PROGRAM ASSESSED: Department of Psychology Ph.D. in Human Factors and Industrial/Organizational Psychology

ASSESSMENT COORDINATOR: Debra Steele-Johnson

YEAR 1 of a 1-YEAR CYCLE

1. ASSESSMENT MEASURES EMPLOYED

A. Faculty Evaluation. Faculty provided an annual assessment of each student. This assessment described progress towards the expectations that are listed in the statement of outcomes. The letters are produced by the Human Factors and Industrial/Organizational Area Leaders with the area faculty and a final review and approval by the entire faculty and the Graduate Program Director. This ensures consistency across both areas of the program.

B. Publications/Presentations. A count of the number of journal articles and presentations/posters made at professional meetings was made for graduate students. This count included contributions of both co-authorship and authorship. The information was solicited from graduate faculty and students; it was collated and summarized by the Graduate Program Director.

C. Course Work. Each quarter, graduate students were evaluated in the courses that they completed. The Graduate Program Secretary maintains a record of graduate courses that were completed and the grades that were assigned. In addition to grades, explicit feedback was provided with respect to the learning outcomes. The learning outcomes that were emphasized varied from course to course. For example, some courses included writing projects, some included presentations, some included design projects, etc. Feedback in each course addressed the learning outcomes appropriate for the specific projects.

D. Program Milestones. Milestones in each student’s program of study include: a) first-year research experience, b) master’s thesis proposal defense, c) master’s thesis final defense, d) qualifying exam reading list approval, e) qualifying exam completion, f) dissertation proposal defense, g) dissertation final defense. There are departmental forms that need to be completed for each of these milestones; students, faculty, committee members, Area Leaders, and the Graduate Program Director are all responsible for filling out, submitting, and approving these forms. The forms are submitted to the Graduate Program Secretary who keeps the records and summarizes progress towards these milestones.
E. **Employment.** Personal contacts (and trade publications) are used to keep track of employment outcomes. Employment data are obtained directly from graduates (e.g., e-mails/phone calls), advisors, and supplementary sources (e.g., the directory of the Human Factors and Ergonomics Society). All members of the graduate faculty staff, faculty, and students contribute.

2. **ASSESSMENT FINDINGS** *(based on 50 out of 56 full- and part-time students)*

A. **Measure 1: Faculty Evaluation.** The results from the faculty assessment of the graduate students showed that virtually all are meeting or exceeding the expectations listed in the statement of outcomes. Only a small number of students were not making good progress and were given clear goals, specific directions, and deadlines for correcting their situation.

B. **Measure 2: Publications/Presentations.** A total of 15 journal articles or book chapters were published with graduate students as authors. Our graduate students appeared as the lead author in 4 of these publications. Eleven of our graduate students were listed as a co-author in these publications.

A total of 63 presentations, posters, or proceedings were completed with graduate students as presenters. Our graduate students appeared as the lead presenter in 46 of these presentations. Twenty-seven of our graduate students were listed as a co-author in these presentations and twenty-three of these graduate students appeared as the lead presenter on one or more presentation.

C. **Measure 3: Course Work.** Each quarter, graduate student grades are evaluated. The program expectations are very high. The average GPA during the assessment period was 3.91 (out of 4) for all students and courses with grades reported.

D. **Measure 4: Program Milestones.** Thirty-three of our graduate students completed at least one major milestone in the assessment period. The program now has forty-two students who have completed all master's degree requirements and entered candidacy for the Ph.D. Three students completed the Ph.D., though there are currently 13 students who have passed their qualifying exam and 9 who have successfully defended their Ph.D. proposal. Our expectation is that on average, about six students will complete the Ph.D. each year.

### Milestone Summary

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<th>Number of Students</th>
<th>Milestone</th>
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5 First-year Research experience
6 Master's Thesis Proposal Defenses
5 Master's Thesis Final Defenses
8 Qualifying Exam Reading Lists Approved
6 Qualifying Exams Completed
4 Dissertation Proposal Defenses
3 Dissertation Final Defenses

E. **Measure 5: Employment.** Thirty-two students either obtained employment in the field or maintained outside employment previously obtained (Arbuckle, Behymer Bennett, Clark, Cooper, Crory, Delgado, Dean, Douglas, Edman, Filipkowski, Gabbard, Garrett, Hoepf, Holt, Kalinoski, Kegley, Kirkendall, Leonard, Mateo, Maynard, McEwen, McIntire, Meckley, Neriani, Nigam, O'Brien, Riffle, Russell, Robinson, Saffell, Steinke, Winterbottom, Wright).

3. **PROGRAM IMPROVEMENTS**

A small group of graduate students developed an online survey in 2011 to assess areas of satisfaction or dissatisfaction with the program and had all graduate students complete it. The Graduate Program Director met with a few graduate student ombudsmen and then with all graduate who wished to attend an informal feedback session earlier this semester. Issues arising out of these discussions included 1) uncertainty about what courses students should sign up for, 2) a desire for more information and assistance in identifying internships and job opportunities, and 3) a desire to increase collegiality and interaction amongst current graduate students and faculty and also with alumni.

We have addressed program of study questions by reminding students that they should talk with fellow students, lab members, and their advisors and redirected their attention to the updated graduate student handbook. The graduate program director also has used e-mail periodically to communicate to students about processes that need to be completed and forms that should be submitted, e.g., communicating to first year students about the first year project and how to complete a program of study form. Students, working with a faculty advisor, are designing a graduate program facebook page and instituting an informal evening conversation event. The facebook page will be used to better communicate student, alumni, and faculty activities and accomplishments, e.g., papers presented or published, milestones achieved, and jobs/internships obtained, changed, or becoming available. Both the facebook page and conversation event are designed to increase collegiality and interaction between current students, faculty, and alumni. We also reorganized some office and lab space, which has increased interaction between current students and faculty across the HF and I/O areas. This includes identifying and preparing a space for a student lounge. We are exploring additional opportunities to increase collegiality and interaction.
4. **ASSESSMENT PLAN COMPLIANCE**

The program completed all planned assessment activities.

5. **NEW ASSESSMENT DEVELOPMENTS**

We reused the online survey designed the previous year. We complemented this activity by adding an informal feedback meeting to provide students with an opportunity to brainstorm about things we could do to improve the graduate program, with a primary focus on increasing communication, interaction, and collegiality.