

Revised
Oct. 2001

**MAJOR FIELD ASSESSMENT BI-ANNUAL REPORT
B. A. PSYCHOLOGY
SPRING 1999 TO SPRING 2001**

Goal 1

To provide students with a broad body of knowledge representative of the current state of knowledge in Psychology

A. Expected Outcome

Students completing the baccalaureate program in Psychology will compare favorably in their knowledge of general psychology with those students graduating from a national sample of psychology programs in institutions comparable to SLU.

Assessment

SLU graduating psychology majors will have an average Total Test scale score on the ETS Major Field Achievement Test in Psychology which meets or exceeds the 50th percentile rank on a national sample of schools. ETS provides not only a Total Test scale score, but several Subscores and "Assessment Indicators" so that relative strengths and weaknesses of a program can be evaluated. It is expected that SLU graduating psychology majors will meet or exceed the 50th percentile in each of the following subscores: Learning & Cognition; Perception, Comparative, Ethology, Sensation & Physiological; Clinical, Abnormal & Personality; and Developmental & Social. In addition, it is expected that SLU graduating psychology majors will meet or exceed the 50th percentile on each of the following "Assessment Indicators": Memory & Thinking; Sensory & Physiology; Developmental; Clinical & Abnormal; Social; and Measurement & Methodology.

Results obtained

(1) TABLE 1 -- ETS Exam Results (Spring 1999 to Spring 2001); see Appendix I.

In summarizing the ETS data (Appendix I), all Subscores and Assessment Indicators scores are based on a table of distributions of Institution's scores; the Total Test scale scores are presented in terms of both Institution's and individual student's scores. Also, means scores falling between percentile intervals are reported in terms of the approximate percentile rank. Mean percentiles are simple, non-weighted average scores.

With respect to the Total Test scale scores, the Department met or exceeded its goal (50th percentile) every semester, whether measured by institutional or individual student data.

Mean Subscores fell above the Department goal (50th percentile) for both Learning &

Cognition; and for Perception/Comparative/Ethology/Sensation & Physiological. Mean Subscores fell below the Departmental goal (50th percentile) for both Clinical/Abnormal & Personality, and for Developmental & Social.

"Assessment Indicator" means fell well above the 50th percentile for Memory & Thinking; Sensory & Physiology; and Social thus meeting Departmental goals. Mean "Assessment Indicator" scores fell below the Departmental goal (50th percentile) for the following: Developmental; Clinical & Abnormal; and Measurement & Methodology.

These data are also summarized in the "Goal Attainment Framework"; see Appendix III.

ETS data suggests that, overall, the Department is meeting its goals, but significant variation exists among areas of Psychology. "Assessment Indicators" indicate relative strengths are in the three areas of: Sensory & Physiology; Memory & Thinking, and Social. Three areas of relative weakness are: Clinical & Abnormal; Developmental; and Measurement & Methodology.

B. Expected Outcome

Students will have a positive opinion of the degree to which they have been exposed to a broad body of knowledge in Psychology.

Assessment

All psychology majors are required to take either Psychology 333 or Psychology 334. During this time they will take the "Psych 333/334 Questionnaire" and will rate the Department positively (i.e. above "3.0") in terms of success in exposing them to a broad body of knowledge in Psychology and as this being more important now than when they took their first psychology course.

Also, based upon the SLU Exit Survey, students will have positive scores (i.e. an average score of above "3.0") on this goal (1 = Very Dissatisfied, 5 = Very Satisfied).

Results

(1) TABLE 2 -- Psych 333/334 Questionnaire Results (Fall 1999 to Spring 2000): see Appendix II

Using simple, non-weighted averages, the results of the Psych 333/334 Questionnaire with regard to this Goal indicates that the Department was rated positively (i.e. above "3.0") in terms of success in meeting this goal from Fall 1999 to Spring 2001, and rated this goal as being more important now than when they took their first psychology course.

"Now" and "success" ratings are also summarized in the "Goal Attainment Framework"; see Appendix III. The average ratings of "4.09" (now) and "4.0" (departmental success) place Department performance as "Much More Than Expected."

(2) The data from two Exit Surveys are available.

