

# Psychology Department Assessment Report

June, 2008

## Learning Goals for Psychology Majors

Goal 1 - To demonstrate knowledge in one or more of the content areas of the discipline of Psychology as influenced by both the natural sciences and social sciences;

Goal 2 - To be familiar with research methods (e.g., quantitative, qualitative, archival), research designs (e.g., experimental, correlational, case study), statistics (e.g., descriptive, inferential, and hypothesis testing), and psychometric principles;

Goal 3 - To appreciate and apply the ethical practice of scientific inquiry;

Goal 4 - To think scientifically while employing critical and creative thinking;

Goal 5 - To speak and write effectively in the discourse of the discipline;

Goal 6 - To respect the diversity of human behavior and experiences and to appreciate the rich opportunities for science and social relationships that such differences provide;

Goal 7 - To understand how the study of psychology enables individuals to contribute to making their community a better place;

Goal 8 - To demonstrate information competence and the ability to use computers and other technology for many purposes;

Goal 9 - To emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of settings.

This year, the department has agreed to concentrate on three assessment measures: a standardized national exam, the capstone research projects, and a questionnaire given to senior students. Once we are satisfied with these assessment techniques, we will add other measures to further assess our goals.

Measures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Use of the information
A standardized national test is given to a sample of seniors.	X	X								Data are reported to the department annually by the Assessment Committee. The department supports and encourages instructors, takes any department-level curriculum actions, and reports meeting outcomes to the VP or other body which has resources to address any problems, and to those composing reports for accreditation or other external audiences. All data are reviewed as part of program review every 5 years.
In the senior capstone course (Empirical Thesis), students complete an original research project, write it up in APA format, and present it in poster format. The instructors use rubrics to evaluate the student work.		X	X	X	X			X		Annually, the senior thesis instructors provide students' posters to the Assessment Committee for evaluation. Data are reported to the department annually by the Assessment Committee. The department takes action as above.
A questionnaire is administered to graduating majors asking 1) how well did you achieve each learning goal; 2) what aspects of	X	X	X	X	X	X	X	X	X	The data are summarized by the Assessment Committee and reviewed annually by the department for action, as above.

the department's program helped you; 3) suggestions for improvement.										
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**Examples of Changes Based on Assessment**

Our first sample of students (N=29) to take the standardized ETS Major Field Test in Psychology provided data that were compared to 276 peer institutions. Our total test mean and four subscore means were all within one standard deviation of the comparison means; however, our percentiles ranged from 10-30%. We have changed our course description of General Psychology to more clearly specify a core set of content areas that must be covered by all instructors of the introductory course. These content areas include research methods, biological bases of behavior, learning, memory, development, social psychology, and psychopathology and are areas specifically assessed by the ETS Test.

Our seniors present their final research projects in a poster session, comparable to that at a professional meeting. Rubrics for evaluation vary and are completed by course instructors. For departmental assessment purposes, we will standardize the evaluation form based on instructors' existing forms and have all posters evaluated by members of the Assessment Committee using this new rubric. Data will then be presented to the department in order to identify common areas of strength and needs for improvement.

Based on a sample of 37 graduating majors, the questionnaire data suggest the respondents perceived the department to have adequately/very adequately prepared them to achieve all 9 of the specified learning goals. The department was rated particularly highly on Goals 2 and 6. Other questionnaire items indicated that course offerings/availability was perceived as an area of concern. This supports our continued requests for tenure-line positions. The provision of career/graduate school information was also indentified as an area of concern. We will evaluate our ability to offer more sections of courses that have a career preparation focus as well as encourage instructors to integrate more career information into their existing courses and their student advising.

**Recommendations for Improving Assessment Processes**

Standardized national testing is costly and time-consuming to administer. The Assessment Committee should address how to improve the low student motivation in its current format.

An assessment of 20 research posters every semester could become a burdensome task for the evaluators. The Assessment Committee should investigate an appropriate sample size from which their data can be generalized.

