our mission of preparing MA students either for a PhD program in Psychology or careers in research/teaching, we have collected as extensive data as we can over the last 15 years on percent who were admitted to PhD programs, and percent who obtained jobs in research-related careers. These outcomes are mapped in figure below. About 6 in 10 obtained a job in research and/or teaching. About 1 in 8 (12%) were accepted into PhD programs following their MA training at SJSU. The remaining 28% either left the program or we could not obtain career or educational outcome information (see Appendix M).

Given the high percentage of MA students who obtain jobs in research, the MA in Research and Experimental Psychology is meeting its mission of providing professional training for research jobs in psychology. Indeed, the General Seminar (Psy280) recently began bringing MA graduates who obtained research jobs in to the seminar and having these former students talk to entering students about how the program trained them for their careers. Student feedback on this has been extremely positive.

Our concern and an area in need of improvement is the 12% median acceptance rate of our MA graduates in to PhD programs in Psychology. We would really like to see a number close to twice the current number (25%) entering into PhD programs. In service of meeting this goal, the General Seminar has begun (Fall 2014) to implement some preparation for the PhD application such as a section on writing an outstanding statement of purpose.

12. Analysis

By all accounts, the MA in Research and Experimental Psychology Program does a very good job meeting its goals for PLO-1 and PLO-2, Advanced Knowledge Base and Research Methods and Scholarship respectively. We see this both from student perceptions, seminar performance.

PLO-3 (Career Enhancement) continues to be to portion of the program that needs attention and focused energy. Eighteen percent of our graduating students enter PhD programs and 40% obtain research jobs. Those are not bad numbers, but they could be improved.

13. Proposed changes and goals (if any)

As was mentioned in the July 2014 MA Assessment Report, our primary focus on development and change in the program will be on providing more direct enhancement of outcomes (PLO-3) once students finish our program, that is on the two outcomes listed in our mission statement:

- To ultimately earn a doctorate in psychology - the coursework and experience obtained in the Psychology Program is designed to enhance students' credentials when applying to highly competitive doctoral programs.
- To succeed in business, industry and or a research setting - our program's emphasis on the mastery of statistical and methodological procedures, research experience, and
critical thinking produces graduates that are well suited for many careers in business, government, and/or research settings.

Due to the number of graduating students who do find jobs in private and public sector research settings, our program could improve its career placement activities. Just as we did with PhD applications and added a statement of purpose writing exercise in Psychology 280 (General Seminar), we have added a segment on job applications and job seeking strategies in that seminar.

In addition, given the dropout rate of nearly one-third (28%), it behooves the program to assess ways in which that rate can be lowered. One solution would be to do a systematic analysis of how predictive application ratings and rankings are of course and career outcomes. That is, what are the strongest and weakest predictors in the application ratings of actual graduate school performance? Are letters of recommendation, undergraduate GPA, GRE or faculty ratings of academic preparedness the best predictor of performance in the program and of graduation? Of being accepted to a PhD program? Of obtaining a research job? Data from application ratings and the current outcome data could be used in a logistic regression analysis (yes/no) on these outcomes. Results of such an analysis would then inform any changes we might make in weighing criteria during the selection process. Furthermore, we could conduct a survey of PhD programs to examine the qualities of students who do versus do not get accepted and then determine whether our MA Program could develop students better in the areas that are negatively affecting their acceptance into PhD programs.
## Appendix A

(see Attachment for original excel file)

<table>
<thead>
<tr>
<th>M.A. Research &amp; Experimental Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1 Specialized Knowledge: Depth of knowledge required for degree, as identified by its program learning outcomes.</td>
</tr>
<tr>
<td>ULO 2 Broad Integrative Knowledge: Mastery in each step of an investigative, creative or practical project (e.g., brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating).</td>
</tr>
<tr>
<td>ULO 3 Intellectual Skills: Fluency in the use of specific theories, tools, technology and graphical representation.</td>
</tr>
<tr>
<td>ULO 4 Applied Knowledge: The ability to integrate theory, practice, and problem-solving to address practical issues.</td>
</tr>
<tr>
<td>ULO 5 Social &amp; Global Responsibilities: The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.</td>
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</table>

