

Academic Year 2008/09 Assessment Report
Psychology Department
Fairmount College of Liberal Arts and Sciences

Psychology Department Assessment Narrative:

Introduction:

Overall, the Department of Psychology wishes to report a very successful 2008-2009. In 2008-2009 the WSU Psychology Department consisted of 17 faculty members, three regular lecturers, two office staff professionals, and 67 active graduate students. Our department produced 22 professional scientific publications, 67 presentations at professional social-science meetings, and obtained a total of 31 grants worth \$6,204,248. Graduate students were named as coauthors 18 times in scientific publications, 61 times in professional presentations, and 6 times in awarded grants. Our department boasts an excellent faculty with members who have, over the past five years, won a total of six awards for excellence in teaching and research including *Kansas Professor of the Year*. We look forward to another good year and thank the university administration, staff, students, and faculty for their continued support and encouragement.

Undergraduate Education particulars:

Data indicate that the psychology faculty is meeting their undergraduate educational objectives satisfactorily. According to SPTE data, faculty members are perceived by students as performing up to university standards for teaching excellence. As regards student acquisition of learning objectives, an assessment instrument measuring retention of key statistical, methodological, core content concepts was developed and administered to a representative sample of upper-division psychology majors. 71% of the sampled students met the course content learning criterion and 57% exceeded it. The mean score in the statistics component was 87%; the mean score in the methodology component was 78%; and the mean score in the combined core component (cognition, tests, systems/theories, biology, learning, and social) was 78%. Particular concepts on which students performed poorly were identified and made known to the faculty as part of the assessment feedback loop.

In follow-up to last year's assessment activity the faculty voted to redesign the undergraduate major. This redesign was completed and processed through the curricular change process. The redesigned major is incorporated in the 2009 course catalog and will go into effect beginning in fall, 2009.