**MA Program in Psychology**

**Thesis Evaluation Form**

**Student Learning Outcome**

The Psychology M.A. program conducts an evaluation of student learning outcomes to determine the extent to which the current curriculum contributes to the development of key graduate student competencies. This evaluation is completed by thesis committee members. Please use these scoring rubrics provided to evaluate your students’ thesis project. The information collected will help guide efforts to strengthen or modify program curriculum or procedures so that we can better meet our program’s educational mission.

Academic Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Element** | **Rating** | **Comments** |
| Statement of the problem |  |  |
| Review of the literature |  |  |
| Methodology |  |  |
| Data analysis and findings |  |  |
| Interpretations, conclusions, and implications |  |  |
| Quality of writing |  |  |
| Oral Component |  |  |

**MA Program in Psychology**

**Thesis Evaluation Form**

**Student Learning Outcome Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element** | **Unacceptable** **(U)** | **Acceptable** **(A)** | **Target** **(T; Publishable)** |
| **Statement of the problem** | No evidence was provided tosupport the significance of thestudy. The problem/project is not relevant to the field of psychology broadly defined. A description of the approach for investigating the problem is not provided or it is incomplete. | The study is relevant to thefield of psychology broadly defined. There is adequate evidence provided to support thesignificance of the problem.The approach for investigatingthe problem is appropriate. | The study has a strong theoretical basis. Abundant and compelling evidence was provided to support the significance of the study for the field of psychology broadly defined. The proposed work has the potential to make a contribution to the field. |
| **Review of the literature** | The material reviewed is notrelevant to the goals/focus of thestudy. The material reviewed isout of date, omits seminal work,is insufficient, or the quality of is marginal or not appropriate for scientific research. | The introduction is wellorganized, integrates findingsfrom several sources. Thereview is thoughtful and provides clarification of the area of study and supports the chosen methodology. Articles are relevant, timely, and seminal, coming primarily from primary sources. | Extensive review that includes summaries, synthesis, and critiques of rigorous evidence-based sources. The review provides strong support for the aims of the project and theresearch design and methodology selected. |
| **Methodology** | Significant aspects of the designand methodology areinappropriate for the problemunder study. The discussions ofreliability and validity ofmeasures and manipulations are omitted, insufficient, or inaccurate. | The design and methodologyare appropriate. The discussionsof reliability and validity ofmeasures and/or manipulations are correct and sufficient, with problems having been identified. | Study design and methodology are appropriate and represent the quality necessary for publication in a peer-reviewed journal. The reliability and/or validity of measures and/or manipulations are clearly described. |
| **Data analysis and findings** | The analyses are not appropriateor accurately described. Majorerrors in data analyses or reporting of findings were made.Inappropriate interpretation ofthe results. | The analyses are reported andaccurately described. Few errors in data analyses and reporting of findings. Maintains distinctions between data and interpretations. | Reports analyses with a level of clarity and accuracy necessary for publication in a refereed journal or other publication outlet. |
| **Interpretations, conclusions, and implications** | Draws unrelated, inaccurate, oroverstated conclusions. Statedlimitations of the study areinaccurate or insufficient.Implications for future researchin the field of psychology broadly defined are either omitted, insufficient, or unrelated to the findings or to the limitations of the study. | Draws accurate conclusionsfrom the data. Stated limitations of the study are appropriate. Implications for future research in the field of psychology are thoughtful and appropriately related to the findings or the limitations in the study. | Conclusions are accurate, appropriately linked to the problem and methodology.Implications for future research in the field of psychology are thoughtful and appropriately related to the findings or thelimitations in the study. |
| **Quality of writing** | Did not adhere to APAguidelines or other stylerequirements. Numerous errors in spelling, typing, grammar, and format. The writing is poorly organized and lacks clarity. Writing is not of the expected professional quality. | Very few or minor errors inAPA style or other stylerequirements. Minimal errors in spelling, typing, grammar,and format. Some organizational and clarity errors but they do not detract from the ability to accurately convey ideas. | No errors in APA style or other style requirements. No errors in spelling, typing, grammar, and format. Well organized and clear; accurately convey ideas. The writing is of professional quality. |
| **Oral Component** | *Content:* The presentation hadsignificant errors or omissions.Responses to questions wereinappropriate and demonstratedlack of understanding of theliterature and study findings.*Delivery:* The presentation didnot follow a logical sequence.The presentation was not wellpaced. The presenter did notdemonstrate confidence and/orability to engage the audience. | *Content:* The presentation hadfew errors or omissions. Responses to questions wereappropriate and demonstrated agood understanding of theliterature and study findings.*Delivery:* The presentationfollowed a logical sequence.The presentation was well paced. The presenter demonstrated confidence and/or ability to engage the audience. | *Content:* The presentation was accurate and comprehensive. Responses to questions were appropriate and demonstrated an in-depth understanding of the literature and study findings.*Delivery:* The presentation followed a logical sequence. The presentation was well paced. The presentation was of professional quality and served as a model for other students. |