

Rev'd
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**MAJOR FIELD ASSESSMENT BI-ANNUAL REPORT
B. A. PSYCHOLOGY
FALL 2001 TO SPRING 2003**

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 (Fall 2001 to Spring 2003); 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. Overall, ETS scores display a significant decline from those presented in the last bi-annual report.

With respect to the Total Test scale scores, the Department did not meet its goal (50th percentile) in any semester, whether measured by institutional or individual student data.

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

Mean percentile rank for "Assessment Indicator" fell above the Department goal (50th percentile) for Sensory & Physiology. "Assessment Indicator" scores for individual semesters fell above the Department goal (50th percentile) for Social (two semesters) and for Memory & Thinking (one semester). "Assessment Indicator" scores fell below the Departmental goal (50th percentile) every semester 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 only with respect to Sensory & Physiology, and this represents a significant decline in performance relative to the last Report. "Assessment Indicators" indicate relative strengths in the two areas of Sensory & Physiology, and Social. Four areas of relative weakness are: Memory & Thinking; 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 Psychology 335. During this time they will take the "Psych 335 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 335 Questionnaire Results (Fall 2001 to Spring 2003): see Appendix II

Using simple, non-weighted averages, the results of the Psych 335 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 2001 to Spring 2003, 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 rating of "4.3" (now) places Department performance as "Much More Than Expected", and "3.8" (departmental success) places performance as "More Than Expected".

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

On the 2000-01 Exit Survey, 100% of the students responded with either a "5" (43.9%), "4" (39%) or "3" (17.1%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 41)

On the 2001-02 Exit Survey, 97.6% of the students responded with either a "5" (21.4%), "4" (59.5%) or "3" (16.7%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 42)

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 2001 to Spring 2002.

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. During the 1999/2000 academic year, three tenure-track positions were filled (including Department Head), however three positions remained only temporarily filled with Visiting Professors. In Fall 2003, Visiting Professorships were filled with two Assistant Professors and one Instructor. The extent to which the impact of the high proportion of new faculty and the continued reliance on Visiting Professors (until this year) have affected these various assessment results is not known.

All curriculum changes (see 1999/2001 Bi-annual Report) have been implemented. Because of the recency of these changes, it is still too early to adequately evaluate their impact.

Psychology 416 (Personality) was added to the curriculum in Summer 2003; the Department plans to offer this topic once per year.

D. Planned Changes

The Major Field Assessment Plan for the undergraduate program was revised (April, 2003) to include in this goal fostering student awareness of the importance of taking cultural background differences into account for a full understanding of human behavior. Currently, textbooks for Psychology content courses (e.g., excluding methods courses such as statistics) incorporate relevant cultural issues in their discussions. A survey of Psychology faculty revealed that they routinely incorporate in their lectures, as appropriate, such issues as: culture-specific mental disorders, cultural variations in dream content, multicultural considerations in psychotherapy and assessment, cultural differences in the definition of the self, the consequences of being bicultural, cultural differences in parenting and family planning, among others.

Starting in Fall 2003, assessment will consist of adding relevant questions on the

"Psych 335 Questionnaire." They will rate the Department positively (i.e., above "3.0") in terms of success in exposing them to a global/multicultural perspective in Psychology, and as this being more important now than when they took their first psychology course.

In addition, on the SLU Exit Survey, students will have positive scores (i.e., above "3.0") on an item rating the major as promoting sensitivity to individual/cultural differences. In Fall 2003, this question was submitted for inclusion in the next Exit Survey.

The Survey of Alumni will ask for ratings of specific courses and for suggestions of additions to the curriculum.

Proactively, MFA results will be examined by subcommittees of faculty teaching those areas most in need of improvement, and recommendations will to be formulated as soon as feasible.

A faculty retreat is scheduled for Spring 2004 to consider all aspects of the curriculum. For example, the possibility of requiring majors to earn a grade of "C" or better in all of their Psychology courses will be explored. This retreat will facilitate the formation or progress of such subcommittees.

