

**Assurance of Student Learning Report
2021-2022**

Ogden College of Science and Engineering

Psychological Sciences

M.S. in Psychology (0469)

Matthew Shake & Katrina Burch

Is this an online program? Yes No

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: Research Practicum Presentation Evaluation Rubric**

Instrument 2 **Direct: Thesis Proposal Evaluation Rubric**

Instrument 3 **Direct: Graduate Student Progress Report – Research & Data Analysis Competencies**

Based on your results, check 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, check 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 **Direct: Graduate Student Progress Report – Writing and Presentation Skills**

Based on your results, check 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.)

The following actions will be implemented in Fall 2022: (1) Due to observation of data from SLO1 in the prior year, as well as a comparison to competitor programs, faculty approved reducing the Internship hours in the I/O concentration from 6 credits to 3 credits; (2) Due to feedback from an alum survey conducted in Spring 2022, faculty are drafting proposals to add or edit some of the courses in the PSYS concentration. These changes will be voted on for approval in Fall 2022.

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 in the Psychological Science concentration participate in a research practicum designed to help them gain expertise in the communication of research. Each semester, students prepare presentations on the research projects being conducted in their laboratories or on their thesis research and present it to student and faculty practicum attendees. Faculty in attendance evaluate their performance and provide detailed suggestions for improvement using a standard rubric that includes the following dimensions: (1) presentation style, (2) presentation clarity, (3) adequacy/appropriateness of visual aids, (4) presentation content, and (5) handling of questions (rubric attached). Presentation content grade is based heavily on students' knowledge in a basic or applied subdiscipline and their understanding and application of research design and methodology. Students' ability to successfully communicate their research is assessed via the items addressing style, clarity, visual aids and 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 eleven 1 st and 2 nd year Psychological Science concentration students (includes 1 JUMP student) participated in the research practicum both Fall and Spring semesters. 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 are scored by the students' thesis committee members according to a standard scoring rubric that addresses 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. Students' knowledge in a basic or applied area of psychological sciences is primarily assessed via the literature review. Proficiency in a research design and methodology is addressed in dimensions 2, 3, and 4. The overall quality of the writing assessment addresses expertise in research communication.		
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: 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.		
Measurement Instrument 3	Direct measure of student learning: Each semester 1 st and 2 nd year graduate students receive a formative assessment of their performance in the program. This assessment has two parts: (1) a faculty review with feedback on academic performance and interpersonal skills at the end of each semester in the program and (2) a student reflection and self-report on progress in the program. The goal for this advisement procedure is 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 review students' performance twice: 1 st and 2 nd year students in early Spring of the AY and returning 2 nd year students in early Fall. Faculty mentors meet with students individually		

	after each review.		
Criteria for Student Success	Students will receive a rating of meeting or exceeding expectations for their level of experience		
Program Success Target for this Measurement	80% of students rated as meeting or exceeding expectations for level of experience	Percent of Program Achieving Target	90.9%
Methods	Direct: The graduate faculty in the Psychological Science concentration reviewed students' FY 2020-2021 performance twice: returning 2 nd year students in early Fall and 1 st and 2 nd year students in early Spring. Faculty mentors met with students individually after each review.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
During the review of the assessment of SLO 1, the graduate faculty discussed two issues that merited changes in the curriculum for the graduate program: <ol style="list-style-type: none"> In the I/O concentration, student performance was being negatively impacted by the requirement to complete six credits of Internship. The faculty investigated and discovered that comparable programs at other universities typically required only three credits of Internship. The faculty thus voted for the coming year to reduce the optional thesis credits from 6 to 3 to remain a competitive option for students seeking M.S. degrees in IO psychology both at the regional and national level, and in turn allow them to focus more time on meeting some of the SLO 1 goals. Doing so also reduces overall program requirements from 45 to 42 credits, ensuring our M.S. in IO concentration is a financially feasible option for prospective students. Although this year's assessment indicated that students generally achieved the established goals, a survey of our alums in Spring 2022 suggested that additional content should be added in the PSYS concentration to better prepare our students for the workforce. Therefore, we have begun drafting proposals to edit the courses in the program and aim to submit these revisions for approval in Fall 2022. 			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
As mentioned above, we plan to reduce the Internship requirements for the I/O concentration students, and evaluate that outcome in the coming Fall 2022. We also plan to make make changes to the PSYS concentration course structure. These actions will then allow us to determine whether these changes have resulted in program improvement in the next assessment cycle.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
Measurement Instrument 1 will be assessed in both Fall and Spring semesters each year. Measurement Instrument 2 will be assessed in Fall semester each year. Measurement Instrument 3 will be assessed in second-year students after Fall semester; first-year students will be assessed after both Fall and Spring semesters each year. The Graduate Coordinator will be responsible for collecting and providing this data.			

