

**Assurance of Student Learning  
2018-2019**

Ogden College of Science and Engineering

Psychological Sciences

M.S. in Psychology (092)

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1:** Demonstrate core knowledge in a basic or applied area of psychological sciences, proficiency in research design and methodology, and expertise in research communication.

<b>Instrument 1</b>	<b>Direct: Thesis Proposal Evaluation Rubric</b>
<b>Instrument 2</b>	<b>Direct: Research Practicum Presentation Evaluation Rubric</b>
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 2:** Applies knowledge of recognized ethical principles in psychological research to a basic or applied research project.

<b>Instrument 1</b>	<b>Direct: Certificate of CITI training</b>
<b>Instrument 2</b>	<b>Direct: IRB Approval of Research Project (if applicable)</b>
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 3:** Integrates knowledge gained from training to independently complete a basic or applied research project that contributes to the understanding of behavior.

<b>Instrument 1</b>	<b>Direct: Thesis Evaluation Rubric</b>
<b>Instrument 2</b>	<b>Direct: Author or Co-author of Journal Article, Technical Report, or Professional Conference Presentation/Poster</b>
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	<b>Not Met</b>
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

For AY 2018-2019 we evaluated the Psychological Sciences concentration within our MS program. The Industrial-Organization concentration did not admit a cohort of students in AY 2017, thus there were no graduates to assess for that concentration.

To increase student success on SLO 1 and SLO 3, the graduate faculty adopted a new advisement process to give students more comprehensive feedback on their performance early in their graduate study and more often thereafter. A two-part questionnaire, including sections for faculty to review student academic progress and interpersonal skills and a

questionnaire for students to reflect on their own performance, was developed and first used at the beginning of the Spring semester of AY 2018-2019. A review of the impact of this modification in our student advisement procedure should be possible in the 2019-2020 assessment period.

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Students completing the program will demonstrate core knowledge in a basic or applied area of psychological sciences, proficiency in research design and methodology, and expertise in research communication.		
<b>Measurement Instrument 1</b>	<b>Direct measure of student learning:</b> 1 <sup>st</sup> and 2 <sup>nd</sup> year graduate students participated in a research practicum designed to help them gain expertise in the communication of research. Each semester, students prepared presentations on the research projects being conducted in their laboratories or on their thesis research and presented it to student and faculty practicum attendees. Faculty in attendance evaluated their performance using a standard rubric that included the following dimensions: (1) presentation style, (2) presentation quality, (3) adequacy/appropriateness of visual aids, (4) presentation content, and (5) handling of questions		
<b>Criteria for Student Success</b>	Students will receive an average grade of 85% or better on the standard rubric.		
<b>Program Success Target for this Measurement</b>	80% of students will receive an average grade of 85% or higher on the standard rubric for research presentations	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	<b>Direct:</b> There were six (6) students enrolled in the research practicum course for this assessment period. For each student, the faculty members in attendance at that student's practicum research presentation (a minimum of 5 faculty members) scored the student on each rubric dimension using a 0-100 scale and computed the average score across these dimensions. The criteria for student success was obtained by averaging all the faculty members' scores for the student.		
<b>Measurement Instrument 2</b>	<b>Direct measure of student learning:</b> Thesis proposals submitted by students in the program were scored by the students' thesis committee members according to a standard scoring rubric that addressed the quality and appropriateness of the following dimensions: (1) literature review and rationale for the research, (2) proposed research design and methodology, (3) representative sampling, (4) proposed analysis of results, and (4) overall quality of the writing.		
<b>Criteria for Student Success</b>	Students will receive a rating of good or excellent on each dimension by each thesis committee member.		
<b>Program Success Target for this Measurement</b>	80% of students rated as good or excellent on each dimension	<b>Percent of Program Achieving Target</b>	89%
<b>Methods</b>	<b>Direct:</b> Nine (9) students proposed their thesis research during this assessment period. Thesis committee members (at least 3 members of the graduate faculty) rated each student's performance as poor, good, or excellent on each of the five rubric dimensions.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>			<input checked="" type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
During review of this assessment information, the graduate faculty discussed providing students with more comprehensive feedback on their performance in the program on a more frequent basis. It was generally agreed that providing students with this feedback early in their graduate study and more often thereafter should lead to greater student success on SLO 1 and 3. A committee was formed to develop a two-part questionnaire, including sections for faculty to review student academic progress and interpersonal skills and a questionnaire for students to reflect on their own performance. Beginning in Spring semester of AY 2018-2019, faculty mentors met with students at the beginning of the semester to review and provide feedback on their performance.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Because this modification in our student advisement procedures did not occur until Spring semester 2018-2019, there was not enough time for its impact on SLO 1 or SLO 3 to be evaluated. However, this should be possible in 2019-2020 assessment period.			

