|  |
| --- |
| **Assurance of Student Learning Report****2023-2024** |
| *Ogden College of Science and Engineering* | *Psychological Sciences* |
| *M.S. in Psychology (0469)* |
| *Diane Lickenbrock & Katrina Burch* |
| ***Is this an online program***? [ ]  Yes [x]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [x]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

|  |
| --- |
| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1: Students will 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.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 2: Students will apply knowledge of recognized ethical principles in psychological research to a basic or appled research project.** |
| **Instrument 1** | **Direct: Certificate of CITI training** |
| **Instrument 2** | **Direct: IRB Approval of Research Project (if applicable)** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 3: Students will integrate 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 of Co-author of Journal article, Technical Report, or Professional Conference Presentation/Poster** |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| Nothing will change in regards to timeline. |

|  |
| --- |
| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | **Students 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:** 1st and 2nd year graduate students will 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 and average grade of 85% of better on the standard rubric.  |
| **Program Success Target for this Measurement** | 80% of students will receive an average grade of 85% of higher on the standard rubric for research presentations | **Percent of Program Achieving Target** | **96.5%** |
| **Methods**  | **Direct**: All 14 1st and 2nd year Psychological Science concentration students 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 (an average 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 (Fall: 93% received 85% or higher, 13 out of 14 students; Spring: 100% received 85% or higher, 14 out of 14 students) . |
| **Measurement Instrument 2** | **Direct measure of student learning:** Thesis proposals submitted by students in the program will be 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 (5) overall quality of the writing. Proficiency in a research design and methodology is addressed in dimensions 2,3, and 4. The overall quality of the writing assessment addressed 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** | **90%** |
| **Methods** |  |
| **Measurement Instrument 3** | **Direct measure of student learning:** Each semester 1st and 2nd 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: 1st and 2nd year students in early Spring of the AY and returning 2nd year students in early Fall. Faculty mentors meet with students individually after each review. For the Psychological Science concentration, 100% met this metric. For the I/O concentration, 80% met this metric.  |
| **Criteria for Student Success** | Students will receive a rating of meeting or exceeding expectation 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** | **100%** |
| **Methods** | **Direct:** The graduate faculty in the Psychological Science concentration reviewed students’ FY 2023-2024 performance twice: returning 2nd year students in early Fall and 1st and 2nd 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.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results:** Yes, our percent of program achieving targets exceeded our program success target.**Conclusions**: Modifying our PSYS 595 rubric this past acacdemic year (in measurement instrument 1), did not necessarily seem to better differentiate performance of graduate students on their presentations. However, modifying the rubric seemed to make the measure more objective, and the students seemed to benefit more from this type of feedback (including the individual meetings after each review with faculty mentors). For measurement instrument 2, all students (psychological science concentration and I/O concentration, seemed to benefit from this assessment.**Plans for Next Assessment Cycle:** Increase program success for Measurement Instrument 3 by 5% (85% of students rated as meeting or exceeding expectations for level of experience). |

|  |
| --- |
| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | **Students will apply knowledge of recognized ethical principles in psychological research to a basic or appled research project.**  |
| **Measurement Instrument 1** | **Direct measure of student learning:** students will complete online CITI courses including Human Subjects Research-Social/Behavioral Research and Social and Behavioral Conduct of Research and provide official certificates that they passed these courses. |
| **Criteria for Student Success** | Students will achieve a score of 80% of 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 1st year Psychological Science students completed both modules (6 first year students), the 8 second year students completed both modules in the prior year. Of the 4 first year IO students, 4 completed both modules and of the 5 second year IO students, 5 completed both modules in the prior year. |
| **Measurement Instrument 2** | **Direct Measure of Student Learning:** Students will present their proposed thesis research to the WKU Institutional Review Board or the Institutional Animal Care and Use Committee, if applicable, and will 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 eight of the second year students in the Psychological Science concentration proposed research with humans subjects. Of these 8, seven had IRB approval (one submitted an IRB application and received approval; six had IRB approval via larger PI projects). The remaining student proposed research using archival data. One of the 5 students in the IO concentration conducted research using human participants and received IRB approval for their research; the remaining four 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.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results:** Yes, the results were as expected.**Conclusions:** 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.**Plans for Next Assessment Cycle:** Both Measurement Instruments for this SLO will be assessed in either Fall or Spring semester (varies by student).  |