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 will complete online CITI courses including Social and Behavioral Responsible Conduct of Research and when applicable, Human Subjects Research – Social/Behavioral Research and will provide 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: Students who are conducting research in the department must complete one or both of two training modules 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		

	module, students must achieve a score of at least 80%. Students in the Psychological Sciences concentration are required to complete both modules in their first year of the program. Depending on their research topic, students in the IO concentration complete either the first module or both modules in either their first or second year of the program. Specifically, those who conduct archival research or research involving statistical modeling may only complete the first module whereas those who conduct research with human participants must complete both modules. All 1 st year Psychological Science students completed both modules (3 first year students and 1 JUMP student). Of the 6 first year IO students, 3 completed both modules and of the 6 second year IO students, 6 completed both modules.		
Measurement Instrument 2	Direct Measure of Student Learning: Students present their proposed thesis research to the WKU Institutional Review Board or the Institutional Animal Care and Use Committee, if applicable, and provide documentation that this research was reviewed and approved by the relevant committee. Students who conduct archival research or research involving statistical modeling and are not required to obtain IRB or IACUC approval for these projects.		
Criteria for Student Success	Students who conduct thesis research with human participants or animal subjects will have their research approved by the WKU IRB or the IACUC, respectively.		
Program Success Target for this Measurement	100% of students who conduct research with human or animal subjects 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 completed the IRB or IACUC proposal form required by the WKU Office of Research Integrity. Their proposed research was 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 four of the students in the Psychological Science concentration who proposed research with humans received approval; 1 proposed using archival data and was not required to obtain IRB approval. Two of the 5 students in the IO concentration conducted research using human participants and received IRB approval for their research; the remaining 3 students proposed projects using archival data or statistical modeling and were therefore not required to have their projects approved by IRB.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Six courses in the graduate curriculum contain content on ethical principles in psychological research (i.e., PSYS 510 Advanced Research Methods in Psychology, PSYS 570 Job Analysis and Compensation, PSYS 581 Professional Issues and Ethics in Psychological Science, PSYS 599 Thesis Research and Writing, PSYS 670 EEO, Law, and Ethical Considerations, and PSYS 673 Advanced Training in Business and Industry). 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.)			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
Both Measurement Instruments for this SLO will be assessed in either Fall or Spring semester (varies by student).			

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
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	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: All nine second-year students defended their thesis in spring 2022. 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.		
Measurement Instrument 2	Direct Measure of Student Learning: Students will author or co-author a journal article (that is published or accepted for publication), a technical report, 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, a technical report on an applied research project, or 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	97%
Methods	Direct: There were eleven (11) 1 st years, one (1) JUMP, nine (9) 2 nd year, and thirteen (13) past students included in this assessment. 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. Several students had both journal publications and presentations (6 students) and/or multiple presentations (11 students) during this assessment period.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The graduate faculty for the Psychological Science concentration implemented a new advisement procedure incorporating a formative assessment of graduate students for the last 2 years. The goal for this advisement procedure was to enhance student success on SLO 3 (and SLO 1) by giving students early and frequent feedback on their performance and recommendations for improvement throughout their time in the program.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We believe the actions above contributed to improved performance on both SLOs. As we are seeing improvements in SLO 1 and 3, especially on-time proposal and completion of thesis research and involvement in research dissemination, we will continue to track program improvements related to Measurement Instruments 1 and 2.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The assessment plan described above will be collected during both the upcoming Fall and Spring semesters.			