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 335), 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. The sequence Psyc 220 (Principles of Research Design), Psyc 221/222 (Psychological Statistics & Laboratory), and Psyc 335 (Research Design and Analysis) remains required in the new curriculum. See also the "Goal Attainment Framework" in Appendix III.

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 13th 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 335 Questionnaire", at least 80% of those students taking Psychology 335 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 335 Questionnaire Results: see Appendix II

Using simple (non-weighted) averages, results of the Psych 335 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 2001 to Spring 2003 on five of these skills and only very narrowly missed on a sixth.

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: "write discussion section" was "More Than Expected"; "do background research" and "write up a Results section" were "Less than Expected"; and the skills of "formulate a set of hypotheses", "graph data" "use simple statistics" and "use advanced statistics" were rated as "Much Less Than Expected."

Compared with the Spring 1999 to Spring 2001 period, current students rated themselves as less confident in more of the areas. Areas declining were as follows: from "Much More Than Expected" to "More Than Expected" was "write a discussion section"; from "Much More Than Expected" to "Much Less Than Expected" was "formulate a set of hypotheses"; from "More Than Expected" to "Less Than Expected" were "do background research" and "write results section"; finally "graph data", "use simple statistics", and "use advanced statistics" remained in the "Much Less Than Expected" Goal Attainment Framework categories; see Appendix III.

In sum, Psych 335 Questionnaire data indicate that, overall, the Department is not meeting its goals in most of the research areas surveyed. Also, the pattern of students perceptions were generally comparable to those reported in the 1999/2001 Bi-annual Report. That is, the Department has met its goal (80%) regarding student perceptions in most of the non-statistical areas; however, student self-perceptions remain "Much Less Than Expected" in the statistical skills.

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

On the 2000-01 Exit Survey, 97.6% of the students responded with either a "5" (29.3%), "4" (48.8%) or "3" (19.5%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 41)

On the 2001-02 Exit Survey, 95.2% of the students responded with either a "5" (21.4%), "4" (50%) or "3" (23.8%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 42)

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 2001 to Spring 2002.

D. Changes in Program

None. The 1999-01 Bi-annual Report suggested that an intermediate statistics course could be added as part of the new curriculum changes. Faculty decided that such a change was not feasible at this time.

E. Planned Changes

The Survey of Alumni will ask for ratings of specific courses and for suggestions of additions to the curriculum.

It is too early to fully evaluate the impact of recent curriculum changes and changes in faculty, however the Department has achieved disappointing results in the general area of Measurement and Methodology for a number of years. Because adding a new methods course seems not to be feasible, it is recommended that a subcommittee of faculty teaching courses relevant to this area be formed to evaluate all of the existing methods courses -- Psych 220, 221, 222, and 335 -- and recommend any needed changes.

A faculty retreat is scheduled for Spring 2004 to consider all aspects of the curriculum. For example, the possibility of requiring majors to earn a grade of "C" or better in all of their Psychology courses will be explored. This retreat will facilitate the formation or progress of this

subcommittee.

Goal 3

Students graduating with a bachelor's degree in Psychology should desire to and to 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 2001 Undergraduate Alumni survey ($N = 7$) indicates that 28.6% are currently enrolled in a graduate/professional degree program. An additional 14.3% 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 98-99 and 99-00.

- (2) From Table 1, the mean Total Test scale scores did not exceed the Departmental goal (50th percentile); the mean institutional Total Test scale score fell at the 22nd percentile, and the mean Individual student Total Test scale score fell at the 35th percentile.

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

(3) Data from two Exit Surveys are available.

On the 2000-01 Exit Survey, 92.7% of the students responded with either a "5" (24.4%), "4" (51.2%) or "3" (17.1%) in terms of their satisfaction that the Department achieved this goal, yielding an average score well above "3.0". (N = 41)

On the 2001-02 Exit Survey, 88.1% 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 = 42)

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 2001 to Spring 2002.

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

On the 2000-01 Exit Survey, 56.1% intended to go to graduate school but none had been accepted as yet (N = 41).