<table>
<thead>
<tr>
<th>PLO 1: Advanced Knowledge 1.1 Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 2: Research Methods &amp; Scholarship 2.1 Creative problem-solving in the design, implementation of empirical research.</td>
<td>X</td>
</tr>
<tr>
<td>PLO 3: Career Enhancement 3.1 Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector.</td>
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</tr>
<tr>
<td>Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate 2.2 demonstrate project management skills in the implementation of empirical research. 2.3 demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings. 2.4 be able to communicate (oral and written) their research findings at a professional level.</td>
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(table continues)
Appendix B

(see Attachment for original excel file)

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<tbody>
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<td>PLO 1: Advanced Knowledge 1.1 Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.</td>
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Appendix C

Psychology 20C: Personality Seminar
Greg Feist, 924-5617
Office Hours: T 9-10:30am; Th 12-1pm (DMH 313)

Purchasing options:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Title</th>
<th>Chapter-Author</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 22</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>Jan 27-29</td>
<td>History of Modern Personality Theory &amp; Research</td>
<td>Ch1: Barenbaum &amp; Winter</td>
</tr>
<tr>
<td>3</td>
<td>Feb 3-5</td>
<td>Evolution of Human Personality</td>
<td>Ch2: Buss</td>
</tr>
<tr>
<td>4</td>
<td>Feb 10-12</td>
<td>The Five-Factor Theory of Personality</td>
<td>Ch5: McCrae &amp; Costa</td>
</tr>
<tr>
<td>5</td>
<td>Feb 17-19</td>
<td>Temperament: An Organizing Paradigm</td>
<td>Ch9: Clark &amp; Watson</td>
</tr>
<tr>
<td>6</td>
<td>Feb 24-26</td>
<td>Behavioral Genetics and Personality</td>
<td>Ch10: Krugger &amp; Johnson</td>
</tr>
<tr>
<td>7</td>
<td>Mar 3-5</td>
<td>A Molecular Psychology of Personality</td>
<td>Ch11: Cantli</td>
</tr>
<tr>
<td>8</td>
<td>Mar 10-12</td>
<td>Personality in Animals</td>
<td>Ch12: Weinsteint, Capitanio, &amp; Gosling</td>
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<tr>
<td>9</td>
<td>Mar 17-19</td>
<td>Development of Personality Traits in Adulthood</td>
<td>Ch14: Roberts, Wood, &amp; Caspi</td>
</tr>
<tr>
<td>10</td>
<td>Mar 24-26</td>
<td>SPRING BREAK</td>
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</tr>
<tr>
<td>11</td>
<td>Apr 2</td>
<td>Aging, Personality &amp; Well-Being</td>
<td>Ch15: Ryff</td>
</tr>
<tr>
<td>12</td>
<td>Apr 7-9</td>
<td>Culture &amp; Personality</td>
<td>Ch21: Benet-Martinez &amp; Qishi</td>
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<tr>
<td>13</td>
<td>Apr 14-16</td>
<td>Person-Situation Interaction</td>
<td>Ch22: Funder</td>
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<tr>
<td>14</td>
<td>Apr 21-23</td>
<td>Creativity &amp; Genius</td>
<td>Ch27: Simonton</td>
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<tr>
<td>15</td>
<td>Apr 28-30</td>
<td>Personality &amp; Psychopathology</td>
<td>Ch30: Widiger &amp; Smith</td>
</tr>
<tr>
<td>16</td>
<td>May 5-7</td>
<td>Personality &amp; Health</td>
<td>Ch31: Hampson &amp; Friedman</td>
</tr>
<tr>
<td>17</td>
<td>May 12</td>
<td>Open Day: Review, Work on Papers</td>
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<tr>
<td>18</td>
<td>May 15</td>
<td>Final Paper Due, before midnight</td>
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</tr>
</tbody>
</table>
MA Experimental Goals and Program Learning Outcomes

GOAL 1. ADVANCED KNOWLEDGE
PLO 1.1: Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

Psyc 200 contributes to this PLO

GOAL 2. RESEARCH METHODS & SCHOLARSHIP
Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate
PLO 2.1: creative problem solving in the design, implementation of empirical research.
PLO 2.2: demonstrate project management skills in the implementation of empirical research.
PLO 2.3: demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings.
PLO 2.4: be able to communicate (oral and written) their research findings at a professional level.

GOAL 3. CAREER ENHANCEMENT
PLO 3.1 Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master's in psychology in the public or private sector.