***** Please include Curriculum Map (below/next page) as part of this document**

CURRICULUM MAP TEMPLATE				
Program name:	M.S. in Psychology (0469)			
Department:	Psychological Sciences			
College:	Ogden College of Science & Engineering			
Contact person:	Matthew Shake & Katrina Burch			
Email:	matthew.shake@wku.edu; katrina.burch@wku.edu			
KEY:				
I = Introduced				
R = Reinforced/Developed				
M = Mastered				
A = Assessed				
		SLO1 Demonstrate core knowledge in a basic or applied area of psychological sciences, proficiency in research design and methodology, and expertise in research communication.	SLO 2 Student Learning Outcome 2: Applies knowledge of recognized ethical principles in psychological research to a basic or applied research project.	SLO 3 Integrates knowledge gained from training to independently complete a basic or applied research project that contributes to the understanding of behavior.
Core	PSYS 510	I, R#	R	
	PSYS 512	I, R#		
	PSYS 513	I, R#		
	PSYS 518	I, R#		
	PSYS 581		I, R	
	PSYS 599	A	M, A	M, A
Industrial - Organizational Concentration Requirements	PSYS 552	R	R	
	PSYS 570	I,R		
	PSYS 571	I,R		
	PSYS 572	I,R		
	PSYS 579		M,A	M,A
	PSYS 670	M	M	M
	PSYS 673	M	M	M
Psychological Science Concentration Restricted Electives	PSYS 521	R#	R	R
	PSYS 530	R#		R
	PSYS 533	R#		R
	PSYS 552	R#	R	R
	PSYS 567	R#		R
	PSYS 595	M, A		
<p># SLO1 is also evaluated via Formative Assessments that are conducted by Program Faculty using a Standardized Rubric</p> <p>SLO 3 is also assessed by counting number of graduate students that author or co-author a journal article (that is published or accepted for publication), a technical report, or a professional conference presentation or poster (that is presented or accepted for presentation).</p>				

Graduate Student Progress Report
M.S. in Psychology, Psychological Science Concentration

Date: _____

This academic progress report provides you and your advisor with the details of your academic progress in the program. You, your advisor, and the graduate faculty in the Psychological Sciences Concentration will complete this assessment at the end of each semester of your first year and at the end of Fall semester of your second year. Your advisor will then contact you to schedule a meeting to discuss your progress in the program.

Name: _____

Advisor: _____

Date of entrance into program _____ **Anticipated completion date** _____

Department Recommendation

- ____ **Exceptional**
- ____ **Satisfactory**
- ____ **Some Concerns (see action plan below)**
- ____ **Below Expectations (see action plan below)**

Elaborate on specific issues, particularly areas needing attention and improvement (if any).

Identify concrete goals for the student's training during the next semester. These may be defined collaboratively in discussion between the student and advisor.

The signatures below indicate that the student has reviewed this form, and the student and adviser(s) have discussed it verbally. Signatures do not necessarily imply consensus agreement on competencies.

Student

Advisor(s)

Date

Graduate Faculty Assessment of Student

Research Competency

Rating system

1 = Competence not yet at expectations for level of experience (*skills to work on*)

2 = Competence meets expectations for level of experience (*the standard “on track” rating*)

3 = Competence exceeds expectations for level of experience (*for demonstration of unusual skill*)

U or N/A =Unknown/not applicable, either not enough information to rate yet (*particularly for early career students*), or not applicable.

Scholarly Interaction

- ___ Participates effectively in scholarly discussion (e.g., classes, lab meetings)
- ___ Engages professionally with other students and faculty in the Department
- ___ Interacts with departmental visitors and with other professionals at conferences
- ___ Creates a scholarly environment for others and provides effective mentorship as needed.

Critical Thinking

- ___ Contributes constructive criticism in formal and informal research interaction with others
- ___ Anticipates and addresses potential critiques of own research

Conceptual Depth and Breadth

- ___ Has established expertise in a core area(s) of research
- ___ Links core interests to ideas and knowledge in related areas of psychology and other disciplines

Research Generation

- ___ Reviews the existing literature effectively
- ___ Generates research ideas
- ___ Critiques ideas effectively to identify strong and weak points
- ___ Effective in selecting which ideas are worth pursuing – e.g., weighing the scientific potential of a project, probability of success, practicality of conducting the research, interest value of the ideas
- ___ Uses best practices for open science

