ASSESSMENT DOESN'T HAVE TO BE A PAIN IN THE A$$

IUS Psychology Program

WHAT WILL YOU GET OUT OF THIS PRESENTATION?

- RECOGNIZE AT LEAST ONE RESOURCE TO BEGIN PROGRAM ASSESSMENT

- IDENTIFY STRATEGIES TO KEEP ON-TRACK WITH ASSESSMENT

- DESCRIBE WAYS TO BUILD ON SUCCESSFUL ASSESSMENT

PRETEST

- If you started a new major today, what is one resource you could use to begin building the program's assessment?

- What is one precommitment strategy you can use to ensure your program stays on-track with assessment?

- What is one thing you plan to do in the next year to build on your program's assessment?

- True or false: once my program sets its goals, we are stuck with them forever.

- True or false: good program assessment must include quantitative data.

STARTING FROM SCRATCH

- Start with standards of field
- Borrow from a colleague or another program
  - Everyone does assessment
- Modify to fit your unique program

LEARNING GOALS & OUTCOMES
APA Guidelines for the Undergraduate Psychology Major Version 2.0

GOAL 1: KNOWLEDGE BASE
1.1 Describe key concepts, principles, and overarching themes in psychology
1.2 Develop a working knowledge of psychology's content domains
1.3 Describe applications of psychology

GOAL 2: SCIENTIFIC INQUIRY & CRITICAL THINKING
2.1 Use scientific reasoning to interpret psychological phenomena
2.2 Demonstrate psychology information literacy
2.3 Engage in innovative and integrative thinking and problem solving
2.4 Interpret, design, and conduct basic psychological research
2.5 Incorporate sociocultural factors in scientific inquiry

GOAL 3: ETHICAL & SOCIAL RESPONSIBILITY IN A DIVERSE WORLD
3.1 Apply ethical standards to evaluate psychological science and practice
3.2 Build and enhance interpersonal relationships
3.3 Adopt values that build community at local, national, and global levels

GOAL 4: COMMUNICATION
4.1 Demonstrate effective writing for different purposes
4.2 Exhibit effective presentation skills for different purposes
4.3 Interact effectively with others

GOAL 5: PROFESSIONAL DEVELOPMENT
5.1 Apply psychological content and skills to career goals
5.2 Exhibit self-efficacy and self-regulation
5.3 Refine project-management skills
5.4 Enhance teamwork capacity
5.5 Develop meaningful professional direction for life after graduation

American Psychological Association

Approved August 2013
For the complete Guidelines, see
http://www.apa.org/ed/precollege/about/psymajor-guidelines.aspx

KEEP IT SIMPLE TO START

- Courses required for your major
- Key time points
  - Beginning
  - Middle
  - end
- Seeing Change requires more than one assessment point
  - Pre/post

- Introductory Psychology I
  - Pre-test
- Research Methods and statistics I
  - Pretest and posttest
- Research methods and statistics II
  - Pretest and posttest
- Senior seminar in psychology
  - posttest

DO WHAT IS NATURAL

I LOVE STATISTICS IT MAKES PEOPLE CRY

Rubrics for B452 Research Paper

3 - Excellent - Student produces an excellent research paper: Purpose of the research is clearly identified, all material placed in correct sections, organized logically within sections, method section clearly identifies and operationally define variables, appropriate statistical information is utilized in the results, and appropriate conclusions are drawn.

2 - Satisfactory - Student produces a research paper that is adequate: Purpose of the research is identified, coverage of previous research may be limited, materials are placed in right sections but may not be well organized, presents an experiment that is replicable, some sources of data or information may be disorganized, data report may contain irrelevant information.

1 - Unsatisfactory - Student produces a research paper that is deficient in multiple ways: Fails to clearly describe study, relevant information omitted, fails to identify the purpose of the study, material placed in wrong sections, poorly organized, study described poorly or in nonscientific way, does not communicate results or fails to interpret results.
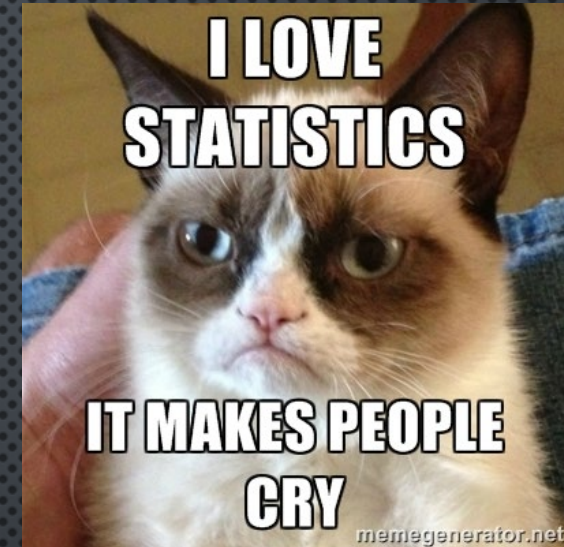
P341 Pretest to Posttest Comparison: $p < .001$ – success criteria was met

t-Test: Paired Two Sample for Means

	Pretest	Posttest
Mean	7.191011	11.76404
Variance	6.110827	10.06869
Observations	89	89
Pearson Correlation	0.504167	
Hypothesized Mean Difference	0	
df	88	
t Stat	-15.0018	
P(T<=t) one-tail	2.8E-26	
t Critical one-tail	1.662354	
P(T<=t) two-tail	5.6E-26	
t Critical two-tail	1.98729	

