Expected Outcome 1: Understanding of the Field

Graduates of the Ph.D. program in Industrial/Organizational Psychology will have a general understanding of the fundamental areas of industrial psychology, organizational psychology and quantitative psychology. In addition, graduates of the program will be able to perform research in the field and to communicate these results to others in the field.

Assessment Method 1: General Doctoral Examination

Assessment Method Description
Performance on the General Doctoral Examination (GDE) will be rated by at least three faculty members who comprise the student's GDE committee. The GDE examination performance will judge the student's (a) understanding of fundamental principles of empirical research; (b) capability to integrate relevant empirical and theoretical literature into a coherent analysis of an applied or theoretical question; and (c) capability for communicating to others this analysis in a concise and readable summary. 80% of students should satisfactorily perform on the GDE. Students currently answer questions related to 1) industrial psychology; 2) organizational psychology; 3) quantitative psychology; and 4) an individualized career relevant specialty for the student. This GDE has traditionally been graded Pass/Fail on each question by the committee and the students are required to pass all four questions.

Findings
100% of I/O Psychology students (n = 4) taking the GDE during 2012-2013 satisfactorily performed and passed their GDEs. Two of them did have to do a re-test on a couple of questions within their GDEs. However, some students complained that the Pass/Fail format did not provide them enough feedback so that they may benefit more from the GDE experience. How did you use findings for improvement?
We are in the process of revamping our GDE procedure so that in addition to the Pass/Fail format, we will use another rating form to provide more detailed feedback on students’ performance on each GDE question. Student performance will be evaluated on a 1-5 scale with 3 being satisfactory (meets expectations for a doctoral student in I/O Psychology) (see below for format). This scale was developed during the 2013-14 Academic Year and will be used beginning in the 2014-15 Academic Year for grading of the GDE.

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<th>Qualifying Exam Rating Scale for Developmental Purposes</th>
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In order to provide the student with developmental feedback, the reader must rate the paper along each of the following dimensions. Provide whole number ratings only. Written feedback that summarizes the manuscript’s strengths and weaknesses must accompany the ratings feedback.

A. The paper effectively defines or clarifies a problem.

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B. The literature review is a logical and coherent summary of relevant, current research.

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C. The paper identifies conceptual relations, gaps, and inconsistencies in the literature.

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D. The paper identifies methodological and statistical problems with existing research.

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E. The paper suggests the next step(s) in solving a problem, outlining appropriate future directions.

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F. The writing and organization of the paper are clear, grammatically correct, and follow APA format.

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Additional Comments
None.
Assessment Method 2: Student Research Competency

Assessment Method Description
Student research competency is required for both academic and applied careers in I/O Psychology. The ability to communicate research findings in written form is essential for students wishing careers in either the academic or applied fields and is a hallmark of the successful I/O Psychologist. The I/O faculty will evaluate each I/O Ph.D. student's performance related to research. This rating will be on a three-point scale where 3 = Excellent; 2 = Adequate; and 1 = Marginal. This rating will be based both on (a) meeting standards for performance on required research (i.e., thesis and dissertation) and (b) the student's work on additional research programs. This includes the evaluation of this outcome by including additional research activities (e.g., presentations at national conferences and publications). 70% of students should be rated Excellent or Adequate.

Findings
Student performance is largely in the Excellent and Adequate category (90%). The 10% in the Marginal category are behind in their required research. The majority of students (80%) presented at national conferences and published in academic journals during the 2012-2013 academic year. Six students have received research funding from the I/O program. In addition, we looked at the results of the university-wide survey given to those graduating from our program. Two questions of the survey are related to research productivity:

How many peer reviewed conference papers or posters (single or co-authored) did you present during the period of your graduate studies at Auburn University?

How many peer reviewed journal articles (single or co-authored) did you have accepted during the period of your graduate studies at Auburn University?

There were four responses for the PhD program—one student applied for graduation in summer of 2013 and 3 students applied for graduation in fall of 2013. PhD students average 3 conference publications per student and 1.75 journal articles per student.

How did you use findings for improvement?
First, the individual in the Marginal category has been counseled on this inadequacy. Remedial plans have been created between this individual and
her adviser to bring her performance into acceptable ranges. The student has been advised on potential negatives (e.g., non-renewal of graduate assistantship) if remediation is not successful.

Second, based on discussion with the students and the results of the university-wide survey, we have developed a short rubric for evaluating individual performance on research projects. This rubric allows us to provide feedback to students on their individual performance on each research project conducted during this year and to provide an impetus for improved research among our graduate students. This rubric was developed during the 2013-14 Academic Year and will be implemented in Academic Year 2014-15. (Note: for thesis and dissertation work, this scale is used by the student’s committee. For additional research, this scale will be used by the advisor and appropriate reviewers at Auburn.) The ratings of student research will be on a three-point scale where 3 = Excellent; 2 = Adequate; and 1 = Marginal. Students will receive this rating for all research provided. This rubric is provide below:

Please write the title of your research project below. In addition, note whether or not, this is you’re a) Thesis; b) Dissertation; or c) additional research in the space provided. Do this for all research activities you have conducted this year.

