

Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2012-13

Academic Unit: Department of Psychology

Chair: Leslie Templeton

Student Assessment Plan (SAP) – Basic Check-list – If your answers are “yes” to 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>.

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.

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.

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)?

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?

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.

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

We've completed a matrix of learning goals met by each course currently taught in our department.

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?

Our planned action items were to a) use the learning goals matrix as a basis for discussion of whether we are adequately addressing learning goals at each level of the Psychology curriculum, and b) discuss any lingering disparities in course difficulty.

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?)

We did not formally meet due to an unusually large amount of time spent trying (unsuccessfully) to hire a Neuroscientist and hiring a one-year visiting Psychologist. Given these burdens on our time, I decided we could address assessment issues more casually. To this end, we engaged in ongoing discussions about learning goals and standardizing course difficulty as each numerical level of offerings. This led to reworkings of courses at the 200- and 300-levels. For example, Ruthann Thomas and Leslie Templeton met five times throughout the year, for a total of seven hours, to discuss equalizing difficulty in the four courses we teach that are linked (Childhood & Adolescence and Adult Development & Aging; Cognitive Psychology and Human Memory).

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.

N/A.

4. What are the plans for improving student learning in your unit?
As always, we will continue addressing the needs identified by our departmental reviewer in our last departmental evaluation and continue to discuss solutions to issues Psychology majors have raised informally and through the Senior Survey.

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 will discuss the results of the 2013 Senior Survey, and continue to address the issues raised by students (difficulty enrolling in Psychology courses, class sizes, internship opportunities).