**Saint Louis University School for Professional Studies**
Program Assessment Model

The School for Professional Studies has adopted the model described in this document for programmatic assessment. Starting with new programs, the model will be phased in for all SPS programs.

The model is designed to illustrate alignment among School, program and course student learning outcomes as well as an ongoing, cyclical assessment process.
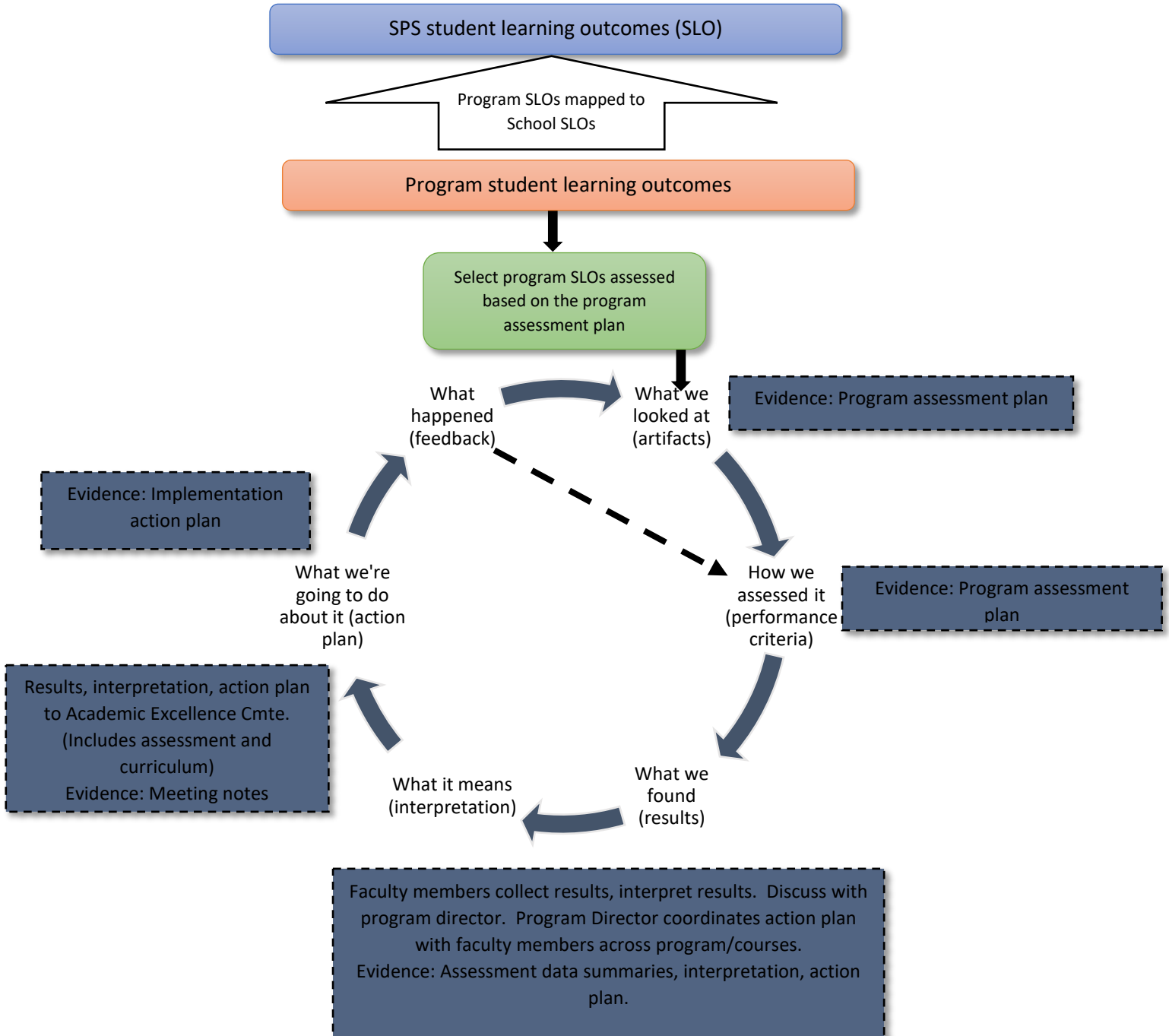
Program Assessment Plan

Program: **Industrial Psychology Minor/Certificate**

Department: **N/A**

College/School: **School for Professional Studies**

Date: **4-15-2019**

Primary Assessment Contact: **Katie Devany**

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes What do the program faculty expect all students to know, or be able to do, as a result of completing this program? ■ *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*	Assessment Mapping From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	Assessment Methods What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ■ *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?
1	Develop effective problem solving and critical thinking skills as applicable to academic and professional contexts and demonstrate aptitude for scientific inquiry.	PSYK 3300, PSYK 3340, PSYK 4250, PSYK 4450, PSYK 4760, PSYK 4770	An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.