Title _______________________________________________

Type of Work _______________________________________

What is your Authorship? (For Additional Research) _________

3, 2, or 1 Please evaluate the degree to which this work is focused with a clear research idea.

3, 2, or 1 Please evaluate the creativity of the student’s research.

3, 2, or 1 Please evaluate the independence of the student’s research.

3, 2, or 1 Please evaluate the significance of the problem addressed in the student’s research.

3, 2, or 1 Please evaluate the completeness of this research project.

3, 2, or 1 Please evaluate the student’s contribution to this work (for additional research only).
Third, students will also present a summary of their additional research efforts beginning in the 2014-15 academic year using the following survey:

During the academic year 20XX-XX, on how many submitted conference papers were you an author or co-author?_____________
During the academic year 20XX-XX, on how many of these papers were you the first author?_____________
During the academic year 20XX-XX, how many of these conference papers were accepted?_____________
During the academic year 20XX-XX, on how many submitted refereed journal papers were you an author or co-author?_____________
During the academic year 20XX-XX, on how many of these papers were you the first author?_____________
During the academic year 20XX-XX, how many of these refereed journal papers were accepted?_____________

Finally, in the future, students who do not work on research in an academic year will be counseled on this inadequacy. Plans will be created between these students and their advisers to bring performance into desirable ranges.

Additional Comments
None.

Expected Outcome 3: Career Development

Graduates of the Ph.D. program in Industrial/ Organizational Psychology will make timely progress towards their degrees. In addition, graduates will understand the nature of the academic and applied careers open to them.

Assessment Method 1: Student Progress

Assessment Method Description
The following is a new method to be used in the 2013-14 annual evaluations of student progress towards their graduate degree. The evaluation uses a scale developed by the Psychology Department to assess graduate student progress. The scale is based on the general finding that the average time to completion for most Psychology Ph.D.’s is five years. The scale has been developed so that all students may be evaluated (NOTE: For this scale, 1 is best and 4 is worst). The goal is for 100% of students to be 1 or 2. This scale is:

Progress Level 1 (Highest)
- Students in their first and second years.
- Students in their third, fourth and fifth years meeting performance expectations—
  o Students entering their third year should have completed their MS thesis
  o Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, entering their third year, should have completed their Ph.D. qualifying examinations
  o Students entering their fourth year should have completed their Ph.D. qualifying examinations
  o Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, entering their fourth year, should have completed their dissertation proposal
  o Students entering their fifth year should have completed their dissertation proposal

**Progress Level 2**

- Students entering their 3rd year without a completed MS thesis
- Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, entering their third year that have not completed their Ph.D. qualifying examinations
- Students entering their fourth year without completing their Ph.D. qualifying examinations (but with a completed MS thesis)
- Students entering their fifth year without completing their Ph.D. dissertation proposal (but with a completed MS thesis and a completed Ph.D. qualifying examination)
- Students who completed their Masters degree or doctoral prelims within the previous year. However, this does not supersede students who fall under Priority Level 4.

**Progress Level 3**

- Students entering their 4th year without completing their MS thesis
- Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, entering their fourth year without completed their Ph.D. qualifying examinations
- Students entering their 5th year without completing their Ph.D. qualifying examinations

**Progress Level 4**

- Students who have received five years of support from the department’s GTA budget
- Students, who entered Auburn University with a MA or MS degree and an acceptable Master’s thesis, and have received four years of support from the department’s GTA budget.

**Findings**
There are no findings for 2012-13. This scale will be used in the 2013-14 evaluations of students.

**How did you use findings for improvement?**
There were primary way this finding will be used is to develop appropriate action plans for improving student progress. These action plans will be developed by a collaborative effort between graduate students not meeting the 1 or 2 requirement; their advisors; and the I/O area faculty members.

**Additional Comments**
None.

**Assessment Method 2: Student Developmental Experiences**

**Assessment Method Description**
Students completing a Ph.D. in I/O Psychology will have specific skills necessary for a wide range of employment settings for I/O psychologists, including teaching in both academic and employee training organizations; practical application of academic research findings; and designing and executing basic and applied research in the community, in industry, and in academic settings. 80% of students should participate in such a personalized experience by their fourth year.