On the 1998-99 Exit Survey, 100% of the students responded with either a "5" (39.1%), "4" (50%) or "3" (10.9%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". ($N = 46$)

On the 1999-2000 Exit Survey, 100% of the students responded with either a "5" (35.9%), "4" (48.7%) or "3" (15.4%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". ($N = 39$)

With respect to the Exit Surveys, the Department was rated positively (i.e. above "3.0") and meets this goal with respect to students graduating in Summer 1998 to Spring 2000.

C. Changes in Program

The academic years of 1999 and 2000 saw approximately 50% faculty turn-over which included Assistant, Associate and Full Professors (the latter being the Department Head). As a result, Department efforts have largely involved replacing faculty. Major curriculum changes have been proposed (see below) to increase the number and quality of majors, but these changes are not yet in the SLU General Catalogue. The extent to which faculty turn-over and the increased use of Visiting Professors on an interim basis have affected these various assessment measures is not known.

D. Planned Changes

Psych 333 and 334 were replaced with a comparable course entitled "Research Design and Analysis" (Psych 335) which will be offered every semester, starting Fall 2001.

In Spring 2001, the faculty approved several major curriculum changes, however, none of these changes have yet entered the SLU General Catalogue. These proposed changes are:

1. The establishment of an Honors Program in Psychology. It is anticipated that this will attract more capable majors.
2. Elimination of the requirement to take 18 hours in some area other than Psychology. It is anticipated that Psychology majors will use at least some of these freed-up hours to take more elective Psychology courses. These two changes are designed to broaden and deepen the knowledge base of our majors.
3. The new curriculum will contain a common core of psychology courses (Psych 101, 102, 220, 221, 222, 335). However, there will be more room for student choice; students will take three of the following four: Psych 204/210/440/462; two of the following four: Psych 350/422/475/483; and one additional 300 or 400-level Psychology elective. Psychology 483 is a new course in service learning.
4. The total Psychology hours are reduced from 40 to 34. The impact of changes #3 & #4 on total ETS scores, specific ETS Subscores and Assessment Indicators is unknown.

The 1998 Bi-annual Report of the B.A. program suggested the desirability of offering an intermediate course in Developmental Psychology. It also raised the option of offering an intermediate statistics course, but rejected the latter due to low anticipated enrollment. Once the new curriculum changes become available, majors will have more free electives and would likely take more Psychology courses, if available. Therefore, offering additional courses to help bolster those areas in which our graduates do less well on the ETS test may now be

feasible. It should be considered to utilize the Seminar in Psychology course (Psychology 482) to offer an intermediate course in any of the following areas: Developmental Psychology, Theories of Personality, Statistics, Abnormal Psychology, and/or Clinical Psychology.

Psychology 482 will offer the topic "Theories of Personality" in Spring 2002; the Department plans to offer this topic once per year.

Goal 2

Foster students' grasp and appreciation of the scientific method in Psychology.

A. Expected Outcome

Psychology majors will demonstrate the application of the scientific method to an actual research question.

Assessment

In a required upper level research class (Psyc 333 or 334), psychology majors will produce a written manuscript of publishable quality from beginning to end that requires the student to be able to conceptualize the targeted phenomenon into scientific research terms, and generate one or more testable hypotheses.

Results Obtained

(1) The Department has continued and enforced this requirement throughout the current evaluation period. See also the "Goal Attainment Framework" in Appendix III. The new Psychology 335 course is designed to be comparable to Psychology 333/334.

B. Expected Outcome

Students completing the baccalaureate program in Psychology will compare favorably in their knowledge of research methodology with those students graduating from a national sample of psychology programs in institutions comparable to SLU.

Assessment

SLU graduating psychology majors will take the ETS Major Field Achievement Test in Psychology and meet or exceed the 50th percentile on the Measurement and Methodology "Assessment Indicator".

Results Obtained

From Table 1, the mean Measurement & Methodology "Assessment Indicator" fell at the 33rd percentile and did not meet the Departmental goal (50th percentile).

Department success in achieving this goal fell at the "Much Less than Expected" category of the "Goal Attainment Framework;" see Appendix III.

C. Expected Outcome

Psychology majors will feel confident in their abilities to conduct psychological research.

Assessment

Based on the "Psych 333/334 Questionnaire", at least 80% of those students taking Psychology 333 or 334 will rate themselves as being able to demonstrate the following skills with only minimal supervision--collect data, do background research, formulate a set of hypotheses, write up an Introduction section, write up a Methods section, graph data, use simple statistics, use advanced statistics, write a Results section, and write a Discussion section.