|  |
| --- |
| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | **Students will integrate 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 will be scored by the students’ thesis committee members according to a standard scoring rubric that addresses 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**: Seven out of the eight Psychological Science concentration second-year students defended their thesis in spring 2024. The remaining Psychological Science student will defend their thesis in Summer 2024. Thesis committee members (at least 3 members of the graduate faculty) rated each student’s performance as good or excellent on each of the five rubric dimensions. Four out of five IO concentration second-year students defended their thesis in spring 2023. Thesis committee members (at least 3 members of the graduate faculty) rated each students’s performance as good or excellent on each of the five rubric dimensions. The remaining IO student will defend their thesis in summer 2024. |
| **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, 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** | 60% of the students will meet the criteria for success | **Percent of Program Achieving Target** | **96.4%** |
| **Methods** | **Direct**: There were six (6) 1st years, eight (8) 2nd year, and six (6) past Psychological Science concentration students included in this assessment. There were four (4) 1st years, five (5) 2nd year, and two (2) past IO concentration 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 and/or multiple presentations during this assessment period. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results:** Yes, our results were as expected. The percent of program achieving target (100%) for a second year, exceeded our program success targets.**Conclusions**: The success for this target is largely due to faculty mentors providing excellent, targeted mentoring to their students throughout the entire research process. In addition, travel support through various sources (external grant funding, graduate school, college, department, etc.) might have helped students prepare/present more conference presentations/posters. Lastly, students seemed to be motivated as well to find additional conferences to present at, and many of our students received full funding from KY INBRE to attend/present at the first annual KY INBRE research conference in Spring 2024.**Plans for Next Assessment Cycle:** Increase program success for measurements by 5% (Measurement Instrument 1: 85% of students rated as good or excellent in each dimension; Measurement Instrument 2: 65% of students will meet criteria for success. |

|  |  |  |
| --- | --- | --- |
| **CURRICULUM MAP TEMPLATE** |  |  |
|  |  |  |  |  |
| **Program name:** | M.S. in Psychology (0469) |  |
| **Department:** | Psychological Sciences |  |
| **College:** | Ogden College of Science & Engineering |  |
| **Contact person:** | Diane Lickenbrock & Katrina Burch |  |
| **Email:** | diane.lickenbrock@wku.edu; katrina.burch@wku.edu |  |
|   |  |  |  |  |
| **KEY:** |  |  |  |
| **I = Introduced** |  |  |  |
| **R = Reinforced/Developed** |  |  |  |
| **M = Mastered** |  |  |  |
| **A = Assessed** |  |  |  |
|  |  | SLO1 Students will 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 Students will apply knowledge of recognized ethical principles in psychological research to a basic or applied research project. | SLO 3 Students will integrate 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 |   |   |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| # SLO1 is also evaluated via Formative Assessments that are conducted by Program Faculty using a Standardized Rubric |
| 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). |

**Program Student Learning Outcome 1/Measurement Instrument 1 Rubric**

**Practicum Research Faculty Feedback**

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 comments to help the student improve their presentation skills:

1. \_\_\_\_ Presentation Style

Pace

Eye Contact

Speaking Voice

Movement

Engaging

2. \_\_\_\_ Presentation Clarity:

Logical Progression

Allowed audience time to understand

3. \_\_\_\_ Presentation Content:

Appropriate Background

Information Complete

Clear hypothesis & results

4. \_\_\_\_ Adequacy/Appropriateness of Visual Aids:

Readable Slides

Appropriate Text

5. \_\_\_\_ Handling of Questions:

Independent of mentor

Appropriate answers

Willing to speculate

Acknowledges own limits

6. Other Comments:

**Program Student Learning Outcome 3/ Measurement Instrument 1 Rubrics**

\*Psychological Science concentration thesis assessment rubric link: <https://wku.co1.qualtrics.com/jfe/form/SV_094OujUhgj5YNMy>

\*I/O concentration thesis assessment rubric link: <https://wku.co1.qualtrics.com/jfe/form/SV_4Jx5kawnyBnIXbM>