

Program-Level Assessment: Annual Report

Program Name (no acronyms): Experimental Psychology

Department: Psychology

Degree or Certificate Level: Ph.D.

College/School: College of Arts & Sciences

Date (Month/Year): September, 2021

Assessment Contact: Brenda Kirchhoff

In what year was the data upon which this report is based collected? 2020-2021 academic year

In what year was the program's assessment plan most recently reviewed/updated? 2015-2016 academic year

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Outcome 2: Students will display broad professional knowledge in the field of Experimental Psychology and more specialized knowledge in their area of concentration (i.e., cognitive neuroscience, developmental psychology, social psychology) and in their topic of research expertise.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

- a. Performance on the written preliminary examination, as assessed by the faculty examination committee
- b. Performance on the doctoral oral examination, as assessed by the faculty examination committee
- c. Completion of and performance in core courses reflecting the major areas of Experimental Psychology (PSY5130, PSY5250, and PSY5300). These courses were offered in an online synchronous format during the 2020-2021 academic year due to COVID.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

- a. Each student's written preliminary exam was graded by the three-person faculty examination committee as "accepted", "accepted pending minor revisions", "revise and resubmit", or "rejected". Ultimate acceptance indicated that the student had demonstrated comprehensive knowledge of the concentration area as reflected in the paper's topic and had addressed issues from outside the concentration area that have relevance to the selected topic.
- b. Each student's doctoral oral exam performance was graded by the four-person faculty examination committee as passing (with varying levels of distinction, as specified by Graduate Education) or failing. A passing grade indicated that the student displayed knowledge of key fundamental concepts in general psychology, the ability to integrate knowledge from diverse areas within psychology, and the ability to express expert knowledge within the chosen concentration area.

c. Transcripts were reviewed by the program coordinator to determine grades in PSY5130, PSY5250, and PSY5300, which were the “core” courses taught during the 2020-2021 academic year.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

a. All students who completed their preliminary exams received a final grade of “accepted”.

b. All students who completed their doctoral oral exams received a final grade of “passing” or “passing with distinction”.

c. Four program students took 5130 and all received an “A” grade. Six program students took 5250 and all received an “A” grade. Three students took 5300. One received an “A” grade. One received an “Incomplete” and later took a leave of absence due to COVID. One received a “B-” grade.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

All students displayed strong professional knowledge in their area of concentration (i.e., cognitive neuroscience, developmental psychology, social psychology) and in their topic of research expertise. All students but one displayed strong professional knowledge in areas of concentration outside of their specialization.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

They were discussed in the September 2021 Experimental Psychology program faculty meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We are not planning on making any changes to our curriculum, pedagogies, or assessment plan as a result of this data at this time.

If no changes are being made, please explain why.

Our program is meeting our goal of giving our students broad professional knowledge in the field of Experimental Psychology and more specialized knowledge in their area of concentration and in their topic of research expertise.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We do not have many years of assessment data at this point, so we have not implemented any major changes to our program in response to it yet.

B. How has this change/have these changes been assessed?

N/A

C. What were the findings of the assessment?

N/A

D. How do you plan to (continue to) use this information moving forward?

N/A

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.