On the 2001-02 Exit Survey, 85.7% had either already been accepted into graduate school (4.8%) or intended to go to graduate school (80.9%) (N=42). 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 2001 to Spring 2002.

B. Expected Outcome

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

Assessment

- a. Students taking the "Psych 335 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 to be satisfied with the instruction they received at SLU.

Results obtained

(1) Using simple (non-weighted) averages, results of the Psyc 335 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 2001 to Spring 2003. 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 "3.52" ("success") places Department performance as "More Than Expected."

- (2) The results of the 2001 Undergraduate Alumni survey indicates that of those currently attending graduate school believed that they were "Effectively" (80.0%) prepared (N=4). Departmental achievement therefore falls in the "Expected" category in the "Goal Attainment Framework"; see Appendix III.

With respect to the Undergraduate Alumni Survey, the Department meets its goal of 80% satisfaction with respect to students graduating in Academic Years 98-99 and 99-00.

The same general conclusion reached in the 1998 and 1999/2001 Bi-annual Reports 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, 70.9% (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 335 Questionnaire data) is not seen as a significant impediment. This conclusion is indirectly bolstered by the fact that the Psych 335 Questionnaire responses indicate that, if they were to apply to a graduate school, only an average of 45% would go on in Psychology. An additional 31% would go on in some other area of Behavioral Science (e.g. social work), and 24% would enter some area other than the Behavioral Sciences.

C. Changes in Program

All curriculum changes (see 1999/2001 Bi-annual Report) have been implemented.

D. Planned Changes

The Survey of Alumni will ask for ratings of specific courses and for suggestions of additions to the curriculum.

Because of their recency, it is still too early to adequately evaluate the joint impact of the extensive curriculum changes and turn-over in faculty. Therefore progress will to be closely monitored to see if current trends are maintained.

Proactively, a faculty retreat is scheduled for Spring 2004 to consider all aspects of the curriculum. For example, the possibility of requiring majors to earn a grade of "C" or better in all of their Psychology courses will be explored.

In addition, MFA results will be examined by subcommittees of faculty teaching those areas most in need of improvement, and recommendations will to be formulated as soon as feasible. The planned faculty retreat will facilitate the formation or progress of such subcommittees.

It should to 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 to be especially relevant. This possibility is supported by the finding that, of the current Alumni Survey respondents with graduate school experience (N = 5), 66.6% reported that his/her graduate program was either only "Somewhat Related" or "Not at all Related" to their SLU bachelor's degree.

APPENDIX I

TABLE 1 -- ETS Exam Results, means and percentiles (Fall, 2001 to Spring, 2003):

Fall	Spring	Rank	Percentile			Mean	
			2001	2002	2002	Fall 2003	Spring
SLU N		26	12	11	18		

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

Total Test	152.0[38th]	154.5[44th]	148.8[30th]	148.4[29th]	35th
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SLU Means[**Institutional** National Percentile Rank]

Total Test	152.0[23rd]	154.5[35th]	148.8[16th]	148.4[15th]	22nd
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Subscores:

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

Learning & Cognition	54.7[31st]	59.5[57th]	52.9[23rd]	53.1[23rd]	34th
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Percept/Comp/Sens/& Ethology/Physio.	62.8[73rd]	61.2[66th]	55.2[30th]	57.3[44th]	53rd
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Clin/Abn/ & Personality	52.4[15th]	54.9[23rd]	48.4[7th]	46.5[06th]	13th
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Developmental & Social	50.7[16th]	54.1[27th]	53.8[26th]	48.1[12th]	20th
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Assessment Indicator:

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

Memory & Thinking	45.8[21st]	53.3[61st]	42.8[14th]	43.5[15th]	28th
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Sensory & Physiology	45.6[83rd]	42.1[73rd]	37.4[55th]	35.8[48th]	65th
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Developmental Clinical & Abnormal	36.7[18th]	34.4[13th]	33.6[12th]	33.8[12th]	14th
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Social Measurement & Methodology	48.5[17th]	57.8[53rd]	58.4[55th]	47.7[14th]	35th
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Methodology	36.0[12th]	37.8[16th]	34.8[11th]	36.0[12th]	13th
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Notes: Percentiles are in brackets.

