

**College of Science and Engineering - Psychology Department - Assessment Report AY 2011-2012**

**Industrial/Organizational Psychology Graduate Program Assessment Report**

<b>Measurable Learning Objective</b>	<b>Place in Curriculum Where Objective is Assessed</b>	<b>Academic Year Objective was/will be Assessed</b>	<b>Assessment/Procedures Methods/Strategies</b>	<b>Summary of Findings About Student Learning</b>	<b>Use of Findings for Program Improvement</b>
<b>Objective L: To train students to become master level psychologists in I/O Psychology</b>					
To attain in-depth knowledge of the subject matter contents of the Industrial branch of I/O Psychology, including the theoretical and research literatures on employee assessment and selection, performance appraisal, and training and development.	Successful completion of introductory and advanced seminars in I/O Psychology, including: (1)Industrial/Organizational Psychology;(2)Industrial Psychology; and(3)Industrial Training Program Development.	2011/2012	In addition to comprehensive exams, oral and written reports and other evaluative course activities in the following courses: PSY 761, PSY 762, and PSY 765, 2 <sup>nd</sup> year I/O graduate students participated in a focus group in November of 2011	See supplement for results from focus groups	The psychology department is currently conducting a search for a full-time tenure-track faculty member in I/O psychology to start in the fall of 2012. If this search is successful, it will significantly ameliorate the primary area for improvement noted in the focus group, which was the lack of faculty for academic and mentoring support. Additionally, a second full-time faculty member would be instrumental in allowing the I/O faculty to devote additional resource time to networking and outreach with other psychology and College of Business faculty and Bay Area employers.
To attain in-depth knowledge of the subject matter contents of the Organizational branch of I/O Psychology, including the theoretical and research literatures on work motivation, satisfaction and other employee attitudes, teamwork and leadership in organizations, and organizational theory and design.	Successful completion of introductory and advanced seminars in I/O Psychology, including: (1)Industrial/Organizational Psychology; (2)Organizational Psychology; and (3)Foundations of Organizational Change.	2011/2012	In addition to comprehensive exams, oral and written reports, and other evaluative course activities in the following courses: PSY 761, PSY 760, and PSY 766, 2 <sup>nd</sup> year I/O graduate students participated in a focus group in November of 2011		
To develop an understanding of the ethical and legal guidelines relevant to the field of Industrial/Organizational Psychology, including the laws governing employer practices, and consultation on employment issues.	Successful completion of introductory and advanced seminars in I/O Psychology, including: (1) Industrial/Organizational Psychology;(2)Industrial Psychology; (3)Seminar to Accompany Field Experience in I/O Psychology; and (4)Foundations of Organizational Change.	2011/2012	In addition to comprehensive exams, oral and written reports, and other evaluative course activities in the following courses: PSY 761, PSY 762, PSY 768, and PSY 766, 2 <sup>nd</sup> year I/O graduate students participated in a focus group in November of 2011		

<p>To develop the skills required for professional work in I/O Psychology, including proficiency in using the methods and techniques of job and task analysis; applicant testing and other selection procedures; training needs assessment, program development and evaluation; and organizational change strategies.</p>	<p>Successful completion of advanced seminars and field work in I/O Psychology, including: (1)Industrial Psychology;(2)Industrial Training Program Development;(3)Organizational Psychology;(4)Foundations of Organizational Change;(5)Seminar to Accompany Fieldwork in I/O Psychology; and(6)Fieldwork in I/O Psychology.</p>	<p>2011/2012</p>	<p>In addition to comprehensive exams, oral and written reports, and other evaluative course activities in the following courses: PSY 762, PSY 765, PSY 760, PSY 766, and PSY 768 and satisfactory evaluations by work-site supervisor and faculty supervisor in PSY 769, 2<sup>nd</sup> year I/O graduate students participated in a focus group in November of 2011</p>		
<p>To understand and be able to use the research methods and statistical techniques of psychology in conducting research in Industrial/Organizational Psychology.</p>	<p>Successful completion of graduate courses in research methods and statistics, including: (1) Research Methods and (2) Multiple Regression.</p>	<p>2011/2012</p>	<p>In addition to comprehensive exams, oral and written reports, and other evaluative course activities in the following courses: PSY 770 and PSY 772, 2<sup>nd</sup> year I/O graduate students participated in a focus group in November of 2011</p>		

**SFSU Psychology Department**  
**Assessment Report AY 2011-2012**  
**Graduate Training Concentration in Industrial/Organizational Psychology**

Summary of Findings About Student Learning (Learning Objective – To Train Students to Become Master Level Psychologists in Industrial/Organizational Psychology):

On November 29, 2011, a two-hour focus group was conducted. The participants were the six (6) members of the second-year MS cohort.

The following represents a summary of the findings of this focus group:

**I. Student Learning Expectations** included the expansion of undergraduate knowledge about the integration of psychology and business, the practical application of information, the practice of applied research, and participation in experiences necessary to develop their careers.

**II. Evaluation of Graduate Program.** Overall, the students reported receiving individual support and development of their interests in a challenging yet supportive environment. A mean rating of 4.1 on a scale of 1-10, with 1 being positive and 10 being negative, was observed for the students for their overall experience of the Industrial/Organizational Graduate training program at SFSU.