Psyc 200 contributes to this PLO
Appendix D

San José State University
Department of Psychology
PSYC 220 Section 01
Seminar in Experimental Psychology
Spring 2015

Contact Information
Instructor: Dr. Mary L. Still
Office Location: Dudley Moorhead Hall (DMH) 318
Telephone: (408) 924-5630
Email: mary.still@sjсу.edu
Office Hours: Monday 4:20-4:40, Thursday 1:20-2:30, others by appointment
Class Days/Time/Location: T TH 12-1:15pm in DMH 308
Prerequisites: Advanced Research Methods and Design (e.g., PSYC 120); Intermediate or Advanced Statistics (e.g., STAT 115) or equivalent courses

Course Materials and Communication
Course materials including the syllabus, instructions for major assignments, study guides and supplemental resources can be found on Canvas. Most assignments will be turned in via Canvas as well. Course updates (e.g., announcements, due dates) will also be communicated via Canvas. You are responsible for regularly checking Canvas as well as your email account of record.

Course Description
SJSU Course Catalog: Applications of experimental method to current problems in psychology. Individual design and experimental work required. Prerequisite: PSYC 120.

What to Expect: The goal of this course is to introduce you to the theory and practice of behavioral research. Topics to be covered include:
(a) validity (i.e., internal, external, construct, and statistical conclusion, social);
(b) types of research designs (e.g., observational, experimental);
(c) graphical and statistical analysis of data, including hypothesis tests, confidence intervals, effect size measures, and power/sample size determinations;
(d) ethical issues in applied research;
(e) communication of research findings;
(f) reliability;
(g) causation;
(h) critical thinking in evaluating research findings and causal claims.

Seminar in Experimental Psychology, PSYC 220, Section 01, Spring 2015
Learning Outcomes and Course Goals

The purpose of this course is to introduce graduate students to the fundamental quantitative research methods and designs used in psychology, particularly experimental designs. In addition, students will gain practical experience in designing and conducting psychological research. At the end of the course, students should appreciate both the strengths and the limitations of these research techniques and possess a solid foundation for beginning their own research. Students completing this course are expected to demonstrate the following learning outcomes at a masters-level of sophistication...

Student Learning Outcomes (SLO)

Upon successful completion of this course, students will be able to:

SLO1 – Describe methods of acquiring knowledge and their strengths and limitations
SLO2 – Define some basic characteristics of scientific approaches to acquiring knowledge
SLO3 – Formulate answerable empirical questions
SLO4 – Identify and formulate testable and refutable hypotheses
SLO5 – Describe the steps involved in research and to carry out these steps correctly and ethically
SLO6 – Identify and locate articles relevant to the goals of a given research project
SLO7 – Develop original research ideas from published articles
SLO8 – Evaluate published research studies, to identify the essential details of those studies, and to describe their strengths and weaknesses
SLO9 – Describe the basic ethical guidelines involved in research with human participants and nonhuman subjects
SLO10 – Describe the essential features of experimental research and to distinguish experimental research from other kinds of research approaches
SLO11 – Describe the features of various experimental designs and the situations in which they would be appropriate, as well as their strengths and limitations
SLO12 – Describe sampling methods
SLO13 – Describe the concepts of validity and reliability and to recognize their threats
SLO14 – Describe the essential features of non-experimental and quasi-experimental research designs and to identify the design used in a given study
SLO15 – Plan and conduct studies using different research designs
SLO16 – Identify and conduct appropriate statistical analyses of data using SPSS and other computer-based approaches
SLO17 – Write APA-style research proposals and reports
SLO18 – Give professional presentations of research findings and research proposals
SLO19 – Work effectively in a research team

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1 – Critically evaluate psychological research and related claims.
CLO2 – Understand the role of systematic empiricism in advancing psychology.
CLO3 – Understand and follow ethical guidelines for conducting research and reporting results.
CLO4 – Understand the limitations and strengths of different research designs.
CLO5 – Design and conduct original psychological research.
CLO6 – Perform statistical analyses and interpret the results.
CLO7 – Provide written and spoken research reports in accordance with APA style.
Program Learning Outcomes (PLO)

Goal 1 – Advanced Knowledge – Graduates of our program will have advanced understanding of the major theoretical perspectives in psychology. Students completing the MA in psychology program will...