Percentiles of decimal scale scores are approximate (e.g. tables provide the percentiles of Total scale scores of 154 and 155, but the percentile of a Total scale score of 154.5 had to be estimated).

Unless otherwise noted, percentile ranks are based upon the 2000 through

APPENDIX II

TABLE 2 -- Psych 335 Questionnaire Results:

1. Summary of Psych 335 Questionnaire Fall 2001, Spring 2002 n = 14

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.

- 12. 3.93 (first day of Psych 101)
- 13. 4.36 (present view)
- 14. 4.07 (success of Department)

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

- 6. 3.14
- 7. 4.36
- 8. 4.71

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

- 24. 2.64
- 25. 3.86
- 26. 3.71

Questions 18 - 28: % of students who feel that he/she can do the following with minimal supervision.

- a. run subjects-----100
- b. collect data-----100
- c. do background research-----61.5
- d. formulate a set of hypotheses-----71.4
- e. write an introduction-----85.7
- f. write a methods section-----92.9
- g. graph data-----35.7
- h. use simple statistics (e.g. t-test)-----57.1
- I. use advanced statistics (e.g. ANOVA)-----57.1
- j. write results section-----71.4
- k. write discussion-----75.0

Percentage of students who answered either "likely" or "extremely likely" about applying to graduate school: 57.1%

2. Summary of Psych 335 Questionnaire Fall 2002, Spring 2003 n =15

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.

- 12. 4.00 (first day of Psych 101)
- 13. 4.13 (present view)
- 14. 3.60 (success of Department)

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

- 6. 3.33
- 7. 3.87
- 8. 4.00

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

- 24. 2.73
- 25. 3.80
- 26. 3.33

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

- a. run subjects-----85.7
- b. collect data-----92.9
- c. do background research-----92.9
- d. formulate a set of hypotheses-----60.0
- e. write an introduction-----93.3
- f. write a methods section-----93.3
- g. graph data-----53.3
- h. use simple statistics (e.g. t-test)-----66.7
- I. use advanced statistics (e.g. ANOVA)-----66.7
- j. write results section-----87.5
- k. write discussion-----87.5

Percentage of students who answered either "likely" or "extremely likely" about applying to graduate school: 73.3%

APPENDIX III
GOAL ATTAINMENT FRAMEWORK

B.A. Psychology
Department of Psychology
Fall 2001 to Spring 2003

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 35th	40-49	50th	51-60	> 60
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Memory & Thinking Assessment Indicator	< 40 28th	40-49	50th	51-60	> 60
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Sensory & Physiological Assessment Indicator	< 40	40-49	50th	51-60	> 60 65th
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Developmental Assessment Indicator	< 40 14th	40-49	50th	51-60	> 60
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Clinical & Abnormal Assessment Indicator	< 40 23rd	40-49	50th	51-60	> 60
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Social Assessment Indicator	< 40 35th	40-49	50th	51-60	> 60
Mean percentile rank among institutions on the Major Field Achievement Test in Psychology Measurement & Methodology Assessment Indicator	< 40 13th	40-49	50th	51-60	> 60
Ratings on the "Psych 335 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 3.8(succes s)	4.0-5.0 4.3(now)

In a required upper level research class (Psyc 335), 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 335 Questionnaire"	< 75 65.7(d) 44.5(g) 61.9(h) 61.9(I)	75-79.9 77.2[©] 79.5(j)	80%	80.1-85 81.3(k)	> 85 92.9(a) 96.5(b) 89.5(e) 93.1(f)
% 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 28.6%	> 40
% 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 70.9%
Average score on the "Psyc 335 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 3.52(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	80% 80.0%	80.1-90	90.1-100

Note: ETS Percentiles, Psyc 335 questionnaire and Exit Survey percentages in bold represent a simple (i.e. non-weighted) average of scores.