Program-Level Assessment: Annual Report

Program: Industrial-Organizational Psychology	Department: Psychology
Degree or Certificate Level: Ph.D.	College/School: College of Arts & Sciences

1. Student Learning Out

Which of the program

Two outcomes were evaluated during this academic year. Due to COVID, guidance from Saint Louis tdad45 tla(w)-0 tEMC Q B--0.   0 g 10.98 -0 0 10.98 36 439.92

...us instruction for this program was converted to on-line
...ses occur during this time period were conducted on-line.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Data were collected using rubrics for the assessment of the doctoral comprehensive examination documents and associated orals and the dissertation documents and oral defenses, and professional activity project documents. IO committee faculty responsible for these evaluations jointly discussed and rated relevant aspects of these artifacts. Ratings were averaged by rubric item for all graduate students that completed their written and/or oral doctoral comprehensive exams and/or dissertation and oral defense and/or professional activity project documents during this reporting period.   Rubrics used are presented in the report titled IO Psychology 2021 Ph.D. Program Analysis and Results

4. Data/Results

What were the results of the assessment of the learning outcomes?

B. How has this change/have these changes been assessed?

Introduction of new courses into the IO Psychology curriculum (e.g., "R" and Meta-analysis) as well as modifications to components of existing courses have been assessed with the artifacts of the comprehensive doctoral examinations, dissertation documents and oral defenses. These artifacts provide evidence of the effectiveness of modifications of course content in research methodology and statistics.

C. What were the findings of the assessment?

Changes made by faculty to graduate statistics and research methodology courses had a favorable impact on graduate student research as evidenced by performance on comprehensive doctoral examinations and the dissertation document and oral defense. Other results include the favorable rate of peer-reviewed publications by the Ph.D. students that evidence their methodological and statistical competencies.

D. How do you plan to (continue to) use this information moving forward?

As we move forward, IO Psychology Program faculty will continue to monitor new developments in the areas of research methodology and data science. Significant advances in these areas will be incorporated into new courses and/or components of existing courses to insure exemplary training in these areas. Strong research mentoring programs by faculty through their research labs will continue.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Student Learning Outcomes:
Assessment of the Doctoral Comprehensive Examination Document

The three doctoral examination committee faculty jointly discussed the following aspects of the comprehensive examination document to reach agreement on the rating for each of the items presented below. Each item was rated on a scale from 1 (poor) to 5 (super). Data were aggregated for graduate students completing their comprehensive examination document during this reporting period and the mean is presented in the table below for each item.

Student Learning Outcomes	Rating (N=1)
I. Student assesses the relevant scientific literature in IO Psychology	
1. Provides relevant history of th ET EMC /Artifact <</MCID 22 >>	

operationalization of variables	5.0
3. Uses appropriate statistical analysis	5.0
4. Interprets statistical results accurately	4.5

Student Learning Outcomes:
Assessment of the Doctoral Comprehensive Oral Examination

The four faculty serving on the comprehensive oral examination committee jointly discussed the following aspects of the oral examination to reach agreement on the rating for each of the items presented below. Each item was rated on a scale from 1 (poor) to 5 (superior). Data were aggregated for graduate students completing their comprehensive oral examination during this reporting period and the mean is presented in the table below for each item.

Student Learning Outcomes	Rating (N=1)

Student Learning Outcomes:
Assessment of the Doctoral Dissertation Document

The three dissertation committee faculty jointly discussed the following aspects of the dissertation document to reach agreement on the rating for each of the items presented below. Each item was rated on a scale from 1 (poor) to 5 (superior). Data were aggregated for graduate students completing their dissertation document during this reporting period and the mean is presented in the table below for each item.

Student Learning Outcomes	Mean Rating (N=3)
I. Student assesses the relevant scientific literature in IO Psychology	
1. Provides relevant history of the problem being studied	5.0
2. Details major theories related to the problem	4.5
3. Provides critical review of findings from the literature	4.25
4. Identifies important gaps in current understanding of the problem	4.75
II. Student applies the major research methodologies in IO Psychology	
1. Provides clear rationale for research design	4.5

2. Insures proper operationalization

Student Learning Outcomes:
Assessment of Doctoral Dissertation Oral Defense

The three dissertation committee faculty jointly discussed the following aspects of the dissertation oral defense to reach agreement on the rating for each of the items presented below. Each item was rated on a scale from 1 (poor) to 5 (superior). Data were aggregated for graduate students completing their oral defense during this reporting period and the mean is presented in the table below for each item.

Student Learning Outcomes	Mean Rating (N=3)
I. Student provides articulate explanations about IO Psychology's approaches that are appropriate to the audience being addressed (e.g., professional or general audience)	
1. Organizes topics effectively in presentation	5.0
2. Discusses ideas at a level of presentation appropriate to a professional audience	4.7
3. When asked can, discuss main points in a style understandable general lay audience	4.5
4. Gives suitable explanation of important theories	4.5
5. Gives appropriate explanation of methods used in analysis	5.0
6. Discusses importance of findings	4.7
7. Demonstrates a good understanding of the topic that is not overly dependent on notes	4.5
8. Engages with audience	4.75
9. Paces presentation to facilitate understanding	5.0
10. Is comfortable speaking in front of the group	5.0
11. Uses clear speaking voice that is audible to audience	4.75
12. Maintains eye contact with audience	5.0

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Student Learning Outcomes:
Assessment of Professional Activity Projects

Directions: Two IO