**Annual Assessment Update**

### Program/department name: \_\_Psychological Science\_\_\_\_\_\_\_ Academic year: \_\_2011-12\_\_

This form is to be used by programs with previously completed assessment plans. Please address the following areas. You may answer on this form by expanding the space between the steps or on an attachment.

Note: You should fill in steps 1-4 ONLY if you have made changes to your assessment plan. You must fill in steps 5 and 6.

# **Step 1: Mission**

Were any changes in your mission adopted during the past year?

\_x\_\_ No \_\_\_ Yes (Please describe the process used to approve these changes below or on an attachment and attach a copy of the new mission.)

# **Step 2: Learning outcomes**

Were any changes in your learning outcomes adopted during the past year?

\_x\_\_ No \_\_\_ Yes (Please describe the process used to approve these changes below or on an attachment and attach a copy of the new learning outcomes.)

**Step 3: Program components**

Did you change the program components in which you carry out assessment in any way?

\_x\_\_ No \_\_\_ Yes (Please describe below or on an attachment.)

**Step 4: Data collection methods**

Did you change your data collection methods in any way?

\_x\_\_ No \_\_\_ Yes (Please describe below or on an attachment.)

I am not sure if this is the place to explain this situation or not, but here it is….in last year’s report, it was mentioned that we would start a senior exit survey, hopefully in the Spring of 2012. In the Fall 2011 semester, a department member was awarded reassignment time for reasons not disclosed to me (the dept chair). Thus, I approached the Provost to learn why the reassignment time was granted, and I was asked if I had any ideas for it. I suggested, in addition to other tasks, finalizing our senior exit survey, which I had started in the Spring 11 semester and improved with help from Jeremy Osborn. However, finishing the senior exit exam, to my knowledge, did not get done as part of the reassignment time.

**Step 5: Summary and analysis of data collected during the past year**

Please describe and interpret the indirect and direct data you collected during this academic year.

Our senior majors completed the Major Field Test; those results are attached here, and it includes comparisons with previous years. The Class of 2012 performed above the 50th percentile on all areas of the test, with scores on the Learning & Cognition subscale and the Memory & Cognition assessment indicate both at greater than the 80th percentile. Although Dr. Wieth’s excellent teaching of these areas certainly contributes to these scores, it must also be realized that these are areas in which students take courses later in the major careers. Other areas, such as developmental and social, are ones students take courses in soon after 101. Thus, there is decay on such topics (and not having our social psychology lined filled between 2008 and 2010 added to the relative low scores on this indicator). We continue to be pleased that our students scored well on the measurement and methodology indicator, as it is one that is stressed to varying degrees in all psychology courses.

As we have in the past, we have used departmentally-developed and adopted rubrics to assess students’ ability to present empirical research in writing, as well as in poster formats, as communication skills are one of the American Psychological Association’s goals for undergraduate education and one that is highly prized by employers. Here are the 2011-12 mean scores for the department’s lab-based classes:

PSYC 204 (averages across 4 sections during 2011-12):

Final paper = 86.53%

Poster presentation = 89.34%

PSYC 206 (averages across 2 sections during 2011-12):

Final paper = 85.61%

Poster presentation = 82.74%

PSYC 336:

Final paper = 85.25%

Poster presentation = 85.50%

PSYC 378:

Final paper = 84.87%

Poster presentation = 83.13%

Student work in these courses during 2011-12 appears to have been on par with previous years, with only slight variability within each class.

**Step 6: Use of the data**

Please describe how you used assessment data in this academic year, including any changes you have made or plan to make to your program as a result of assessment.

We have not made any changes to our program this year, and none are planned for next year.

As mentioned previously, I hope to meet with Jeremy this summer and get his guidance for implementing a senior exit survey. In addition, I would like to discuss with him how to assess our 200-level List 1 and List 2 classes with embedded questions and assignments. For instance, I am confident that each of these classes has exemplar questions and assignments designed to meet one or more departmental student learning objectives. If the committee feels it appropriate and valid to do so, we could add such questions or assignments to our assessment of the lab classes as described previously.

Although not part of this year’s assessment report, we (more specifically, Barb Keyes) has feedback from practicum supervisors about our students work on those sites. I am hoping to work with Barb and make these data available next year. Doing so would help us formally assess our “thought to action” List 3 courses.