PRECOMMITMENT STRATEGY

- Schedule one meeting per semester for assessment
  - October – review data and plan report
  - March – review feedback and plan changes
- Remind faculty of assessment role at start and end of semester
  - Email stalking
  - Create a predictable pattern of assessment activity
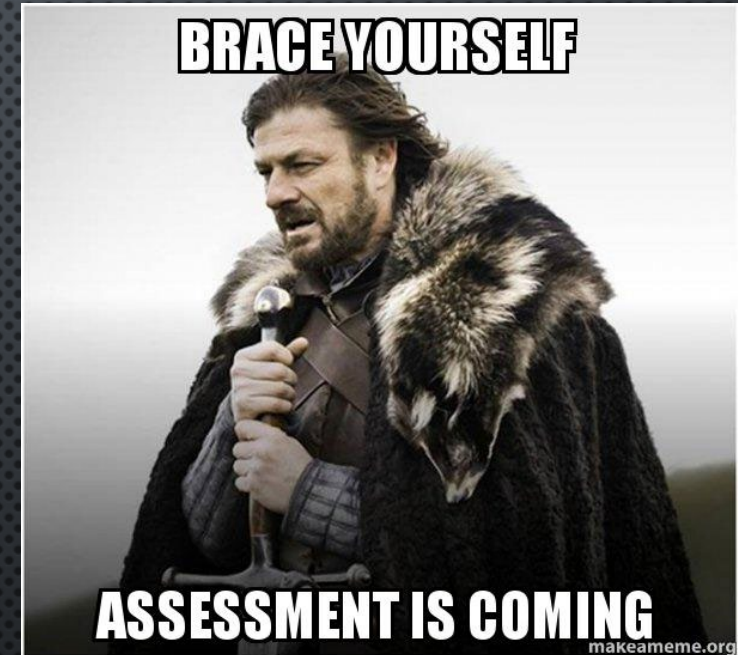
MEET YOUR SUCCESS CRITERIA AND THEN COAST?

- REVISIT GOALS IN CHANGING WORLD
  - DIVERSITY AND INCLUSION
- REVISIT TOOLS AS TEACHING AND LEARNING CHANGE
- SCRAP THINGS THAT AREN'T PROVIDING USABLE DATA

Rubrics for Communication Skills - Oral

5 - Very Effective - Information presented in a clear and well-organized manner with good eye contact, intonation, and appropriate use of audiovisuals. Ability to handle questions reflects conceptual grasp of material.

altrics.com/WRQualtricsControlPanel/Ajax.php?action=GetSurveyPrintPreview

Qualtrics Survey Software

4 - Moderately Effective - Information is presented in a clear and well-organized manner with good eye contact, intonation, and appropriate use of audiovisuals. Ability to handle questions reflects a technical but not a conceptual grasp of material.

3 - Somewhat Effective - Information generally is presented in a clear and well-organized manner with some problems in either eye contact, intonation, use of audiovisuals, or ability to answer questions.

2 - Somewhat Ineffective - Information disorganized during some of the presentation. Problems with either eye contact, intonation, or inappropriate use of audiovisuals. Poor ability to answer questions.

1 - Very Ineffective - Information presented in a disorganized manner with poor eye contact, intonation, and inappropriate use of audiovisuals. Not able to answer questions.

POSTTEST

- If you started a new major today, what is one resource you could use to begin building the program's assessment?

- What is one precommitment strategy you can use to ensure your program stays on-track with assessment?

- What is one thing you plan to do in the next year to build on your program's assessment?

- True or false: once my program sets its goals, we are stuck with them forever.

- True or false: good program assessment must include quantitative data.

QUESTIONS?

PSYCHOLOGY'S ASSESSMENT PROGRAM

- RESEARCH METHODS AND STATISTICS I
  - STUDENT PRETEST/POSTTEST
  - ENHANCEMENT GRANT ASSESSMENT
- RESEARCH METHODS AND STATISTICS II
  - STUDENT PRETEST/POSTTEST
  - FACULTY RUBRIC – SKILLS BASED
- SENIOR SEMINAR
  - STUDENT SURVEY
  - FACULTY RUBRIC – SKILLS BASED
- ALUMNI SURVEY

- CAREERS IN PSYCHOLOGY
  - COURSE ASSESSMENT THAT COULD BECOME PROGRAM ASSESSMENT
- BEHAVIORAL NEUROSCIENCE
  - STUDENT PRETEST FOR NEUROSCIENCE MAJORS
- DRUGS AND THE NERVOUS SYSTEM
  - STUDENT POSTTEST FOR NEUROSCIENCE MAJORS