SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s): M.S. in Industrial-Organizational Psychology

Department: Psychology

College/School: Arts & Sciences

Date: June 29, 2018

Primary Assessment Contact: Edward J. Sabin, Ph.D., IO Program Director

1. Which program student learning outcomes were assessed in this annual assessment cycle?

   > Outcome 1: Assess the relevant scientific literature in IO Psychology
   >
   > Outcome 2: Apply the relevant research methodologies in IO Psychology

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

   > Data/artifacts included: Master's thesis documents, and Master's thesis oral defenses. These were assessed by faculty committees. Rubrics in appendix.
   >
   > The academic programs on the SLU Madrid campus are not related to the Industrial-Organizational Psychology M.S. Program.

3. How did you analyze the assessment data? What was the process? Who was involved?
   NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

   > Using rubrics from the Assessment of the Master's Thesis Document and Assessment of the Master's Thesis Oral Defense, data were collected from the three thesis committee faculty who jointly discussed and rated relevant aspects of the master's thesis documents and associated oral defenses. Ratings were averaged by rubric item for all graduate students that completed their thesis during this reporting period. Ratings were subsequently reviewed and discussed by all program faculty at an annual IO student evaluation meeting held at the end of the academic year.

4. What did you learn from the data? <u>Summarize</u> the major findings of your analysis for each assessed outcome.
   NOTE: If necessary, include any tables, charts, or graphs in an appendix.

   > Outcome 1: Assess the relevant scientific literature in IO Psychology
   >
   > Graduate students in the M.S. Program during this reporting period demonstrated superior performance in assessing the relevant scientific literature related to their thesis research (e.g., they provided relevant history of the problem being studied; detailed major theories related to the problem being studied; provided critical review of findings from the literature; and identified important gaps in current understanding of the problem).

Outcome 2: Apply the relevant research methodologies in IO Psychology

Graduate students in the M.S. Program during this reporting period demonstrated superior performance in applying the major research methodologies in IO Psychology for their thesis research (e.g., they provided a clear rationale for their research design; insured proper operationalization of variables; used appropriate statistical analysis; and interpreted statistical results accurately).

Appendix provides additional details for analysis and results.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Rubrics for Outcomes 1 and 2 were developed during this reporting period and implemented for the first time this year. This resulted in a more detailed and systematic analysis of master's thesis research, analysis and presentation of findings by graduate students. Since the number of graduate students included in this analysis is small, results will be accumulated over several years to create a larger database and to analyze trends in performance. Based on the data analyzed no deficits in graduate student performance were found during this reporting period.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

During the past several years changes to statistics and research methodology instruction have included the introduction of new courses (e.g., "R" and Meta-Analysis) as well as modifications to some components of existing courses to provide more "hands-on" learning experiences in addition to traditional classroom instructional techniques.

IMPORTANT: Please submit any <u>***revised/updated assessment plans***</u> ***to the University Assessment Coordinator along with this report.***

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Student Learning Outcomes:
Assessment of Master's Thesis Document

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The three thesis committee faculty jointly discussed the following aspects of the master's thesis document to reach agreement on the rating for each of the items presented below. Each item was rated on a scale from 1 (poor) to 5 (superior). Data were aggregated for graduate students completing their Master's thesis document during this reporting period and the mean is presented in the table below for each item.

Student Learning Outcomes	Mean Rating (N=2)
I. Student assesses the relevant scientific literature in IO Psychology	
1. Provides relevant history of the problem being studied	4.5
2. Details major theories related to the problem	4.5
3. Provides critical review of findings from the literature	5.0
4. Identifies important gaps in current understanding of the problem	4.5
II. Student applies the major research methodologies in IO Psychology	
1. Provides clear rationale for research design	4.5
2. Insures proper operationalization of variables	5.0
3. Uses appropriate statistical analysis	4.5
4. Interprets statistical results accurately	5.0

Student Learning Outcomes:
Assessment of Master's Thesis Oral Defense

The three thesis committee faculty jointly discussed the following aspects of the master's thesis oral defense to reach agreement on the rating for each of the items presented below. Each item was rated on a scale from 1 (poor) to 5 (superior). Data were aggregated for graduate students completing their thesis oral defense during this reporting period and the mean is presented in the table below for each item.