PLO1 – Understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

Goal 2 – Research Methods and Scholarship – Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the MA in Psychology program are required to complete a thesis. The thesis will...

PLO2.1 – demonstrate creative problem-solving in the design and implementation of empirical research.

PLO2.2 – demonstrate project management skills in the implementation of empirical research.

PLO2.3 – demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings.

PLO2.4 – be able to communicate (oral and written) their research findings at a professional level.

Goal 3 – Career Enhancement – Graduates of our program will experience career enhancement resulting from the receipt of a master’s degree in psychology. Students completing the MA in Psychology program will...

PLO3 – achieve career enhancement through placement in a doctoral program or acceptance in a position requiring a master’s in psychology in the public or private sector.

Psych220 contributes to the PLOs associated with Goals 2 and 3
Appendix E

San José State University
Department of Psychology
Stat 245 Advanced Statistics, Section 1, Fall 2014

Course and Contact Information
Instructor: Sean Laraway, PhD
Office Location: Dudley Moorhead Hall, Room 311
Telephone: (408) 924-5679. I will only answer during office hours. I do not return calls.
Email: sean.laraway@sjsu.edu
Office Hours: Monday, from 3 to 4 p.m. or by appointment
Class Days/Time: Monday & Wednesday, from 1:30 to 2:45 p.m.
Classroom: Dudley Moorhead Hall, Room 347
Prerequisites: Stat 115 Intermediate Statistics (or equivalent)

Contacting your instructor and accessing course materials
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page: sjsu.instructure.com. You are responsible for regularly checking the Canvas page to learn any updates. All class-related questions regarding assignments, exams, or other content must be posted to the “Piazza” section on Canvas. I will not answer content questions that are emailed to me. This policy will ensure that all students have access to content-related answers that I provide. Before posting a question, be sure to read through the posts to make sure your question is not redundant or has already been answered. You may email the instructor through Canvas when you have personal, private questions, such as questions regarding your grade or cases of documented excuses from class. This term we will be using Piazza for class discussion (within Canvas). The system is highly catered to getting you help fast and efficiently from classmates and me. Rather than emailing questions to me, I encourage you to post your questions on Piazza. If you have any problems or feedback for the developers, email team@piazza.com.
Course Goals and Learning Outcomes

COURSE LEARNING OUTCOMES (CLO)

Upon successful completion of this course, students will be able to:

CLO 1: Describe quantitative data in terms of center, spread, and shape, create appropriate tabular and graphical representations of these data; interpret these measures and representations.

CLO 2: Describe categorical data in terms of frequency and percentage; create appropriate tabular and graphical representations of these data; interpret these measures and representations.

CLO 3: Describe the main features of basic research designs (experimental, observational, within- and between-subject, factorial) and draw appropriate conclusions from these designs.

CLO 4: Choose appropriate statistical analyses for different research situations.

CLO 5: Conduct and interpret inferential statistical procedures by hand and/or using computer software.

CLO 6: Compute and interpret various measures of effect size and strength of association.

CLO 7: Describe basic concepts in causal inference and identify some problems in causal inference. Make appropriate causal inferences from data.

CLO 8: Use SPSS to compute descriptive and inferential statistics.

CLO 9: Write APA-style results sections to communicate effectively the results of statistical procedures discussed in class.
MA Research and Experimental Psychology Goals and Program Learning Outcomes

GOAL 1. ADVANCED KNOWLEDGE

PLO 1.1: Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, e.g., Developmental, Social, Cognitive, and Physiological.

GOAL 2. RESEARCH METHODS & SCHOLARSHIP

Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate

*PLO 2.1: creative problem solving in the design, implementation of empirical research.

PLO 2.2: demonstrate project management skills in the implementation of empirical research.

*PLO 2.3: demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings.

*PLO 2.4: be able to communicate (oral and written) their research findings at a professional level

GOAL 3. CAREER ENHANCEMENT

PLO 3.1 Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector.