**Findings**
This assessment method may include teaching as Instructors of Record or applied experiences (e.g., internships) in business or governmental organizations. Our past evaluation of this outcome emphasized the experiences students at the third year or above. 100% of the students in the
third year or above have had academic experience as Instructors of Record or practical experience as interns in an organizational setting during the 2012-2013 academic year. This met our expectations on this outcome. However, in discussion with our students, we realized that this outcome should be assessed beginning in the first year and students should actively develop, in conjunction with their advisors, a developmental experience plan for each year. We also again looked at some findings from the university-wide survey given to those applying for graduation. There were four responses for the PhD program—one student applied for graduation in summer of 2013 and 3 students applied for graduation in fall of 2013. We have listed some questions and findings that were pertinent from this survey including:

To what extent do you agree with the following statements about your graduate program? (1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4= Strongly Agree) (Note: Number at end of statement represents average for individuals taking this survey).

a. My graduate program was academically challenging 3.75
b. Course requirements and sequences for my graduate program were effective. 3.75
c. The courses I needed were available 3.00
d. My graduate program kept pace with recent trends and developments in the field. 3.50

How did you use findings for improvement?
There were two primary components to improvement on this assessment method. First, student interest is greater for applied internships in the I/O Ph.D. program. The program is currently broadening its connections to industrial and governmental organizations in the region. Initial discussions have occurred with an employee testing firm (Affintus, Soft Solution, Mobis) about possible internship opportunities, and the Auburn University Montgomery (AUM) Center for Business for possible applied experience. In addition, we have strengthened our ties with the Army Research Institute in Columbus, GA and the USAF operations in Montgomery, AL. The ultimate goal of these contacts is to increase the number of full time internships available for our students. This will be done during the 2013-14 Academic Year. We also discussed the findings of the university-wide graduation survey in this process. Second, a short survey was developed so that each student may track their progress on this assessment method. This survey
(see below) will be used as part of the annual evaluation of students done by the area faculty. The results will be used to make individualized plans for developmental experiences for each student during the upcoming academic year. This survey was developed during the 2013-14 Academic Year and will be used beginning in the 2014-15 Academic Year for grading of the GDE. The survey asks:

1. What are your eventual career objectives? (Academic or Applied Position)
2. Did you participate in any relevant developmental experiences for this career objective this year? (e.g., if you have aspirations for an academic position, did you enhance your teaching skills (e.g., by experiences available at the Biggio Center) or did you perform duties in the role (e.g., where you a teaching assistant or Instructor of Record) or if you have aspirations for an applied position, did you enhance your skills in this area (e.g., participated in consulting projects or had an externship)? Yes/ No? If Yes, how many?
3. Please briefly describe each of these experiences.
4. What are the necessary things that you need to do to continue to prepare yourself for your career objective?

Additional Comments
None.

Assessment Method 3: Career Placement

Assessment Method Description
The I/O Psychology career field has been rated as the number 1 growth field for careers between now and 2020. We have typically evaluated this using the following criterion—Students graduating from the I/O Psychology Ph.D. program will be employed in an I/O employment setting within 12 months of graduation or 12 months after beginning the process of active seeking of employment after graduation. The data has been gathered by advisors requesting this information from their students.

Findings
One I/O Ph.D. student completed his degree requirement in 2011-2012. He has been employed fulltime in an I/O setting within 3 months of completing his degree requirements. In addition, eleven students (of the current 21 total students) who are ABD (passed the GDE but not finished their dissertation) are employed fulltime in I/O setting as well.

How did you use findings for improvement?
It has become clear that this assessment method is inadequate. I/O Psychology programs require input from graduates and those employed full-time to maintain and improve the educational experience for graduate students.

The following is a new method to be used for both graduates of the program and for those who may have delayed graduation because of full-time employment beginning in 2014-15 to allow the program to better evaluate how to educate graduate students for the future. We have developed a survey for our graduates and for those with full-time employment. This survey is:

1. Did you apply for any academic positions for the first time year?  
   (Yes/No) _____ If yes, how many? ______  
   If yes, for how many academic positions did you receive an offer of employment? _____  
2. Did you apply for any applied positions for the first time this year?  
   (Yes/No) _____ If yes, how many? ______  
   If yes, for how many academic positions did you receive an offer of employment? _____  
   If you have been employed for more than one year—  
3. Are you employed fulltime (35+ hours per week)?  (Yes/No)  
4. Are you employed part-time (34 hours or less per week)?  (Yes/No)  
5. What type of position do you have?  
   a. Academic  
   b. Research Institute  
   c. Business/Industry  
   d. Government  
   e. Other (please specify) _________________________  
6. Have you changed your position in the past year (Yes/No)  
7. How long have you been employed in your current position?  
   ______  
8. What is your salary for 12 months?  __________________  
9. For the following questions, please use the following scale (1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4= Strongly Agree)  
   a. My graduate program was academically challenging  
   b. Course requirements and sequences for my graduate program were effective.  
   c. The courses I needed were available for my career objectives  
   d. My graduate program kept pace with recent trends and developments in the field.  
10. Are there additional courses that you would have liked to have taken during your time at Auburn?  (Yes/No) If yes, please describe:  
   ___________________________________________________________________  
   ___________________________________________________________________  
   ___________________________________________________________________
11. Are there additional experiences that you would have liked to have taken during your time at Auburn? (Yes/No) If yes, please describe:

_________________________________________________________________________

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12. What is the most important change that you would like to make in the program that is relevant for your career? Please describe:

_________________________________________________________________________

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The area faculty members will use the information gathered from this survey to develop action plans to improve the educational experiences of graduate students based on the responses received. This may include, for example, making changes in the current curriculum and to provide I/O students with effective career advice.

**Additional Comments**

None.