



## 2015-16 Academic Program Assessment Report

Reports must be uploaded into the Assessment Portal (<https://uoeee.asu.edu/assessment-portal>) and approved by the college no later than September 30, 2016.

College: AS\_GR

Academic Unit:

Program: ASPGSMS

### Program Background

Please provide your program mission statement.

List the names and titles of those participating in the assessment planning, analysis and reporting activities for this program.

Kristin D. Mickelson, Professor of Psychology and Program Director

Please describe your program's assessment process and specific assessment activities during the 2015-16 academic year. Please include [who](#) was involved and [how](#) they were engaged in assessment activities.

Our program was assessed in terms of the grades obtained in specific courses where the specific behavioral objectives are addressed (Quantitative Research Methods I and II; Professional Issues in Psychology; Research). Dr. Kristin Mickelson collected the data and completed the report.

**If [no data](#) were collected for this program during 2015-16, please use the space below to note the reason and describe the strategies in place to ensure that data collection will occur during 2016-17, and then continue to the last page of this report and provide any changes to your current assessment plan.**

During the 2015-16 academic year, what changes have been made to the program, curriculum, and/or instruction? Why were these changes made? Please discuss how those changes were implemented and their intended impact on student learning.

Several changes were implemented during the past academic year. First, we have added a third required quantitative course (Multivariate Statistics) that students will take in the Fall semester of their second year. We will also be adding a Grad Research Methods course requirement for next academic year. These courses are essential for students who seek to pursue a doctoral degree as they cover more sophisticated statistical analyses and research methods currently used in the field of Psychology. Second, students are now also required to make brown bag presentations each year that they are in the program. These presentations will strengthen students' presentation skills and help them to progress through the program at a measured pace. Third, we have provided a statistics refresher and quiz to incoming students to ensure that they are prepared for the first quantitative course when they start the program. Finally, we have provided a rubric for students and faculty to follow for both the prospectus and thesis defenses. These rubrics will allow for a standardization of expectations for a satisfactory prospectus and thesis (both written document and oral defense).

## Program Assessment Results

<b>Outcome 1: Students will employ statistical techniques used to analyze data gathered when conducting research in the field of psychology</b>	
<b>What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 1? How do your results support this conclusion?</b> Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.	
Our results show that students met the stated objective. 100% of the target population fell at or above the 75th percentile in both required quantitative research methods courses. In addition, students report to be satisfied with the knowledge of statistical techniques resulting from these classes.	<b>Outcome 1 met?</b> Yes

<b>Measure 1.1</b>	Comprehensive Exam/Statistics Course Final Exam		
<b>Performance Criterion 1.1</b>	At least 70% of the students will score above the 75th percentile on the respective exam.	<b>Was the Performance Criterion Met?</b> Yes	
<b>Results</b>	19 of the students passed the Statistics course final exams.		
<b>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</b>	19	<b>Proportion of <u>Target Population</u> Assessed</b>	100%
<b>Data Collection Challenges or Issues [if applicable]</b>	These results reflect students taking both required quantitative research methods courses. As we have recently instituted the comprehensive exam requirement, we will not have comprehensive exam results until the Summer of 2017.		

<b>Measure 1.2</b>	Students will respond to a satisfaction survey regarding their perception of their knowledge of statistical techniques after having participated in the program		
<b>Performance Criterion 1.2</b>	At least 80% of students will report that they are satisfied or very satisfied with their knowledge of statistics after having participated in the program	<b>Was the Performance Criterion Met?</b> Yes	
<b>Results</b>	90% of the students who responded to the exit survey stated that they were extremely or somewhat satisfied with Quant I and II.		
<b>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</b>	9	<b>Proportion of <u>Target Population</u> Assessed</b>	12
<b>Data Collection Challenges or Issues [if applicable]</b>	The exit survey was revamped this year and administered online to students finishing the program in May. As a result, we did not get as good of a response rate. In future years, the survey will be administered earlier in the Spring semester to students in their 2nd year in the program.		

\*Ideally, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.

**Outcome 2: Graduates will be able to apply their knowledge of research ethics when conducting psychological research**

**What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 2? How do your results support this conclusion?** Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.

100% of the students taking the Professional Issues in Psychology (PSY598) course were able to identify ethical issues in simulated experimental situations and propose appropriate actions to correct them.	<b>Outcome 2 met?</b> Yes
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<b>Measure 2.1</b>	Ethics Modules Quizzes for ASU Office of Research Integrity and Assurance CITI course		
<b>Performance Criterion 2.1</b>	At least 80% of students will receive a passing score on the ethics modules	<b>Was the Performance Criterion Met?</b> Yes	
<b>Results</b>	100% of the students in the Professional Issues course received their CITI certificates following completion of the online course.		
<b>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</b>	19	<b>Proportion of <u>Target Population</u> Assessed</b>	19
<b>Data Collection Challenges or Issues [if applicable]</b>			

<b>Measure 2.2</b>	Students will respond to a satisfaction survey regarding their understanding of research ethics in conducting research after having participated in the program		
<b>Performance Criterion 2.2</b>	At least 80% of students will report that they are very satisfied with their knowledge of research ethics after having participated in the program.	<b>Was the Performance Criterion Met?</b> Unsure	
<b>Results</b>	Of the students who completed the exit survey, 67% reported that they agreed that they were able to "critically evaluate ethical aspects of behavioral research" and 78% were satisfied with the Professional Issues seminar.		
<b>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</b>	9	<b>Proportion of <u>Target Population</u> Assessed</b>	12
<b>Data Collection Challenges or Issues [if applicable]</b>	The exit survey was revamped this year and administered online to students finishing the program in May. As a result, we did not get as good of a response rate. In future years, the survey will be administered earlier in the Spring semester to students in their 2nd year in the program.		

\*Ideally, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.

## Program Self-Assessment

Please summarize how the assessment results for the 2015-16 academic year will impact your **academic program** in the coming year. Consider what the assessment data indicate are programmatic strengths or weaknesses and areas of possible development.

The results from the 2015-2016 assessment are congruent with program goals as stated in the MSP's mission statement. Our students are receiving training and experience in effective and ethical research design and statistical analysis as planned, and they are demonstrating knowledge at or above the specified goals.

Please summarize how the assessment results for the 2015-16 academic year will impact your **assessment process** for the coming year. Please consider revisions to your plan, sampling strategies, data collection, or any other areas.

In the future, student responses to the exit questionnaire will be analyzed, and action will be taken to use the student's feedback to improve our program as needed. Our goal is that 100% of the graduating students complete the exit interview. In addition, the program has changed to having a comprehensive exam required for graduation. The exam will provide detailed information in 2016-2017 on how the MSP's aims are being attained.