Research Execution

- ___ Is able to translate ideas into operational hypotheses and research designs
- ___ Has expertise in the relevant methodologies for the research area
- ___ Shows effective leadership on first-authored projects
- ___ Is an effective collaborator on co-authored projects
- ___ Is efficient and prioritizes tasks effectively
- ___ Demonstrates ethical behavior in interactions with research subjects
- ___ Complies with scheduled hours in research mentor’s lab and/or in working on lab research projects

Data Analysis

- ___ Is familiar with relevant quantitative methods
- ___ Is familiar with relevant software for data management and analysis

___ Seeks opportunities to expand quantitative skills

Writing

___ Writes clearly.

___ Writing is interesting to read

___ Is effective at *finishing* writing projects

___ Uses feedback provided by mentor and other Department faculty to revise work

Presentation Skills

___ Finds opportunities to present research

___ Is effective at preparation of presentation (organization, clarity, narrative)

___ Is effective at delivery of presentation

___ Is effective in improvisational question and answer discussion

___ Allows sufficient time to seek feedback from mentor and other Department faculty prior to presentations

Briefly describe the student's progress on the thesis since the last evaluation.

Professionalism

Rating system:

1 - Little or no understanding/behavior not present; significant improvement required

2 - Some misunderstanding/behavior sometimes present; improvement needed

3 - Behavior well established and consistent

U - Unable to judge

___ Maintains good attendance (classes, lab meetings)

___ Exhibits punctuality

___ Demonstrates a willingness to learn or improve professional skills

___ Exhibits good organizational skills

___ Exhibits responsible behavior

___ Exhibits self-direction

___ Demonstrates positive interpersonal skills

___ Demonstrates personal and emotional stability

___ Takes responsibility for own actions

___ Responds appropriately to feedback/supervision

___ Exhibits ethical behavior

___ Accepts and respects individual differences

___ Accepts and respects cultural diversity

Student Self-Report and Assessment

Attach a copy of your completed Program of Study and CV.

Academic Progress:

1. List all course work completed so far, with grades (If grades for a course haven't been posted yet, provide your anticipated grade). Indicate courses completed this semester.
2. If you have gotten a grade of C or lower in any course this semester, please explain the circumstances.
3. If you have any incomplete course grades (other than thesis hours), give the course number and name, term received, reason for incomplete, and your plans for completion.
4. Comment briefly on your progress in achieving your academic goals. Note areas in which you are experiencing any difficulty.

Professional Performance and Potential

1. List all publications and presentations. Indicate those completed since your last self-report and assessment.
2. List all professional activities (e.g., conferences, workshops, training, etc.). Indicate those completed since your last self-report and assessment.
3. Describe your TA/RA service during the last semester.
4. List service to the department, college, or university, if any.
5. Indicate the status of your thesis project. Describe your progress in the last semester.
5. Comment briefly on your progress in achieving your professional and career goals. If you feel you are not making progress, explain why. Include perceived obstacles that hinder your progress.

M.S. in Psychology, Psychological Science Concentration
Thesis Assessment

Student Name _____

Committee Member _____

Please evaluate the student's performance on the following items by circling the appropriate descriptor.

Outcome 1: Thesis Proposal - Specific Area Knowledge, Research Design and Methodology, Statistical Analyses

Date Assessed _____

1. Literature review and rationale for research	Poor	Good	Excellent
2. Research design and methodology	Poor	Good	Excellent
3. Representative sampling	Poor	Good	Excellent
4. Proposed analysis of results	Poor	Good	Excellent
5. Overall quality of writing	Poor	Good	Excellent

Comments:

Outcome 2: Thesis - Independent Learning, Research and Technical Writing Skills

Date Assessed _____

1. Literature review and rationale for research	Poor	Good	Excellent
2. Research design and methodology	Poor	Good	Excellent
3. Description and analysis of results	Poor	Good	Excellent
4. Interpretation and discussion of results	Poor	Good	Excellent
5. Overall quality of writing	Poor	Good	Excellent

Comments:

Faculty Feedback Form

PSYS 595

Student Presentations

NAME OF PRESENTER _____

NAME OF EVALUATOR _____

Please provide a "grade" for each dimension below using a traditional 100% for "perfect" scale. Space is also provided for you to make comments to help the student improve their presentation skills:

1. Presentation Style: _____

2. Presentation Clarity: _____

3. Adequacy/Appropriateness of Visual Aids: _____

4. Presentation Content: _____

5. Handling of Questions: _____

6. Other Comments: