Goals and Learning Outcomes for the MS IO Graduate Program – June 2020

Institutional Learning Objectives (ILOs) for California State University.

All graduates of CSUSB will:

- identify, explain, and apply multiple approaches to problem solving and knowledge production from within and across disciplines and fields to intellectual, ethical, social, and practical issues (**Breadth of Knowledge)**
- demonstrate a depth of knowledge in a specific discipline or field and apply the values and ways of knowing and doing specific to that discipline or field to intellectual, ethical, social, and practical issues **(Depth of Knowledge)**
- analyze the ways artistic, oral, quantitative, technological and written expression and information both shape and are shaped by underlying values, assumptions and contexts so that they can critically contribute to local and global communities **(Critical Literacies)**
- engage in diverse methods of reasoning and inquiry to define problems, identify and evaluate potential solutions, and determine a course of action **(Ways of Reasoning and Inquiry)**
- develop and use new approaches to thinking, problem-solving and expression. **(Creativity and Innovation)**
- connect disciplines and learning experiences to frame and solve unscripted problems using lenses from multiple fields, contexts, cultures, and identities **(Integrative Learning)**
- develop dispositions and apply intellect and behaviors to respect and promote social justice and equity on campus and across local and global communities **(Engagement in the Campus, Local and Global Communities)**
- understand how dynamics within global communities influence the ways in which people see the world. They develop dispositions to respectfully interact and collaborate with diverse individuals and groups and acknowledge their own perspectives and biases **(Diversity and Inclusion)**

Program Learning Objectives for Graduates of the Master of Science in Industrial and Organizational Psychology

Graduates of the Master of Science in Industrial and Organizational Psychology Program will:

- Have developed core interpersonal and communication competencies needed for success in school and the work world (**PLO 1: Core Interpersonal and Communication Competencies)**

- Be able to apply the technical knowledge and understanding of the major content areas of industrial and organizational psychology, and a working knowledge of one or more of the major fields of psychology **(PLO 2: Industrial-Organizational Content Knowledge)**

- Think critically about psychological and analytical issues and problems, particularly in research design, ethics, and methods, and psychological measurement, using the standards of the American Psychological Association (APA) **(PLO 3: Research and Measurement Competence)**

- Apply the technical knowledge of psychometrics and statistics to proper data collection and management procedures **(PLO 4: Statistical Computer Literacy)**

- Have acquired a professional identification with the field of I-O psychology **(PLO 5: Professional Identity)**

Student Learning Objectives (Tied to PLOs):

PLO 1 (Core Interpersonal and Communication Competencies) SLOs

Students will:

1.1…present information orally in presentations and informal interactions so that listeners understand the main points and the presentation comes across as poised, practiced, and clear (Oral Communication)

1.2…write well-constructed, comprehensive, and grammatically correct papers appropriate to the professional expectations of the field (Written Communication)

1.3…work constructively and effectively with others in groups, understanding the dynamics of interactions in a social organizational environment (Social Organizational Skills)

PLO 2 (Industrial-Organizational Content Knowledge) SLOs:

Students will:

2.1…be able to describe and discuss major topics, theories, and issues within I-O psychology including job analysis, performance assessment, personnel selection, organizational development, leadership, work motivation and job satisfaction, training and employee reward systems, work group dynamics, and law and ethics.

2.2…demonstrate knowledge of at least one core area of psychology such as learning, physiological, cognitive or developmental psychology.

PLO 3 (Research and Measurement Competence) SLOs:

Students will demonstrate:

3.1…the ability to design, plan, and conduct practical, ethical, and methodologically sound research, including data collection and analyses, that minimize sources of confounds and biases, as well as provide evidence relevant to testing initial hypotheses and/or research questions.

3.2…the ability to develop new, and critically evaluate existing, psychological instruments and assessment procedures commonly used in organizational settings such as ability tests, attitude surveys, job analysis instruments, and job knowledge tests.

3.3…the ability to apply content knowledge learned in classes to group projects while in school and to assignments completed during externship placements.

PLO 4 (Statistical Computer Literacy) SLOs:

Students will demonstrate:

4.1…the ability to use computer based statistical packages (primarily SPSS) for statistical analyses, as well as to interpret output generated from use of statistical packages to determine if the research question/hypothesis tested is supported (i.e., statistical inference and interpretation).

4.2…an ability to determine appropriate statistical procedures (i.e., statistical reasoning) to answer specific research hypotheses and research questions.

4.3…an ability to determine, identify, and calculate appropriate analyses (e.g., reliability and validity estimation procedures) for test construction purposes as discussed in the current psychometric literature.

PLO 5 (Professional Identity) SLOs:

Students will:

5.1…demonstrate knowledge of current, prominent professional issues within I-O psychology.

5.2…obtain memberships in local student organizations, local professional organizations with a focus on I-O psychology issues, and regional and national professional organizations.

5.3…attend and participate in regional and national professional conferences.

5.4…obtain, upon graduating from the MS I-O psychology program, employment within the field of or closely related to I-O psychology.

Table 1. Matrix of Program Learning and Student Learning Objectives by Courses in the MS IO Program

	PLO 1			PLO 2		PLO 3			PLO 4			PLO 5			
SL Objective:	1	2	3	1	2	1	2	3	1	2	3	1	2	3	4
PSYC 5581	D	D	-	-	-	-	-	-	-	-	-	D	-	-	-
PSYC 5582 or PSYC 5583	M	M	-	D	-	-	-	-	-	-	-	-	-	-	-
PSYC 6601	D	D	D	D	-	-	D	-	-	-	-	-	-	-	-
PSYC 6602	D	D	D	D	-	-	-	-	-	-	-	-	-	-	-
PSYC 6603	D	D	D	D	-	-	D	-	-	-	-	-	-	-	-
PSYC 6604	D	D	D	D	-	-		-	-	-	-	-	-	-	-
PSYC 6675	D	D	-	D	-	-	-	-	-	-	-	-	-	-	-
PSYC 6640	-	D	-	-	-	D	-	-	D	D	-	-	-	-	-
PSYC 6641	-	D	-	-	-	D	-	-	D	D	-	-	-	-	-
PSYC 6642	-	D	-	-	-	D	-	-	D	D	-	-	-	-	-
PSYC 6644	M	M	M	-	-	-	D	D	D	D	D	-	-	-	-
PSYC 6675	D	D	D	D	-	-	-	D			-	-	-	-	-
PSYC 6893	M	M	-	D	-	-	-	D			-	-	-	-	-
PSYC 6111 & 6112	M	M	-	M	-	M	M	-	M	M	M	-	-	-	-
PSYC 6974	M	M	-	M	-	M	M	-	M	M	M	-	-	-	-
PSYC Elective*	-	-	-	-	D	-	-	-	-	-	-	-	-	-	-

D = Developmental; first year classes

M = Mastery expected by second year

PSYCHOLOGY ELECTIVE: PSYC 6643 Multivariate Methods PSYC 6650 Advanced Cognitive Psychology PSYC 6652 Advanced Learning and Motivation PSYC 6654 Advanced Life-Span Developmental Psychology PSYC 6656 Advanced Biological Psychology PSYC 6658 Advanced Personality and Social Psychology

In addition, we have aligned the PLOs with the CSUSB ILOs.

Table 2. MS Industrial and Organizational Psychology Program Learning Objectives (PLOs) Alignment with CSUSB Institutional Learning Objectives (ILOs)

MSIO PLOs	Breadth of Knowledge	Depth of Knowledge	Critical Literacies	Ways of reasoning and inquiry	Creativity and Innovation	Integrative Learning	Engagement	Diversity and Inclusion
1.1			Oral					
1.2			Written					
1.3							✓	✓
2.1	✓	✓				✓		
2.2	✓					✓		
3.1	✓			✓				
3.2	✓	✓		✓	✓			
3.3	✓	✓		✓	✓	✓	✓	✓
4.1	✓		Tech	✓				
4.2	✓		Quant	✓				
4.3	✓		Quant	✓				
5.1	✓			✓		✓	✓	✓
5.2						✓	✓	✓
5.3						✓	✓	✓
5.4	✓	✓		✓	✓	✓	✓	

Alignment of the ILOs and MSIO PLOs explained:

Breadth of knowledge. The MSIO program intends that students have an understanding of the core theories and research findings of the field, as well as how to conduct research to contribute to that knowledge, which in and of itself requires a breadth of understanding of the available methods and approaches by which to conduct research. Thus, this understanding is beyond quantitative and technological literacy, which is the conducting of the analyses, to the understanding of what to analyze (e.g., why PLOs 3 and 4 are included in breadth of knowledge).

Depth of knowledge. Depth is difficult to achieve in a two year graduate program that aims to provide the tools students need to be employable in the workforce as entering professionals. That said, students receive ample opportunities through class projects, community partnerships, and internships to develop deep knowledge about key elements needed to fully engage in meaningful work.

Critical literacies. MS IO students write papers in nearly every class, and in those that they typically do not write term papers (e.g., the statistics courses), they typically write essays for exams. Further, MS IO students give oral presentations in nearly every course in the curriculum. Finally, they are challenged to apply multiple statistical approaches and use multiple computer programs (especially Excel and SPSS) to analyze and display data.

Ways of reasoning and inquiry. The MS IO curriculum is rich with opportunities to define problems, and identify potential solutions to those problems, whether they be the analysis of a data set to determine its meaning and application to different contexts, to the determination of what kind of approach to take to help a client for a consulting project, or addressing the evolving problems that arise in the workplace with changes in the workforce and technology.

Creativity and innovation. The MS IO program is less rich with innovation of a capital 'I' but there are multiple opportunities in the applied classes to develop innovative strategies to solve old organizational problems.

Integrative learning. The MS IO program compels students to use material learned in one class for another. More specifically, the order of the courses is intended to provide building blocks so that students have a foundation in the early terms that will be applied in the later terms; further, the integration of material is vital to the development of the thesis and to organizational settings such as within the internship.

Engagement in the campus, local and global communities. Within multiple courses, students are required to engage with the local community and to think about the national and international community. As already noted, there are a number of requirements for students to work as interns and to work as novice consultants for (typically) local organizations. Students who attend national conferences in the field also gain exposure to ideas of the discipline, broadly defined.

Diversity and inclusion. The MSIO curriculum contains a course in diversity; this course is a key opportunity for the students, but there are others. Many of the courses require group projects and with the diversity of our student population, students engage with students not like them; further, some projects are service learning, which involve work within the diverse community beyond CSUSB. Finally, the internship requirement also places students within very diverse settings.

Table 3. Comprehensive Assessment Plan for the Master of Science in Industrial and Organizational Psychology

PLOs	SLOs	Course (number) where each SLO is assessed; all courses are in Psychology	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed	How data/ findings will be quantitatively or qualitatively reported	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings dissemination schedule	Closing the loop strategies
1	1.1	6974	Final thesis defense	Rubric designed around purpose of the thesis project, consistent with SLO, used by thesis committee	Annually	Percentage of students who achieve a passing score of 4 or 5 on 5-point scale	MSIO Outcome Assessment (OA) Director	Biannually	MSIO faculty discuss data and develop strategies based on identified areas of need, which may include revising the rubric or program requirements
	1.2	6974	Final thesis	Rubric designed around purpose of the thesis project, consistent with SLO, used by thesis committee	Annually	Percentage of students who achieve a passing score of 4 or 5 on 5-point scale	MSIO OA Director	Biannually	MSIO faculty discuss data and develop strategies based on identified areas of need, which may include revising the rubric or program requirements

