

SIUE Undergraduate Assessment and Program Review

Department of Psychology 2008-2009 Assessment Report

Program-initiated Goal of Objective	Where, When, and How Monitored	Expectation for Satisfactory Performance	Decision Point	Observations of Student Performance	When and By Whom Were Results Analyzed?	Outcome of Analysis	Dept. or Program Follow-up
Students will develop a preliminary understanding of the major areas of psychology including biological, learning, cognitive, social, personality, developmental, systems & theories, and testing & measurement.	Performance outcome data obtained from an assessment instrument developed in the spring of 2009. The instrument was administered to a representative sample of upper division psychology majors.	Satisfactory Performance was defined as scoring >69% on the assessment instrument. Exceeding the criterion was defined as >84%.	Decision Point for department concern was defined as an assessment sample mean <65%.	68% of the assessment sample met the performance criterion, and 50% exceeded it. The sample mean was 78% and thus exceeded the decision point.	(May 2009) Data compiled by Asst. Chair Ackerman from a Core Concept Assessment Survey developed by the department and administered to a sample of advanced psychology majors.	We looked at the six different core areas and found the two lowest to be learning & social. The mean scores for students on these two areas was 63% and 64% respectively. The other four core areas (cognition, tests, systems, and biology) had mean scores ranging from 88 to 94. The developmental core area was excluded from the assessment because transcript data indicate that about 40% of students take Developmental Psychology at other institutions.	It was noted that performance on the two lowest sub-areas (learning and social) was still very close to the 65% decision point. However, extra focus on this aspect of the assessment will be exerted during the feedback loop process.
Students will be able to employ inferential statistical procedures of such as t-test, analysis of variance, and chi-square to the process of making decisions regarding the compatibility of data to scientific hypotheses.	Performance outcome data obtained from an assessment instrument developed in the spring of 2009. The instrument was administered to a representative sample of upper division psychology majors.	Satisfactory Performance was defined as scoring >69% on the assessment instrument. Exceeding the criterion was defined as >84%.	Decision Point for department concern was defined as an assessment sample mean <65%.	92% of the assessment sample met the performance criterion, and 63% exceeded it. The sample mean was 87% and thus exceeded the decision point.	(May 2009) Data compiled by Asst. Chair Ackerman from a Core Concept Assessment Survey developed by the department and administered to a sample of advanced psychology majors.	Objective was satisfied	None required
Students will develop an understanding of the research methodology used in the science of psychology.	Performance outcome data obtained from an assessment instrument developed in the spring of 2009. The instrument was administered to a representative sample of upper division psychology majors.	Satisfactory Performance was defined as scoring >69% on the assessment instrument. Exceeding the criterion was defined as >84%.	Decision Point for department concern was defined as an assessment sample mean <65%.	69% of the assessment sample met the performance criterion, and 58% exceeded it. The sample mean was 78% and thus exceeded the decision point.	(May 2009) Data compiled by Asst. Chair Ackerman from a Core Concept Assessment Survey developed by the department and administered to a sample of advanced psychology majors.	Objective was satisfied	None required

Other Observations?	Unexpected findings?
The vast majority of students take their Core courses at WSU. In the sample of transcripts examined over 90% indicating taking their Learning, Cognitive, Social, Personality, and Biological sections at WSU. However, Developmental Psychology was the exception. 41% of these sections were taking at other institutions, most of them junior colleges.	The high percentage of core courses being taken at WSU was a pleasant finding and surprising to some in the department.