2	Enhance technological literacy through utilization of professional appropriate computer software programs and communication technologies.	PSYK 3330, PSYK 4250	An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.
3	Describe the role of ethics in decision-making in multicultural, professional organizations	PSYK 3340, PSYK 4250	An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.
4	Understand the influence of biological, behavioral, mental, and environmental processes on behavior, motivation, and well-being.	PSYK 1010, PSYK 3330, PSYK 4250	An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.
5	Make oral presentations suitable for academic and professional audiences.	PSYK 3330, PSYK 4760	An assessment survey will be completed by each instructor at end of course in which this program learning outcome exists. This survey will inquire about: A) Specific artifact(s) used to demonstrate achievement, B) Strengths/weakness in student performance towards this outcome, C) Number of students who achieved/partially achieved/not	Every other year, typically in the spring. The Program Director in cooperation with the full-time and adjunct faculty will analyze assessment data and make changes to pedagogy and/or curriculum. Program Directors will follow up on action items from the previous year to

			achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.	determine impact and possible refinements or enhancements moving forward.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

Program Assessment Schedule

The following schedule provides an annual timeline for assessing the program's student learning outcomes. The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

	SLO1	SLO2	SLO3	SLO4	SLO5
AY 2019-20			PSYK 3340, PSYK 4250	PSYK 1010, PSYK 3330, PSYK 4250	
AY 2020-21	PSYK 3300, PSYK 3340, PSYK 4250, PSYK 4450, PSYK 4760, PSYK 4770	PSYK 3330, PSYK 4250			PSYK 3330, PSYK 4760
AY 2021-22			PSYK 3340, PSYK 4250	PSYK 1010, PSYK 3330, PSYK 4250	
AY 2022-23	PSYK 3300, PSYK 3340, PSYK 4250, PSYK 4450, PSYK 4760, PSYK 4770	PSYK 3330, PSYK 4250			

Program Curricular Map

The curriculum map indicates where SLOs are introduced (I), reinforced (R), and (E) evaluated.   The map demonstrates how each course contributes to students' meeting the SLOs and help ensures student learning is designed to scaffold from initial introduction to the knowledge/skills/attitudes (KSA), to the opportunity to apply the KSAs to different situations, to evaluation of student's degree of achievement of each SLO.

Organizational Studies Student Learning Objectives Summer 2018	1. Develop effective problem solving and critical thinking skills as applicable to academic and professional contexts and demonstrate aptitude for scientific inquiry.	2. Enhance technological literacy through utilization of professional appropriate computer software programs and communication technologies.	3. Describe the role of ethics in decision-making in multicultural, professional organizations.	4. Understand the influence of biological, behavioral, mental, and environmental processes on behavior, motivation, and well-being.	5. Make oral presentations suitable for academic and professional audiences.
Industrial Psychology Core					
PSYK 1010 General Psychology				I	
PSYK 3330 Applied Personality	I	I		I	I
PSYK 3340 Applied Social Psychology	I		I		
PSYK 4250 Motivation and Self-Management	E	E	E	E	
PSYK 4450 Personal and Career Development	E				
PSYK 4760 Training and Development	R				R
PSYK 4770 Occupational Health and Stress	R				

2.   Describe how, and the extent to which, program faculty contributed to the development of this plan.

The Program Director in cooperation with the full-time and adjunct faculty are involved in the development of the courses and their application to each program learning outcome within the plan. These faculties are highly invested in ensuring that course projects and other associated artifacts are created in ways that student performance toward the learning outcome can be distinguished and evidence towards achievement reported.

3.   On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

This plan will be reviewed annually to ensure it continues to meet the program's needs. If a given learning outcome indicated areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as

needed. As SPS programs continually evolve to meet changing market needs, this assessment plan is to be considered dynamic and subject to change as the program evolves and new programs are offered.