Also, based upon the SLU Exit Survey, students will have positive scores (i.e. an average score of above "3.0") on this goal (1 = Very Dissatisfied, 5 = Very Satisfied).

Results Obtained

(1) TABLE 2 -- Psych 333/334 Questionnaire Results: see Appendix II

Using simple (non-weighted) averages, results of the Psych 333/334 Questionnaire with regard to this goal indicates that the Department was rated positively (i.e. above "80%") in terms of success in meeting this goal from Fall 1999 to Spring 2001 on all but three of these skills.

These data are also summarized in the "Goal Attainment Framework"; see Appendix III. All skills were rated as "Much More Than Expected" with the following exceptions: "More Than Expected" were "do background research" and "write up a Results section"; the skills of "graph data" "use simple statistics" and "use advanced statistics" were rated as "Much Less Than Expected."

Compared with the Fall 1996 to Spring 1999 period, current students rated themselves as more confident in more of the areas. Areas going from "Much Less Than Expected" to either "More" or "Much More Than Expected" were: "do background research", "formulate a set of hypotheses", "write up a Results section", and "write up a Discussion section"; "write up a Method section" rose from "Less Than Expected" to "Much More Than Expected"; and "write up an Introduction section" rose from "More" to "Much More Than Expected". "Run subjects" and "collect data" remained at "Much More Than Expected"; and "graph data", "use simple statistics", and "use advanced statistics" remained at the "Much Less Than Expected" Goal Attainment Framework categories; see Appendix III.

In sum, Psych 333/334 Questionnaire data indicate that, overall, the Department is meeting its goals in most of the research areas surveyed. Also, compared to the 1998 Bi-annual Report period, the Department has either maintained or improved student

perceptions in all of the non-statistical areas. In the statistical skills, student self-perceptions remain "Much Less Than Expected."

(2) The data from two Exit Surveys are available.

On the 1998-99 Exit Survey, 95.6% of the students responded with either a "5" (39.1%), "4" (43.5%) or "3" (13%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 46)

On the 1999-2000 Exit Survey, 100% of the students responded with either a "5" (41%), "4" (35.9%) or "3" (23.1%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 39)

With respect to the Exit Surveys, the Department was rated positively (i.e. above "3.0") and meets this goal with respect to students graduating in Summer 1998 to Spring 2000.

D. Changes in Program

None. The new Psychology 335 course is designed to be comparable to Psychology 333/334.

E. Planned Changes

When the proposed curriculum changes become available, majors will have more free electives and would likely take more Psychology courses, if available. Therefore, offering an additional intermediate course in Statistics may now be feasible.

Goal 3

Students graduating with a bachelor's degree in Psychology should desire to and be qualified for graduate study in Behavioral Sciences

A. Expected Outcome

The rate of admittance into graduate schools in the behavioral sciences will compare favorably with other students graduating from a national sample of psychology programs in institutions comparable to SLU, and who apply for graduate work in the field. Once in a graduate program, the level of academic performance will compare favorably with other students graduating from institutions comparable to SLU.

Assessment

- a. In the Undergraduate Alumni survey, at least 25% of psychology majors will indicate that they are currently pursuing a graduate/professional degree program.
- b. SLU graduating psychology majors will have an average Total Test scale score on the ETS Major Field Achievement Test in Psychology which meets or exceeds the 50th

percentile rank on a national sample of schools

- c. On the SLU Exit Survey, students will rate the Department positively (i.e. an average score of above "3.0") on the item "How satisfied are you with the degree to which the Psychology Department prepares qualified students for further education in the Behavioral Sciences?" (1 = Very Dissatisfied, 5 = Very Satisfied).
- d. On the SLU Exit Survey, at least 25% of graduating Psychology majors will indicate they are accepted in graduate school, or intend to go to graduate school.

Results Obtained

- (1) The results of the 1999 Undergraduate Alumni survey indicates that 77.8% are currently enrolled in a graduate/professional degree program. An additional 16.7% plan to enroll in a degree program in the next 12 months.

With respect to the Undergraduate Alumni Survey, the Department meets this goal with respect to students graduating in Academic Years 96-97 and 97-98.

