

**Assurance of Student Learning
2019-2020**

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.

Instrument 1 **Direct: Thesis Proposal Evaluation Rubric**

Instrument 2 **Direct: Research Practicum Presentation Evaluation Rubric**

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Applies knowledge of recognized ethical principles in psychological research to a basic or applied research project.

Instrument 1 **Direct: Certificate of CITI training**

Instrument 2 **Direct: IRB Approval of Research Project (if applicable)**

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

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.

Instrument 1 **Direct: Thesis Evaluation Rubric**

Instrument 2 **Direct: Author or Co-author of Journal Article, Technical Report, or Professional Conference Presentation/Poster**

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

To increase student success on SLO 1 and SLO 3, the graduate faculty adopted a new advisement and review procedure designed to give students formative feedback on their performance early in their graduate study and more often thereafter. The advisement procedure was first used at the beginning of the Spring semester of AY 2018-2019 and was used twice (1x per semester) for the current assessment period. It was not possible to definitively determine the impact of this procedure due to the disruption caused by COVID-19 in the Spring 2020 semester. Spring semester is particularly important for the assessment of SLO 3 with its measures of success focusing on student conference presentation and thesis completion.

Student Learning Outcome 1

Student Learning Outcome	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.		
Measurement Instrument 1	Direct measure of student learning: 1 st and 2 nd 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		
Criteria for Student Success	Students will receive an average grade of 85% or better on the standard rubric.		
Program Success Target for this Measurement	80% of students will receive an average grade of 85% or higher on the standard rubric for research presentations	Percent of Program Achieving Target	100%
Methods	Direct: All 1 st and 2 nd year graduate students are required to participate in the research practicum each semester. 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.		
Measurement Instrument 2	Direct measure of student learning: 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.		
Criteria for Student Success	Students will receive a rating of good or excellent on each dimension by each thesis committee member.		
Program Success Target for this Measurement	80% of students rated as good or excellent on each dimension	Percent of Program Achieving Target	100%
Methods	Direct: Five (5) 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.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			<input checked="" type="radio"/> Met <input type="radio"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
During last year's assessment period, the graduate faculty adopted a new advisement procedure that incorporated a formative assessment of graduate students. This procedure has two parts: (1) faculty review and feedback on academic performance and interpersonal skills at the end of each semester in the program and (2) student reflection and self-report on progress in the program. The goal for this advisement procedure was to enhance student success on SLO 1 and 3 by giving students early and frequent feedback on their performance and recommendations for improvement throughout their time in the program. The graduate faculty reviewed students' FY 2010-2020 performance twice: 1 st and 2 nd year students in early Spring of AY 2019-2020 and returning 2 nd year students in early Fall of AY 2020-2021. Faculty mentors met with students individually after each review.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The Spring review confirmed that 1 st and 2 nd year students were successful and on track to meet the criteria for both measures of SLO 1. However, COVID-19 created a large disruption in the assessment of SLO 3. Statistics for student acceptances for conference presentation are included for SLO 3 below, but no students were able to actually make these presentations and of the five 2 nd year students, only 2 were able to complete their theses by the end of the semester. Because of this it is still unclear whether our formative advisement process has resulted in program improvement. Therefore, no changes in the program are planned at this time.			

Student Learning Outcome 2

Student Learning Outcome	Applies knowledge of recognized ethical principles in psychological research to a basic or applied research project				
Measurement Instrument 1	Direct Measure of Student Learning: 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.				
Criteria for Student Success	Student will achieve a score of 80% or higher on all modules in both CITI courses				
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%		
Methods	Direct: 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. All 6 first year students and all 4 JUMP students met this criteria				
Measurement Instrument 2	Direct Measure of Student Learning: 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.				
Criteria for Student Success	Students proposed thesis research with human participants or animal subjects will be approved by the WKU IRB or the IACUC, respectively.				
Program Success Target for this Measurement	100% of students will obtain approval with no or only minor revisions of research procedures	Percent of Program Achieving Target	100%		
Methods	Direct: 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. All 5 second year students met this criteria.				
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">Met</td> <td style="text-align: center; width: 50%;">Not Met</td> </tr> </table>	Met	Not Met
Met	Not Met				
Actions (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.					
Follow-Up (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

Student Learning Outcome	Integrates knowledge gained from training to independently complete a basic or applied research project that contributes to the understanding of behavior.		
Measurement Instrument 1	Direct Measure of Student Learning: 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.		
Criteria for Student Success	Students will receive a rating of "good" or "excellent" on each of the five dimension by each committee member.		
Program Success Target for this Measurement	80% of students rated as good or excellent on each dimension	Percent of Program Achieving Target	100%
Methods	Direct Of the 5 second year students, 2 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. The remaining 3 students were unable to finish due to COVID-19, but are continuing to make progress. All three are on track to finish in Fall 20 and will be counted in the AY 20/21 assessment		
Measurement Instrument 2	Direct Measure of Student Learning: 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).		
Criteria for Student Success	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.		
Program Success Target for this Measurement	50% of the students will meet the criteria for success	Percent of Program Achieving Target	93%
Methods	Direct: Fifteen (15) students were either 1 st year (6), 2 nd year (5), or JUMP (4) 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 publications or presentations they had. In addition, because of COVID-19 conference cancellations, papers accepted for presentation were included in the reported percentage. Several students had both publications and presentations (4 students) or multiple presentations (11 students) during the assessment period.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="radio"/> Met <input type="radio"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) See description of Actions for SLO 1.			
Follow-Up (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.			