The senior questionnaire is lengthy and subject to a low response rate. The Assessment Committee should address revision of the questions in order for the instrument to more succinctly assess the learning goals, and the Assessment Committee should consider alternative administration plans to maximize student participation.

# Psychology Department Assessment Report

June, 2009

## Learning Goals for Psychology Majors

Goal 1 - To demonstrate knowledge in one or more of the content areas of the discipline of Psychology as influenced by both the natural sciences and social sciences;

Goal 2 - To be familiar with research methods (e.g., quantitative, qualitative, archival), research designs (e.g., experimental, correlational, case study), statistics (e.g., descriptive, inferential, and hypothesis testing), and psychometric principles;

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Goal 4 - To think scientifically while employing critical and creative thinking;

Goal 5 - To speak and write effectively in the discourse of the discipline;

Goal 6 - To respect the diversity of human behavior and experiences and to appreciate the rich opportunities for science and social relationships that such differences provide;

Goal 7 - To understand how the study of psychology enables individuals to contribute to making their community a better place;

Goal 8 - To demonstrate information competence and the ability to use computers and other technology for many purposes;

Goal 9 - To emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of settings.

This year, the department has agreed to continue concentrating on three assessment measures: a standardized national exam, the capstone research projects, and a questionnaire given to senior students. Once we are satisfied with these assessment techniques, we will add other measures to further assess our goals.

Measures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Use of the information
A standardized national test is given to a sample of seniors.	X	X								Data are reported to the department annually by the Assessment Committee. The department supports and encourages instructors, takes any department-level curriculum actions, and reports meeting outcomes to the VP or other body which has resources to address any problems, and to those composing reports for accreditation or other external audiences. All data are reviewed as part of program review every 5 years.
In the senior capstone course (Empirical Thesis), students complete an original research project, write it up in APA format, and present it in poster format. The instructors use rubrics to evaluate the student work.		X	X	X	X			X		Annually, the senior thesis instructors provide students' posters to the Assessment Committee for evaluation. Data are reported to the department annually by the Assessment Committee. The department takes action as above.
A questionnaire is administered to graduating majors asking 1) how well did you achieve each learning goal; 2) what aspects of	X	X	X	X	X	X	X	X	X	The data are summarized by the Assessment Committee and reviewed annually by the department for action, as above.

the department's program helped you; 3) suggestions for improvement.										
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**Examples of Changes Based on Assessment**

We expanded the administration of the standardized ETS Major Field Test in Psychology to two samples, all Thesis students (N=38) and one section of Research Methods 1 students (N=19). Some preparation was provided by the instructors to the students prior to the test-taking in the form of optional practice questions and content review. The data were compared to 305 domestic institutions. Our total test mean and four subscore means were all well within one standard deviation of the comparison means. Due to concerns that some ETS content areas are not emphasized in our curriculum beyond General Psychology and that there is no clear comparison of our data to FSC's peer institutions, the decision was made to begin creation of our own test. This will be a lengthy process involving the writing of factual, conceptual, and applied questions; and piloting of the test bank. For AY09-10, comparison of two samples will continue with the ETS Test and data will be collected regarding student usage of test preparation materials.

Our Thesis students present their final research projects in a poster session, comparable to that at a professional meeting. For departmental assessment purposes, we standardized the evaluation form in order to rate each poster on 10 areas using a five-point scale. All Spring '09 posters (N=15) were independently assessed by two members of the Assessment Committee. Mean scores on the 10 areas ranged from 3.7 to 4.8; the overall mean of all ratings was 4.0. Student posters demonstrated strength in most areas; based on the data, instructor attention to the writing and revision of the Abstract will be a focus for improvement. The Assessment Committee will make some revisions to the evaluation form and clarify the appropriate format for submitting these posters to the Committee.