Student Learning Outcomes	Mean Rating (N=2)
I. Student provides articulate explanations about IO Psychology's approaches that are appropriate to the audience being addressed (e.g., professional or general audience)	
1. Organizes topics effectively in presentation	4.5
2. Discusses ideas at a level of presentation appropriate to a professional audience	4.5
3. When asked can, discuss main points in a style understandable to a general lay audience	5.0
4. Gives suitable explanation of important theories	5.0
5. Gives appropriate explanation of methods used for analysis	4.0
6. Discusses importance of findings	5.0

Student Learning Outcomes:
Assessment of Master's Thesis Document

Directions: The three thesis committee faculty jointly discuss the following aspects of the master's thesis document to reach agreement on the rating for each of the items presented below.

Student Learning Outcomes	Assessment				
I. Student assesses the relevant scientific literature in IO Psychology	**Poor**				**Superior**
1. Provides relevant history of the problem being studied	1	2	3	4	5
2. Details major theories related to the problem	1	2	3	4	5
3. Provides critical review of findings from the literature	1	2	3	4	5
4. Identifies important gaps in current understanding of the problem	1	2	3	4	5
II. Student applies the major research methodologies in IO Psychology					
1. Provides clear rationale for research design	1	2	3	4	5
2. Insures proper operationalization of variables	1	2	3	4	5
3. Uses appropriate statistical analysis	1	2	3	4	5
4. Interprets statistical results accurately	1	2	3	4	5
III. Student uses IO Psychology knowledge to address applied problems					
1. Discusses implications of findings to address applied problems	1	2	3	4	5
2. Discusses limitations of research to address applied problems	1	2	3	4	5
3. Discusses future research to better address applied problems	1	2	3	4	5
4. Discusses how findings fit with current applied best practice	1	2	3	4	5
IV. Student evidences professional integrity as an IO Psychologist					
1. Follows IRB protocols	1	2	3	4	5
2. Uses appropriate methods to protect research participants	1	2	3	4	5
3. Uses appropriate citation techniques	1	2	3	4	5
4. Provides proper safeguards to protect data	1	2	3	4	5

Name of student: _____   **Date:** _____

Title of thesis: _____

Names of faculty: _____

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Directions: The three thesis committee faculty jointly discuss the following aspects of the master's thesis oral defense to reach agreement on the rating for each of the items presented below.

Student Learning Outcomes	Assessment				
I. Student provides articulate explanations about IO Psychology's approaches that are appropriate to the audience being addressed (e.g., professional or general audience)	**Poor**				**Superior**
1. Organizes topics effectively in presentation	1	2	3	4	5
2. Discusses ideas at a level of presentation appropriate to a professional audience	1	2	3	4	5
3. When asked can, discuss main points in a style understandable to a general lay audience	1	2	3	4	5
4. Gives suitable explanation of important theories	1	2	3	4	5
5. Gives appropriate explanation of methods used for analysis	1	2	3	4	5
6. Discusses importance of findings	1	2	3	4	5
7. Demonstrates a good understanding of the topic that is not overly dependent on notes	1	2	3	4	5
8. Engages with audience	1	2	3	4	5
9. Paces presentation to facilitate understanding	1	2	3	4	5
10. Is comfortable speaking in front of the group	1	2	3	4	5
11. Uses clear speaking voice that is audible to audience	1	2	3	4	5
12. Maintains eye contact with audience	1	2	3	4	5
13. Makes effective use of body movement and gesture to enhance understanding	1	2	3	4	5
14. Responds effectively to questions from the audience	1	2	3	4	5
15. Makes effective use of time during presentation	1	2	3	4	5

Name of student: _____ **Date:** _____

Title of thesis: _____

Names of faculty: _____

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