*Stat 245 contributes to this PLO

ASSESSMENT OF LEARNING OUTCOMES

All learning outcomes will be assessed via projects, quizzes, exams, and in-class activities. These assessment items will involve solving verbal and symbolic quantitative problems, including those that involve real-world situations.
Appendix F

Mean Year to Degree

Mean Year to Degree
Appendix G
Tips for Writing
Statement of Purpose for PhD Applications
Gregory J. Feist, Oct 2013 (and again 2014)

Advice Notes

- Start a conversation they will want to continue
- You are creating a selectively engaging but factual version of yourself (by what you choose to highlight)
- Don’t get into personal matters unless it is directly relevant to your proposed field of study

Outline structure for next draft:

1. Identify what I want to study
2. Explain why it matters (scientific value, social good)
3. Explain what I think/suspect (critical analysis)
4. Describe what I will do (very rough sketch of research plan)
5. Connect to the specific institution

   Read 2-3 recent articles by proposed faculty members

   Tie your interests in with theirs but don’t be gratuitous and obvious

   Fit is VERY important and can make up for quantitative shortcomings (e.g., GRE, GPA)

Helpful Links

1. Here is a detailed page with tips for writing a successful application statement. Here is their general description:

   The purpose of this guide is not to teach formulas, but rather to give the necessary direction for you to create an original and effective essay. We will teach you how to choose appropriate topics and themes, how to structure your essay as a coherent and flowing piece, and how to convey your ideas through engaging and active language.

   http://www.essayedge.com/graduate/essayadvice/course/

2. This one is geared toward philosophy students, but still has very useful advice.

Part V: Statement of Purpose

I've never read a first draft of a statement of purpose (also called a personal statement) that was any good. These things are hard to write, so give yourself plenty of time and seek the feedback of at least two of your letter writers. Plan to rewrite from scratch at least once.

It's hard to know even what a "statement of purpose" is. Your purpose is to go to graduate school, get a Ph.D., and become a professor. Duh! Are you supposed to try to convince the committee that you want to become a professor more than the next guy? That philosophy is written in your genes? That you have some profound vision for the transformation of philosophy or philosophy education?

Some Things Not to Do

Don't let someone in business tell you how to write a statement of purpose. The kind of sales pitch that results will rub professional philosophers the wrong way. Indeed, bad statements of purpose can go wrong in many ways. For example:

Corny: "Ever since I was eight, I've pondered the deep questions of life."

Brown-nosed: "In my opinion, U.C. Riverside is the best philosophy department in the country." (Shh! Don't let out the secret!)

Unrealistic or arrogant: "I plan eventually to teach philosophy at a top ten philosophy department." (Do you already know that you'll be a more eminent philosopher than the people on your admissions committee?)

Self-important: "I will attempt to revive American pragmatism."

Ignorant: "U.C. Riverside suits my interests especially well because of its strengths in the philosophy of artificial intelligence." (No one here works on AI.)

Self-promoting: "I have always been at the top of my classes and active in class discussions."

Obvious (the least of these sins): "I hope to become a philosophy professor and teach philosophy."

A more subtle way in which statements of purpose can go wrong is in endorsing a particular substantive philosophical position. You are probably not far enough in your philosophical education to justifiably feel confident that you know enough about some particular philosophical issue that your mind is immune to change on it. Thus, saying things like "I would like to defend Davidson's view that genuine belief is limited to language-speaking creatures" comes off as a little bit close-minded and if not exactly arrogant at least not as charmingly humble as you might like. Similarly, "I showed in my honors thesis that Davidson's view...". If only, in philosophy, honors theses ever really showed anything! Much better: "My central interests are philosophy of mind and philosophy of language. I am particularly interested in the intersection of the two, for example in Davidson's argument that only language-speaking creatures can have beliefs in the full and proper sense of 'belief'."

Don't tout your accomplishments. Let your letter writers do that. It comes off so much better! (Make sure, in advance, that your letter writers know what your accomplishments are. See my discussion of letters in Part III.)

Don't tell the story of how you came to be interested in philosophy. It's not really relevant.

What To Write

So how do you fill up that awful, blank-looking page? With a cool, professional description of your areas of interest. If you have, say, three main areas of interest, devote one short paragraph to each of them -- a few sentences describing what questions or subareas within that larger area you find particularly intriguing or have already thought and written about. For example:
I took a two-term independent study course with Prof. Hoffman on Descartes' theory of the passions and its connection to freedom of the will. I anticipate that the history of modern philosophy will continue to be a central interest of mine, especially early modern philosophers' conceptions of the mind. For example, how is Hume's theory of the passions similar to and different from Descartes'? What is the relationship between mentality and personhood for Locke, Hume, and other philosophers of the era? To what extent was Malebranche's occasionalism about causation a development of views already implicit in Descartes?