The Senior Questionnaire was revised and shortened and formatted for online distribution to our graduating majors. Based on a sample of 33 students, the questionnaire data suggest the respondents perceived the department to have adequately/very adequately prepared them to achieve all 9 of the specified learning goals. The department was rated particularly highly on Goals 2 and 6. Other questionnaire items indicated that course offerings/availability was perceived as an area of concern. This supports our continued requests for tenure-line positions. The provision of career/graduate school information was also indentified as an area of concern. Given that a number of opportunities exist for students to receive such information (e.g., human service and graduate school nights, alumni panels, campus-wide job fairs), focus will be placed on increased advertising and incentives to promote attendance at these events. Additional questions will be added to the questionnaire for AY09-10 in an effort to clarify when and what type of career advising is (not) being received. The Assessment Committee will create

departmental materials to be distributed to majors which a) detail the specialties and contact information of individual faculty, and b) provide steps for contacting the department after graduation to obtain advice, letters of reference, networking contacts, etc. as well as to relay news of professional plans and success.

### **Recommendations for Improving Assessment Processes**

Standardized national testing is costly and time-consuming to administer. The Assessment Committee should address how to improve student motivation given that performance is not tied to a course grade. The Assessment Committee should also further assess the fit of the test to the department's curriculum and determine a strategy to determine what and how much value is added by creating our own instrument.

The Assessment Committee should determine the appropriate sample size of posters from which the data can be generalized. Having independent reviewers outside of the department should be considered.

The senior questionnaire is subject to a low response rate. The Assessment Committee should address ways to maximize student participation prior to graduation as well as consider ways to measure the learning goals and collect career information post-graduation.

# Psychology Department Assessment Report

June, 2010

## Learning Goals for Psychology Majors

Goal 1 - To demonstrate knowledge in one or more of the content areas of the discipline of Psychology as influenced by both the natural sciences and social sciences;

Goal 2 - To be familiar with research methods (e.g., quantitative, qualitative, archival), research designs (e.g., experimental, correlational, case study), statistics (e.g., descriptive, inferential, and hypothesis testing), and psychometric principles;

Goal 3 - To appreciate and apply the ethical practice of scientific inquiry;

Goal 4 - To think scientifically while employing critical and creative thinking;

Goal 5 - To speak and write effectively in the discourse of the discipline;

Goal 6 - To respect the diversity of human behavior and experiences and to appreciate the rich opportunities for science and social relationships that such differences provide;

Goal 7 - To understand how the study of psychology enables individuals to contribute to making their community a better place;

Goal 8 - To demonstrate information competence and the ability to use computers and other technology for many purposes;

Goal 9 - To emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of settings.

For the upcoming year, the department has agreed to continue concentrating on three assessment measures: a comprehensive exam, the capstone research projects, and a questionnaire given to senior students. Once we are satisfied with these assessment techniques, we will add other measures to further assess our goals.

2009-10 Measures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	Goal 9	Use of the information
<p>A standardized national test is given to a sample of seniors.</p> <p>[to be replaced in AY10-11 with a department-developed comprehensive exam]</p>	X	X								Data are reported to the department annually by the Assessment Committee. The department supports and encourages instructors, takes any department-level curriculum actions, and reports meeting outcomes to the VP or other body which has resources to address any problems, and to those composing reports for accreditation or other external audiences. All data are reviewed as part of program review every 5 years.
<p>In the senior capstone course (Empirical Thesis), students complete an original research project, write it up in APA format, and present it in poster format. The instructors use rubrics to evaluate the student work.</p>		X	X	X	X			X		Annually, the senior thesis instructors provide students' posters to the Assessment Committee for evaluation. Data are reported to the department annually by the Assessment Committee. The department takes action as above.
<p>A questionnaire is administered to graduating majors asking 1) how well did you achieve each learning goal; 2) what aspects of</p>	X	X	X	X	X	X	X	X	X	The data are summarized by the Assessment Committee and reviewed annually by the department for action, as above.

the department's program helped you; 3) suggestions for improvement.										
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**Examples of Changes Based on Assessment**