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	Applies knowledge of recognized ethical principles in psychological research to a basic or applied research project		
<b>Measurement Instrument 1</b>	<b>Direct Measure of Student Learning:</b> Students completed online CITI courses including Human Subjects Research – Social/Behavioral Research and Social and Behavioral Responsible Conduct of Research and provided official certificates showing that they passed these courses.		
<b>Criteria for Student Success</b>	Student will achieve a score of 80% or higher on all modules in both CITI courses		
<b>Program Success Target for this Measurement</b>	100%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	<b>Direct:</b> All students who are conducting research in the department must complete two online courses offered by the Collaborative Institutional Training Initiative (CITI). The first is a basic course on the history and guidelines for responsible conduct of research and the second is a focused course on the ethical requirements for conducting research with human participants. To pass each course, students must achieve a score of at least 80% on all of the course modules.		
<b>Measurement Instrument 2</b>	<b>Direct Measure of Student Learning:</b> Students presented their proposed thesis research to the WKU Institutional Review Board or the Institutional Animal Care and Use Committee, if applicable, and provided documentation that this research was reviewed and approved by the relevant committee.		
<b>Criteria for Student Success</b>	Students proposed thesis research with human participants or animal subjects will be approved by the WKU IRB or the IACUC, respectively.		
<b>Program Success Target for this Measurement</b>	100% of students will obtain approval with no or only minor revisions of research procedures	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	<b>Direct:</b> Prior to holding their thesis proposal oral examination, students complete the IRB or IACUC proposal form required by the WKU Office of Research Integrity. Their proposed research is evaluated for compliance with federal guidelines that promote responsible conduct of research and assure protection of the rights, welfare, and security of research participants/subjects.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Two courses in the graduate curriculum contain content on ethical principles in psychological research (i.e., PSYS 510 Advanced Research Methods in Psychology and PSYS 581 Professional Issues and Ethics in Psychological Science). The online CITI courses that students must successfully complete and the IRB or IACUC approval of their proposed research provide objective, external evidence that they are meeting the criterion for success for SLO 2. Consequently, no changes in the instructional program are planned at this time.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	Integrates knowledge gained from training to independently complete a basic or applied research project that contributes to the understanding of behavior.		
<b>Measurement Instrument 1</b>	<b>Direct Measure of Student Learning:</b> Theses submitted by students completing the program were scored by the students' thesis committee members according to a standard scoring rubric that addressed the quality and appropriateness of: (1) the literature review and rationale for the research, (2) the design and methodology, (3) the method(s) of analysis and description of the results, (4) the interpretation and discussion of the results, and (5) the overall quality of the writing.		
<b>Criteria for Student Success</b>	Students will receive a rating of "good" or "excellent" on each of the five dimension by each committee member.		
<b>Program Success Target for this Measurement</b>	80% of students rated as good or excellent on each dimension	<b>Percent of Program Achieving Target</b>	89%
<b>Methods</b>	<b>Direct:</b> Nine (9) students presented their completed thesis research to their thesis committee for assessment. Thesis committee members (at least 3 members of the graduate faculty) rated each student's performance as poor, good, or excellent on each of the five rubric dimensions.		
<b>Measurement Instrument 2</b>	<b>Direct Measure of Student Learning:</b> Students will author or co-author a journal article (that is published or accepted for publication), or a professional conference presentation or poster (that is presented or accepted for presentation).		
<b>Criteria for Student Success</b>	By the time they complete the program, students will author or co-author at least one of the following: a journal article that is published or accepted for publication, an oral or poster presentation at a national or international professional conference in their area of study.		
<b>Program Success Target for this Measurement</b>	50% of the students will meet the criteria for success	<b>Percent of Program Achieving Target</b>	87%
<b>Methods</b>	<b>Direct:</b> Fifteen (15) students were either 1 <sup>st</sup> year, 2 <sup>nd</sup> year, or JUMP students in the program during the assessment period. Faculty research mentors documented all publications and conference presentations for which these students were authors or co-authors and provided this documentation, along with the relevant citations, to the graduate coordinator. Students were counted only once for this metric regardless of the number of publication or presentation they had. Notably, some students had both publications and presentations (1 student) or multiple presentations (4 students) during the assessment period.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="radio"/> <b>Met</b> <input type="radio"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) See description of Actions for SLO 1.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) See description of Follow-Up for SLO 1.			