- (2) From Table 1, the mean Total Test scale scores exceeded the Departmental goal (50th percentile); the mean institutional Total Test scale score fell at the 63rd percentile, and the mean Individual student Total Test scale score fell at the 57th percentile.

- (3) Data from two Exit Surveys are available.

On the 1998-99 Exit Survey, 97.8% of the students responded with either a "5" (37%), "4" (47.8%) or "3" (13%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 46)

On the 1999-2000 Exit Survey, 100% of the students responded with either a "5" (35.9%), "4" (41%) or "3" (23.1%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 39)

With respect to the Exit Surveys, the Department was rated positively (i.e. above "3.0") and meets this goal with respect to students graduating in Summer 1998 to Spring 2000.

- (4) The data from two Exit Surveys are available.

On the 1998-99 Exit Survey, 91.3% had either already been accepted into graduate school (4.3%) or intended to go to graduate school (87%) (N = 46).

On the 1999-2000 Exit Survey, 87.2% had either already been accepted into graduate school (5.1%) or intended to go to graduate school (82.1%) (N=39)

Departmental achievement therefore falls in the "Much More Than Expected" category in the "Goal Attainment Framework"; see Appendix III.

With respect to the Exit Survey scores, the Department met or exceeded its goal (25%) with respect to students graduating in Summer 1998 to Spring 2000.

B. Expected Outcome

Psychology majors will feel that they are prepared to attend graduate school.

Assessment

- a. Students taking the "Psych 333/334 Questionnaire" will have positive scores (i.e. an average score of above 3.0) on those items in which they rate their current opinion of their degree preparedness, and will rate this goal as being more important now than when they first entered the program.
- b. On the Undergraduate Alumni survey, 80% of psychology majors who are attending graduate school will be satisfied with the instruction they received at SLU.

Results obtained

- (1) Using simple (non-weighted) averages, results of the Psyc 333/334 Questionnaire with regard to this goal indicates that the Department was rated positively (i.e. above 3.0) in terms of success in meeting this goal from Fall 1999 to Spring 2001. In addition, students rated this goal as being more important now than when they first entered the program (see Appendix II).

Success in attaining this goal is also summarized in the "Goal Attainment Framework" (see Appendix III). The average rating of "3.73" ("success") places Department performance as "More Than Expected."

- (2) The results of the 1999 Undergraduate Alumni survey indicates that 78.5% of those currently attending graduate school believed that they were "Effectively" (57.1% or "Very Effectively" (21.4%) prepared. (N=14) Departmental achievement therefore falls in the "Less Than Expected" category in the "Goal Attainment Framework"; see Appendix III.

With respect to the Undergraduate Alumni Survey, the Department very narrowly misses its goal of 80% satisfaction with respect to students graduating in Academic Years 96-97 and 97-98.

The same general conclusion reached in the 1998 B.A. Bi-annual Report still seems to hold: Graduating seniors, and the vast majority of Alumni perceive the Department as having done a good job of preparing them for graduate study and that, for the current time period, 89.3% (Exit Survey) indicate an expectation that they will further their education. It is quite possible that they are intending less research-oriented programs, and therefore their lack of confidence in performing specific statistical skills (from the Psych 333/334 Questionnaire data) is not seen as a significant impediment. This conclusion is indirectly bolstered by the fact that the Psych 333/334 Questionnaire responses indicate that, if they were to apply to a graduate school, only an average of 63% would go on in Psychology. An additional 19% would go on in some other area of Behavioral Science (e.g. social work), and 17.6% would enter some area other than the Behavioral Sciences.

C. Changes in Program

None. The new Psychology 335 course is designed to be comparable to Psychology

D. Planned Changes

The institution of an Honors Track in Psychology is designed to increase the number and quality of students interested in graduate school. Honors work relevant to graduate school should allow more students to feel prepared for graduate work.

The proposed elimination of the 18-hour concentration requirement may encourage students to take more Psychology courses, thus increasing their academic preparation of graduate school.

The proposed Psych 483 (Service Learning) course should also increase preparation in those graduate programs emphasizing the applied areas of the Behavioral Sciences (e.g. Social Work, Licensed Professional Counselor).