We again expanded the administration of the standardized ETS Major Field Test in Psychology to two larger samples, all Thesis students (N=33) and all Research Methods 1 students (N=30). The data were compared to 332 domestic institutions. Our total test mean and four subscore means were all well within one standard deviation of the comparison means. There were no apparent score differences between the two samples or across samples from three years of using the test. Due to continued concerns that some ETS content areas are not emphasized in our curriculum beyond General Psychology, that there is no clear comparison of our data to FSC's peer institutions, and that the ETS is an expensive assessment method (~\$1800), the decision was made to cease its use and direct all efforts toward the construction of our own comprehensive test which we believe will better reflect our curriculum. The writing of factual, conceptual, and applied questions has been completed. For AY10-11, we will pilot the test bank and make revisions based on faculty feedback and focus groups comprised of senior-level majors.

Our Thesis students present their final research projects in a poster session, comparable to that at a professional meeting. For departmental assessment purposes, we again revised the standardized evaluation form in order to rate each poster on 10 areas using a five-point scale. Out of 30 submissions, a sample of both Fall '09 and Spring '10 posters (N=10) were independently assessed by two members of the Assessment Committee. Mean scores on the 10 areas ranged from 3.7 to 4.4; the overall mean of all ratings was 4.1. These scores are comparable to the previous year's. Student posters demonstrated strength in most areas; based on the data, instructor attention to the condensed content of the Literature Review will be a focus for improvement. Difficulties in evaluation were noted due to the varied submission formats; therefore, the Assessment Committee will provide a template and guidelines to AY10-11 instructors on the appropriate format for poster submissions.

The Senior Questionnaire was again revised and formatted for online distribution to our graduating majors. Based on a sample of 43 students, the questionnaire data suggest the respondents perceived the department to have adequately/very adequately prepared them to achieve all 9 of the specified learning goals. Mean scores ranged from 3.23 to 3.44 out of a possible 4.0. Other questionnaire items indicated that course offerings/availability of seats was perceived as an area of concern. This supports our continued requests for tenure-line positions. The provision of career/graduate school information was also identified as an area of concern. A number of opportunities exist for students to receive such information (e.g., human service and graduate school nights, alumni panels, campus-wide job fairs), and attendance rates ranged from 5-58% according to the respondents. An emphasis will continue to be placed on advertising and offering incentives to promote attendance at these

events. In order to increase the response rate for AY10-11, the survey will be completed online by students during a specified class time. The Assessment Committee will finalize departmental materials to be distributed to majors which a) detail the specialties and contact information of individual faculty, and b) provide steps for contacting the department after graduation to obtain advice, letters of reference, networking contacts, etc. as well as to relay news of professional plans and success. In addition, materials for group academic advising sessions of upper-level and lower-level students will be developed by faculty and focus groups comprised of junior/senior-level majors.

### **Recommendations for Improving Assessment Processes**

The Assessment Committee should address how to improve student motivation given that standardized testing performance is not currently tied to a course grade or graduation status. The Assessment Committee should also continue to assess the fit of the new comprehensive test to the department's curriculum and determine a strategy to determine what and how much value is added by using our own instrument.

The Assessment Committee should determine the appropriate format of posters by which the data can be compared. Having independent reviewers outside of the department should be considered if adequate funding and training is made available.

The senior questionnaire has been subject to a low response rate. The Assessment Committee should determine if the new in-class administration procedure maximizes student participation. The Assessment Committee should examine what support is available on campus to contact alumni in order to measure the learning goals and collect career information post-graduation.

# Psychology Department Assessment Report

June, 2011

## Learning Goals for Psychology Majors

Goal 1 - To demonstrate knowledge in one or more of the content areas of the discipline of Psychology as influenced by both the natural sciences and social sciences;

Goal 2 - To be familiar with research methods (e.g., quantitative, qualitative, archival), research designs (e.g., experimental, correlational, case study), statistics (e.g., descriptive, inferential, and hypothesis testing), and psychometric principles;

Goal 3 - To appreciate and apply the ethical practice of scientific inquiry;

Goal 4 - To think scientifically while employing critical and creative thinking;

Goal 5 - To speak and write effectively in the discourse of the discipline;

Goal 6 - To respect the diversity of human behavior and experiences and to appreciate the rich opportunities for science and social relationships that such differences provide;

Goal 7 - To understand how the study of psychology enables individuals to contribute to making their community a better place;

Goal 8 - To demonstrate information competence and the ability to use computers and other technology for many purposes;

Goal 9 - To emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of settings.