A statement of this sort tells the committee two things. First, it tells them that you are knowledgeable about the areas of philosophy you plan to study -- not every undergraduate knows about Hume's theory of the passions and Malebranche's occasionalism! -- and it does so without risk of sounding arrogant or close-minded by making pronouncements about what philosophical views are right or wrong. And second, it gives the committee a sense of whether you would be a good fit for the department. If no one in the department teaches the history of modern philosophy (unlikely, actually, but if my example were different the issue could more plausibly arise) or if the people who do teach early modern really focus only on moral and political philosophy (possible), you won't seem like a good match. On the other hand, if the department has specialist(s) in your area(s) of interest, being a "good fit" can boost the likelihood of acceptance.

*Explaining Weaknesses in Your File*

Although hopefully this won't be necessary, a statement of purpose can also be an opportunity to explain weaknesses or oddities in your file -- though letter writers can also do this, often more credibly. For example, if one quarter you did badly because your health was poor, you can mention that fact. If you changed undergraduate institutions (not necessarily a weakness if the second school is the more prestigious), you can briefly explain why. If you don't have a letter from your thesis advisor because he died, you can point that out.

*Tailoring to Specific Schools*

It's not necessary, but you can tailor your applications to individual schools. I'm not sure I'd recommend changing your stated areas of interest to suit the schools, though I see how that might be strategic. (If you change them too much, however, there might be some discord between your statement of purpose and the letters of recommendation in your file.) If there is some particular reason you find a school attractive, there's no harm in mentioning that in a final paragraph. For example, you might mention 2-3 professors whose work especially interests you. (But if you mischaracterize them or they don't match your areas of stated interest, this can backfire, so be careful.)

Some people mention personal reasons for wanting to be in a particular geographical area (near family, etc.). Although this can be good because it can make it seem more likely that you would accept an offer of admission, I'd avoid it since graduating Ph.D.'s generally need to be flexible about location and it
might be perceived as indicating that a career in philosophy is not your first priority.

On the bright side: Most statements of purpose are flawed in one or more of the ways described above. Committees are used to it and generally don't hold it much against the applicant. Though you can shoot yourself in the foot by coming across as particularly arrogant or poetical or uninformed, this is the one part of the application where standards are low. Philosophers are not, as a rule, especially talented at self-presentation! (I include myself.) The main thing committees want to see is a match between (most of) your areas of interest and what they can teach.

For further advice, see this discussion on Leiter Reports -- particularly for a discussion between the difference between U.S. and U.K. statements of purpose.

3. English Programs but still helpful

   http://www.uni.edu/~gotera/gradapp/stmtpurpose.htm

4. Psychology

   http://www.psychology.uga.edu/undergraduate/gradschool.php

   http://www.education.umd.edu/EDHD/admissions_sop.php
Appendix H

MA Experimental Psychology: Student PLO Satisfaction 2013

<table>
<thead>
<tr>
<th>PLO Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
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</tr>
<tr>
<td>2.1</td>
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</tr>
<tr>
<td>2.2</td>
<td>Demonstrate project management skills in the implementation of empirical research</td>
</tr>
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<td>Demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings</td>
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<tr>
<td>2.4</td>
<td>Be able to communicate (oral and written) their research findings at a professional level</td>
</tr>
<tr>
<td>3.1</td>
<td>Achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master’s in psychology in the public or private sector</td>
</tr>
</tbody>
</table>
Appendix I

MA Experimental Psychology: Student PLO Satisfaction 2014

<table>
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<tbody>
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</tr>
</tbody>
</table>
Appendix K

PLO Satisfaction Changes YR1 to YR2:
MA Incoming Class 2014

Change Yr1 to Yr2

PLO Satisfaction Changes YR1 to YR2: MA Incoming Class 2014
Appendix L

Total Change in PLO Satisfaction Yr1 to Yr2
(6 Students: Ss: Incoming Class 2014)
Appendix M

MA Program Outcomes 2000 - 2013

- 60% Research or Teaching Job
- 28% Entered a PhD program
- 12% Left program or occupation unknown