It should be pointed out that current Alumni Survey data only indicate participation in graduate programs, which might include some programs (e.g. law) not in the Behavioral Sciences and for which the psychology undergraduate program may not be especially relevant. The possibility of having future Alumni Surveys modified to differentiate between the Behavioral Sciences and other graduate programs will be explored.

APPENDIX I

TABLE 1 -- ETS Exam Results, means and percentiles (Spring, 1999 to Spring, 2001):

	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Mean Percentile Rank
SLU N	24	13	24	20	18	

SLU Means[National Percentile Rank for **Individual Students'** Test Scores]

Total Test 158.9[55th] 159.7[59th] 159.9[56th] 163.2[64th] 158.9[52nd] **57th**

SLU Means[**Institutional** National Percentile Rank]

Total Test 158.9[56th] 159.7[61st] 159.9[63rd] 163.2[78th] 158.9[56th] **63rd**

Subscores:

(SLU Mean % Correct)[**Institutional** National Percentile Rank]

Learning & Cognition	64.9[82nd]	68.2[93rd]	66.2[82nd]	67.0[98th]	64.8[74th]	86th
Percept/Comp/Ethology/Sens/ & Physio.	66.0[84th]	69.3[94th]	67.4[87th]	72.0[96th]	67.3[87th]	90th
Clin/Abn/ & Personality	57.2[41st]	55.1[32nd]	55.5[25th]	59.8[53rd]	53.9[17th]	34th
Developmental & Social	56.2[45th]	57.8[55th]	57.4[44th]	57.5[44th]	58.4[47th]	47th

Assessment Indicator:

(SLU Mean % Correct)[**Institutional** National Percentile Rank]

Memory & Thinking	43.8[79th]	44.4[82nd]	58.9[80th]	59.9[83rd]	56.5[69th]	79th
Sensory & Physiology	42.8[84th]	46.5[95th]	49.1[92nd]	54.4[98th]	50.9[95th]	93rd
Develop- mental	41.4[30th]	38.6[17th]	36.3[12th]	43.9[56th]	39.3[27th]	28th
Clinical & Abnormal	53.0[40th]	47.6[12th]	40.9[21st]	48.3[63rd]	42.1[25th]	32nd
Social	63.3[60th]	68.2[79th]	63.7[75th]	55.0[40th]	62.5[73rd]	65th
Measurement & Meth- odology	38.4[29st]	34.4[19th]	44.0[34th]	48.5[53rd]	42.8[30th]	33rd

Notes: Percentiles are in brackets.

Percentiles of decimal scale scores are approximate (e.g. tables provide the percentiles of Total scale scores of 162 and 163, but the percentile of a Total scale score of 162.5 would have to be estimated).

Mean Percentile Rank is a simple (i.e. non-weighted) average of percentiles across the five semesters included.

Unless otherwise noted, percentile ranks are based upon the national norms provided by latest ETS Comparative Data Guide available for that year.

APPENDIX II

TABLE 2 -- Psych 333/334 Questionnaire Results:

1. Summary of Psych 333/334 Questionnaire Fall 1999, Spring 2000 n=11

Scale: 1 extremely unimportant - 5 extremely important

Goal 1: To provide students with a broad body of knowledge representative of the current state of knowledge in Psychology.

- 18. 3.91 (first day of Psych 101)
- 19. 4.27 (present view)
- 20. 4.27 (success of Department)

Goal 2: To foster students' grasp and appreciation of the scientific method in Psychology.

- 6. 3.64
- 7. 4.55
- 8. 4.27

Goal 3: To prepare qualified students for graduate school in Behavioral Sciences.

- 24. 3.18
- 25. 4.27
- 26. 4.00

Questions 27-37: % of students who feel that he/she can do the following with minimal supervision.

- a. run subjects-----91
- b. collect data-----100
- c. do background research-----100
- d. formulate a set of hypotheses-----100
- e. write an introduction-----100
- f. write a methods section-----100
- g. graph data-----72.3
- h. use simple statistics (e.g. t-test)-----90.9
- I. use advanced statistics (e.g. ANOVA)-----72.7
- j. write results section-----90.9
- k. write discussion-----100

Percentage of students who answered either "likely" or "extremely likely" about applying to graduate school: 72.7%

2. Summary of Psych 333/334 Questionnaire Fall 2000, Spring 2001 n=29

Scale: 1 extremely unimportant - 5 extremely important

Goal 1: To provide students with a broad body of knowledge representative of the current state of knowledge in Psychology.