“Positive” themes included:

- The I/O program is a highly ranked graduate program
- Course content and discussion/seminar format enhanced learning experience
- Internships allowed students to build networking relationships with employers
- Learning about “real-world” experiences of faculty members
- Collaborative learning experience - Students felt they learned a significant amount from the other members of their cohort

“Negative” themes included:

- Not enough faculty to provide support and multiple viewpoints. There is currently only one full time faculty member
- Limited physical space for students to work and/or congregate. This makes it difficult to form relationships
- Limited relationship with the College of Business
- Lack of formalized mentorship relationships with faculty

Students reported that the program also supported their skill development, especially in the following areas:

- General knowledge of the key topics in the field of I/O
- How to design and deliver an effective presentation to either a business or a research audience
- How to practically apply I/O psychology to the workplace through the mandatory internship experience

- How to engage with external clients and stakeholders in a consulting environment

The students also reviewed the five (5) learning objectives for the I/O concentration:

1. To attain in-depth knowledge of the subject matter contents of the Industrial branch of I/O Psychology, including the theoretical and research literatures on employee assessment and selection, performance appraisal, and training and development.
2. To attain in-depth knowledge of the subject matter contents of the Organizational branch of I/O Psychology, including the theoretical and research literatures on work motivation, satisfaction and other employee attitudes, teamwork and leadership in organizations, and organizational theory and design.
3. To develop an understanding of the ethical and legal guidelines relevant to the field of Industrial/Organizational Psychology, including the laws governing employer practices, and consultation on employment issues.
4. To develop the skills required for professional work in I/O Psychology, including proficiency in using the methods and techniques of job and task analysis; applicant testing and other selection procedures; training needs assessment, program development and evaluation; and organizational change strategies.
5. To understand and be able to use the research methods and statistical techniques of psychology in conducting research in Industrial/Organizational Psychology.

Students agreed that learning objectives #1 – 4 were achieved. They felt that more training in research and statistics (Objective #5) would be beneficial.

**III. Evaluation of Classes.** The students reported the required coursework addressed the needs of students. The students reported appreciating the seminar format of classes, which involved reading relevant literature and giving presentations. It was also indicated that students enjoyed the ability to take elective classes from other graduate programs.

Areas that the students reported that may require further consideration include:

- The variety of courses. Students wanted a broader array of choices for their elective coursework. Suggested courses included Group Dynamics and Psychometrics. Students also felt that desired course offerings were restricted by the budget cuts.
- Regarding students' responses to the question about the, "importance of being able to take classes with and interact with faculty in other graduate programs in the department", a mean score of 3.1 (with 1 being very important and 10 being not at all important) was obtained. This suggests a relatively strong interest in this issue among the students.

#### **IV. Evaluation of Advising and Mentoring.**

Students expectations of mentoring in the program were that they would receive training and advising that would help them develop their professional skills in Industrial/Organizational psychology and establish their careers upon leaving the program.

Students in the focus group felt that it was difficult to develop advisor/student relationships because there is currently only one full time I/O faculty member. The students reported a desire for more faculty assistance with the administrative aspects of the thesis process (e.g., the IRB process, deadlines for graduation forms). Students also expressed an interest in connecting with other psychology faculty and students through organized activities such as brown bags.

#### **V. Evaluation of Research Opportunities and Experiences.**

100% of students polled reported having had the opportunity to participate in a faculty member's research lab and that they learned about these opportunities through faculty in the program. These experiences were reported as a positive aspect of their learning and that they acquired skills in conducting research.

#### **VI. Evaluation of Internship Experience.**

100% of students polled reported having at least one internship experience during their tenure in graduate school. The students unanimously felt that the internship was beneficial in providing business experience and the ability to apply knowledge to real-world problems. Areas of internship focus included program evaluation and test development. One suggestion for improving the internship experience was to give students the option to substitute research experience for the formal internship requirement.

#### **VII. Future Career Objectives.**

Five of the six students indicated that the I/O program prepared them to pursue the career of their choice with just an MS degree. The other student was interested in pursuing an academic career and Ph.D. study. Students also felt that they would be competitive on the job market because of the networking contacts of faculty and alumni and the references that would be provided by faculty members. In terms of improvements that could be made in order to enable them to be more competitive as job-seekers, additional networking and growing the faculty were offered as suggestions.

#### **VIII. Other Areas for Improvement.**

When asked to reflect upon ways that the "Masters program could be improved", student responses were along the following themes:

- Hire more faculty
- Help students establish better and more formal relationships with students and faculty in other psychology concentrations and in the College of Business
- Improve advising and mentoring relationships between faculty and students

**Industrial/Organizational Graduate Concentration:  
(Admissions/Degrees/Completion Rates by Years)**

<b>Year</b>	<b>Admits</b>	<b>Degrees</b>	<b>% Completion</b>
2002	13	12	92
2003	8	7	88
2004	11	10	91
2005	7	6	86
2006	11	10	91
2007	11	9	82
2008	10	8	80
2009	7	6	86
2010	6	All on Schedule	-
2011	11	All on Schedule	-