Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: 2010-11

Academic Unit: Department of Psychology

Chair: Leslie Templeton

Student Assessment Plan (SAP) – Basic Check-list – If your answers are "yes" a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that this SAP is used by the department. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=47328.

   X yes □ no *If no, provide a timeline that will produce a plan by the end of the next academic year.*

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

   X yes □ no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

   X yes □ no *If no, provide a timeline that will produce an assessment data list by the end of the next academic year.*

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

   X yes □ no *If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year.*

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

   X yes □ no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

6. Does your SAP include direct assessments? "Direct" refers to evaluated student work.

   X yes □ no *If no, provide a timeline that will produce a direct student assessment tool by the end of the next academic year.*

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. "Indirect" refers to student surveys, interviews, or opinions.

   □ yes □ no *If no, provide a timeline that will produce an indirect student assessment tool by the end of the next academic year.*
   The indirect assessment data has been collected via the Senior Survey.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

   □ yes X no *If yes, please provide the results in either in prose or as a table.*

   This was a discussion item during our assessment meeting.

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?
   In the 2010 report, we noted that the assessment committee recommended that we begin an assessment audit. We also planned to continue to pursue Brewer report findings that will help us meet our learning goals.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)
   This year we reviewed the findings from the 2010 Senior Survey, noting that while our students were extremely satisfied overall with the quality of the education we provided, some students reported they were dissatisfied with the availability of courses, the difficulty of getting spots in required and popular courses, and a lack of opportunities to conduct research with faculty members. We also discussed how to implement an assessment audit, and agreed that one reasonable plan would be to note, for each course, which assignments or course components addressed each particular learning goal. We plan to add questions pertaining to our learning goals to our individual course evaluations and to the Senior Survey. We also discussed whether and how to continue our participation in the Arkansas Symposium for Psychology Students, and whether a more effective research presentation venue might be to hold our own departmental research mini-conference, allowing more of our students at each level of research skills to present research and attend. We also spent time over the year continuing to address issues raised by and recommendations made by Charles Brewer in his 2009 review of our department.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.
   We have made progress in several specific areas of concern mentioned by Brewer in his report and identified by our department (the italicized points are those for which no change or progress has occurred):
   a. **Statistics and Research Methods are overenrolled**
      This year we enrolled psychology majors regardless of bid points and seated all of our majors in Statistics, and enrolled all students requesting Research Methods.

b. **Developmental Psychology should be covered more extensively**

   Our request for a new tenure track position in Aging/Adult Development was approved, but our 2010-11 search was unsuccessful. We plan to re-advertise the position in Fall 2011.

c. **Collaborative research opportunities are too limited**

   We have implemented Advanced Research (Psyc 480) as an annual course offering, allowing faculty members to offer course credit for students to participate in a research course focused on the faculty member's programmatic research. We have also developed internship opportunities at the Psychiatric Research Institute at UAMS in the Neuropsychology Service and the Child Diagnostic Unit, with the potential for up to 10 students a year to participate. These internships have a research component that will allow student interns to participate in ongoing programmatic research.

d. **Need greater frequency of advanced course offerings**

   We hope that with the addition of a seventh full-time faculty member, we will be able to offer more upper-level courses.

e. **Computer lab facilities are insufficient**

   We moved our computer lab to a larger room in the building and added several additional computers.

f. Students want more graduate school and career planning information

   We have an evening component to address graduate school issues and added more information to the departmental website.

g. **Classroom technology needs improvement**

   Provost Entzminger, in an e-mail on 5-16-11, detailed the classroom technology upgrades being undertaken on campus. Our DWReynolds classrooms are included in the planned upgrades.

h. Awareness of faculty "generational differences"

   Taken as a suggestion.

i. Need space protection from biology encroachment

   Nothing can be done here as long as animal housing is not provided for Dr. Penner we can not use the laboratory space and as space is such a high commodity on campus we have lost that laboratory space to Biology.

j. **Need more computer lab space, more computers and permanent teaching media equipment in all classrooms**

   These issues are being addressed.

k. **Need one or two new faculty members**

   We have had a seventh tenure-line approved and plan to reopen that search (after an unsuccessful search in 2010-11) in Fall 2011.

l. Need funding for summer student research

   Nothing on the horizon

m. Need Animal Housing Facilities

   Requested from capital expenses and denied in 2008-2009, 2009-2010.

n. Need more financial support for research and attendance at professional meetings.

   Not forthcoming.

o. Need more administrative assistant help

   Not forthcoming

p. Need more compensation for department chair duties

   Not forthcoming

q. **Need a scantron machine**

We purchased a scantron machine out of the departmental budget during the 2010-2011 school year and have already made extensive use of it.

4. What are the plans for improving student learning in your unit?
   We will continue addressing the needs identified by Brewer.

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?
   (This action item could be to work on the SAP or on the assessment audit to correlate student learning goals with specific courses, described above.)
   We plan to develop and implement the assessment audit.