For the upcoming year, the department has agreed to continue concentrating on three assessment measures: the development of a comprehensive content exam, the capstone research projects, and a questionnaire given to senior students. Once we are satisfied with these assessment techniques, we may add other measures to further assess our goals.

<b>2010-11 Measures</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>Goal 6</b>	<b>Goal 7</b>	<b>Goal 8</b>	<b>Goal 9</b>	<b>Use of the information</b>
A department-developed comprehensive content exam is piloted to graduating majors that assesses four domains of knowledge and research methods.	X	X								Data are reported to the department annually by the Assessment Committee. The department supports and encourages instructors, takes any department-level curriculum actions, and reports meeting outcomes to the VP or other body which has resources to address any problems, and to those composing reports for accreditation or other external audiences. All data are reviewed as part of program review every 5 years.
In the senior capstone course (Empirical Thesis), students complete an original research project, write it up in APA style, and present it in poster format. Rubrics are used to evaluate the student work.		X	X	X	X			X		Annually, the senior thesis instructors provide students' posters to the Assessment Committee for evaluation. Data are reported to the department annually by the Assessment Committee. The department takes action as above.
A questionnaire is administered to graduating majors asking e.g., 1) how well did you achieve each learning goal; 2) how satisfied are you with academic,	X	X	X	X	X	X	X	X	X	The data are summarized by the Assessment Committee and reviewed annually by the department for action, as above.

graduate school, and career advising; 3) suggestions for improvement.										
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**Examples of Changes Based on Assessment**

Last year, the department decided to replace the ETS field test with a department-developed comprehensive content test to better reflect the curriculum. Factual, conceptual, and applied questions were compiled, and items from several domains of knowledge were piloted among 25 senior-level majors. Based on the data, the students answered about 60% of the questions correctly. Additional analyses indicated much better performance on some, but not all, sets of questions based on whether the students had taken courses immediately relevant to the content (e.g., sensation and perception). Revision of items as well as piloting of additional sets of questions from other domains of knowledge will continue for AY11-12.

Our Thesis students present their final empirical research projects in a poster session, comparable to that at a professional meeting. For departmental assessment purposes, we provided a template for the submission format and used a standardized evaluation form in order to rate posters on 10 areas using a five-point scale. Out of 32 submissions, a sample of both Fall '10 and Spring '11 posters (N=8) were independently rated by the Assessment Committee. Mean scores on the 10 areas ranged from 4.2 to 4.7. These scores are comparable to or a bit higher than the previous year's. Student posters demonstrated strength in all areas; based on the data, instructor attention to the condensed content of the Literature Review and Method can be a focus for improvement. The consistent submission format was believed to improve the quality of the evaluation process and will be continued for AY11-12. Attention will be paid to blacking out the student and supervising faculty names next year.

The Senior Questionnaire was administered to a sample of 39 graduating majors at the end of the spring semester. The questionnaire data suggest the respondents perceived the department to have adequately/very adequately prepared them to achieve all 9 of the specified learning goals. Mean scores ranged from 3.3 to 3.7 out of a possible 4.0. These scores are comparable to or a bit higher than the previous year's. Looking across the past three years of data, trends indicate steady or increasing ratings of academic/career advising and course offerings/seat availability. In order to increase the response rate and better capture the fall graduates, the survey will be completed by students during both the fall and spring semesters for AY11-12. The Assessment Committee examined the data from focus groups with upper-level students on the topic of group advising. Based on the feedback, the department plans to add some group advising opportunities for underclassmen during the fall semester (prior to registration time and individual advising meetings) via the Psychology Club/Psi Chi organizations.

