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**
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

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.

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               | 2.0E-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

6 - 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.

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