- 18. 3.14 (first day of Psych 101)
- 19. 3.90 (present view)
- 20. 3.72 (success of Department)

Goal 2: To foster students' grasp and appreciation of the scientific method in Psychology.

- 6. 2.97
- 7. 3.79
- 8. 3.76

Goal 3: To prepare qualified students for graduate school in Behavioral Sciences.

- 24. 2.90
- 25. 4.03
- 26. 3.45

Question 27-37: % of students who feel that he/she can do the following with minimal supervision.

- a. run subjects-----93.1
- b. collect data-----89.7
- c. do background research-----69
- d. formulate a set of hypotheses-----93.1
- e. write an introduction-----86.6
- f. write a methods section-----93.1
- g. graph data-----48.3
- h. use simple statistics (e.g. t-test)-----55.2
- I. use advanced statistics (e.g. ANOVA)-----41.4
- j. write results section-----82.7
- k. write discussion-----86.2

Percentage of students who answered either "likely" or "extremely likely" about applying to graduate school: 75.9%

APPENDIX III
GOAL ATTAINMENT FRAMEWORK

B.A. Psychology
Department of Psychology
Spring 1999 to Spring 2001 (ETS)
Fall 1999 to Spring 2001 (Psyc 333/334 Questionnaire)

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
Mean percentile rank of students on the Major Field Achievement Test in Psychology	< 40	40-49	50th	51-60 57th	> 60
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Memory & Thinking Assessment Indicator	< 40	40-49	50th	51-60	> 60 79th
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Sensory & Physiological Assessment Indicator	< 40	40-49	50th	51-60	> 60 93rd
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Developmental Assessment Indicator	< 40 28th	40-49	50th	51-60	> 60
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Clinical & Abnormal Assessment Indicator	< 40 32nd	40-49	50th	51-60	> 60
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Social Assessment Indicator	< 40	40-49	50th	51-60	> 60 65th
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Measurement & Methodology Assessment Indicator	< 40 33rd	40-49	50th	51-60	> 60
Ratings on the "Psych 333/334 Questionnaire" in terms of success in exposing them to a broad body of knowledge in Psychology and as this being more important now than when they took their first psychology course.	<2.0-2.49	2.5-2.99	3.0-3.49	3.5-3.99	4.0-5.0 4.09(now) 4.0(succes s)

In a required upper level research class (Psyc 333 or 334), psychology majors will produce a written manuscript of publishable quality from beginning to end that requires the student to be able to conceptualize the targeted phenomenon into scientific research terms, and generate one or more testable hypotheses			100% All students who pass meet this criterion.		
% students rating themselves as being able to demonstrate the following skills with only minimal supervision--(a) run subjects (b)collect data, (c)do background research, (d)formulate a set of hypotheses, (e)write up an introduction section, (f)write up a methods section, (g)graph data, (h)use simple statistics, (I)use advanced statistics, (j)write results section, and (k)write discussion section, based on the "Psych 333/334 Questionnaire"	< 75 60.3(g) 73.1(h) 57.1(I)	75-79.9	80%	80.1-85 84.5^o 86.8(j)	> 85 92.1(a) 94.8(b) 96.6(d) 98.3(e) 96.6(f) 93.1(k)
% of alumni who are currently pursuing an advanced degree in the Behavioral Sciences, according to the SLU Undergraduate Alumni Survey	< 15	15.1-24.9	25%	25.1-40	> 40 77.8
% of students who indicate they are accepted in graduate school, or intend to go to graduate school, on the SLU Exit Survey	< 15	15.1-24.9	25%	25.1-40	> 40 89.3%
Average score on the "Psyc 333/334 Questionnaire" on those items in which they rate their current opinion of their preparedness for graduate school	< 2.0-2.49	2.5-2.99	3.0-3.49	3.5-3.99 3.73(succe ss)	4.0-5.0
% of alumni who are attending graduate school, satisfied with the instruction they received at SLU, according to the SLU Undergraduate Alumni Survey	0-59.9	60-79.9 78.5	80%	80.1-90	90.1-100

Note: ETS Percentiles, Psyc 333/334 questionnaire and Exit Survey percentages in bold represent a simple (i.e. non-weighted) average of scores.