SAINT LOUIS UNIVERSITY.

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, 2022	Assessment Contact: Brenda Kirchhoff
In what year was the data upon which this report is based collected? 2021-2022	
In what year was the program's assessment plan most recently reviewed/updated? 2021-2022	
Is this program accredited by an external program/disciplinary/specialized accrediting organization? N/A	

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 4: Students will display professional development by acquiring skills in the areas of written and oral communication, teaching, and/or general professionalism.

2. **Assessment Methods: Artifacts of Student Learning**
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they 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) ratings of students' professional skill acquisition and personal and professional development on their annual progress review forms (see appendix)
   b) grades in PSY6000 Teaching of Psychology (in-person course)
   c) course and instructor teaching evaluation ratings for graduate students who taught courses as the instructor of record

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** (please do not just refer to the assessment plan).

   The program coordinator reviewed the annual progress review form for each graduate student that was completed by their faculty research mentor to determine professional skill acquisition and personal and professional development ratings. She also reviewed transcripts to determine grades in PSY6000. An administrative assistant in the Psychology department calculated graduate student course and instructor teaching evaluation ratings using SLU's Blue course evaluation software.

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) Faculty gave professional skill acquisition and personal and professional development ratings for seventeen graduate students. Sixteen received ratings of "Adequate" and one received ratings of "Exceptional".
b) Five graduate students took PSY6000 Teaching of Psychology. All received As.
c) Mean course and instructor course evaluations for graduate students who were course instructors of record were 3.46 and 3.66, respectively, on a 1-4 scale where 1 indicates low effectiveness of teaching and 4 indicates high effectiveness of teaching.

5. Findings: Interpretations & Conclusions
What have you learned from these results? What does the data tell you?

Our students are gaining the professional development skills that are necessary for their future careers. All students who took the department's teaching training course during the 2021-2022 academic year performed well. In addition, our program's graduate student instructors of record received excellent course and instructor course evaluation ratings.

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 will be discussed in the October 2022 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 developing strong student skills in the areas of written and oral communication, teaching, and general professionalism.

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., artifact prompts, 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.

Experimental Psychology Program
Graduate Student Evaluation Form

Student Name: _____

Date of Evaluation: _____

Based upon the faculty's discussion you were rated in each of the following dimensions.   (Inadequate: Not meeting expectations, not progressing; Adequate: Meeting expectations, making sufficient progress; Exceptional: Exceeding expectations, exceptional progress).

	Inadequate	Adequate	Exceptional
Academic Quality			
Academic Progress			
Research Quality			
Research Progress			
Professional Skill Acquisition			
Personal and Professional Development			
Fulfillment of Assistantship Duties (if applicable)			

Comments:

_____
_____
_____
_____
_____

Signatures:

Student: _____   Advisor: _____
Date: _____   Date: _____