	1.3	6675	Final group project	Project grade	Annually	Percentage of students who meet or exceed GPA requirement (B- or better)	MSIO OA Director	Annually	MSIO faculty discuss data, develop strategies based on identified areas of need, which may include revising the syllabus
2	2.1	6601, 6602, 6603, 6604	Job analysis [JA] project (6601) Final paper (6602, 6604) Final exam (6603)	Grades on JA project, paper, and exam	Annually	Percentage of students who meet or exceed GPA requirement (B- or better)	MSIO OA Director	Annually	MSIO faculty discuss data, develop strategies based on identified areas of need, which may include revising the syllabus
	2.2	Psyc elective (6643, 6650 6652, 6654, 6656, or 6658)	Class performance	Grade	Annually	Percentage of students who meet or exceed GPA requirement (B- or better)	MSIO OA Director	Annually	MSIO faculty discuss data and develop strategies based on identified areas of need, which may include revising program requirements
3	3.1	6640	Final paper	Grade	Annually	Percentage of students who meet or exceed	MSIO OA Director	Annually	MSIO faculty discuss data and develop

						GPA requirement (B- or better)			strategies based on identified areas of need, which may include revising program requirements
	3.2	6893	Externship supervisor appraisal	Rating form designed for on-site supervisors	Annually	Percentage of students who meet or exceed standard (labeled 'meets standard') on rating form	MSIO OA Director	Annually	MSIO faculty discuss data and develop strategies based on identified areas of need, which may include revising the rubric or program requirements
	3.3	6893	Externship supervisor appraisal	Rating form designed for on-site supervisors	Annually	Percentage of students who meet or exceed standard (labeled 'meets standard') on rating form	MSIO OA Director	Annually	MSIO faculty discuss data and develop strategies based on identified areas of need, which may include revising the rubric or program requirements
4	4.1	6641,6642	Final exam	Grade	Annually	Percentage of students who	MSIO OA Director	Annually	MSIO faculty discuss data

						meet or exceed GPA requirement (B- or better)			and develop strategies based on identified areas of need, which may include revising program requirements
	4.2	6641,6642	Final exam	Grade	Annually	Percentage of students who meet or exceed GPA requirement (B- or better)	MSIO OA Director	Annually	MSIO faculty discuss data and develop strategies based on identified areas of need, which may include revising program requirements
	4.3	6644	Final group project paper	Grade	Annually	Percentage of students who meet or exceed GPA requirement (B- or better)	MSIO OA Director	Annually	MSIO faculty discuss data, develop strategies based on identified areas of need, which may include revising the syllabus
5	5.1	5581	Final paper	Grade	Annually	Percentage of students who meet or exceed	MSIO OA Director	Annually	MSIO faculty discuss data, develop strategies

					GPA requirement (B- or better)			based on identified areas of need, which may include revising the syllabus
	5.2	Program level PLO not associated with a specific class	Student survey	Student reported number of professional affiliations	Biannually	Percentage of students who have joined professional organizations relevant to IO practice	Institutional Research (IR)	Biannually	MSIO faculty discuss data and develop strategies based on identified areas of need, which may include revising program requirements
	5.3	Program level PLO	Student survey	Student reported attendance at professional conferences	Biannually	Percentage of students who have participated in professional conferences relevant to IO practice	IR	Biannually	MSIO faculty discuss data and develop strategies based on identified areas of need, which may include revising program requirements
	5.4	Program level PLO	Alumni survey	Alumni reports of positions within a field allied with IO	Biannually	Percentage of alumni who have secured employment within a field	IR	Biannually	MSIO faculty discuss data and develop strategies based on identified areas

						allied with IO psychology			of need, which may include revising program requirements

Notes. ILO and PLO linkages are shown in Table 2.