### **Recommendations for Improving Assessment Processes**

The Assessment Committee should address how to improve student motivation given that piloting and testing performance is not currently tied to a course grade or graduation status. The Assessment Committee should also continue to assess the fit of the new comprehensive test to the department's curriculum and determine what and how much value is added by using our own instrument as opposed to a standardized test.

The Assessment Committee should investigate having independent reviewers outside of the department assess capstone projects if adequate funding and training is made available. Assessment of the new capstone options needs to be addressed as the department's new curriculum goes into effect AY11-12.

The senior questionnaire has been subject to a low response rate. The Assessment Committee should expand the in-class administration procedure to maximize student participation. The Assessment Committee requests a summary of alumni data collected by the University in order to measure the learning goals as perceived by alumni and to collect career information post-graduation.

# Psychology and Philosophy Department Assessment Report

June, 2012

## Learning Goals for Psychology Majors

Goal 1 - To demonstrate knowledge in one or more of the content areas of the discipline of Psychology as influenced by both the natural sciences and social sciences;

Goal 2 - To be familiar with research methods (e.g., quantitative, qualitative, archival), research designs (e.g., experimental, correlational, case study), statistics (e.g., descriptive, inferential, and hypothesis testing), and psychometric principles;

Goal 3 - To appreciate and apply the ethical practice of scientific inquiry;

Goal 4 - To think scientifically while employing critical and creative thinking;

Goal 5 - To speak and write effectively in the discourse of the discipline;

Goal 6 - To respect the diversity of human behavior and experiences and to appreciate the rich opportunities for science and social relationships that such differences provide;

Goal 7 - To understand how the study of psychology enables individuals to contribute to making their community a better place;

Goal 8 - To demonstrate information competence and the ability to use computers and other technology for many purposes;

Goal 9 - To emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of settings.

For the upcoming year, the department has agreed to continue concentrating on three assessment measures: the development of a comprehensive content exam, the capstone research projects, and a questionnaire given to senior students. Once we are satisfied with these assessment techniques, we may add other measures to further assess our goals.

<b>2011-12 Measures</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>Goal 6</b>	<b>Goal 7</b>	<b>Goal 8</b>	<b>Goal 9</b>	<b>Use of the information</b>
A department-developed comprehensive content exam is piloted to graduating majors that assesses four domains of knowledge and research methods.	X	X								Data are reported to the department annually by the Assessment Committee. The department supports and encourages instructors, takes any department-level curriculum actions, and reports meeting outcomes to the VP or other body which has resources to address any problems, and to those composing reports for accreditation or other external audiences. All data are reviewed as part of program review every 5 years.
In the senior capstone course (Empirical Thesis), students complete an original research project, write it up in APA style, and present it in poster format. Rubrics are used to evaluate the student work.		X	X	X	X			X		Annually, the senior thesis instructors provide students' posters to the Assessment Committee for evaluation. Data are reported to the department annually by the Assessment Committee. The department takes action as above.
A questionnaire is administered to graduating majors asking e.g., 1) how well did you achieve each learning goal; 2) how satisfied are you with academic,	X	X	X	X	X	X	X	X	X	The data are summarized by the Assessment Committee and reviewed annually by the department for action, as above.

graduate school, and career advising; 3) suggestions for improvement.										
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**Examples of Changes Based on Assessment**

In 2010, the department decided to replace the ETS field test with a department-developed comprehensive content test to better reflect the curriculum. In 2011, factual, conceptual, and applied questions were compiled, and items from several domains of knowledge were piloted among 25 senior-level majors. Initial analyses indicated much better performance on some, but not all, sets of questions based on whether the students had taken courses immediately relevant to the content (e.g., sensation and perception). In AY 2011-12, plans to move forward on our indigenous exam were delayed due to major curriculum changes and implementation. It is important to note that our annual assessment plans played a major role in the curriculum revision. During our Annual Assessment Retreat in May 2012, the decision was made to continue to explore three assessment options, 1) revise the department-developed comprehensive content exam to reflect the new curriculum, 2) return to ETS Field Test with the new curriculum, and 3) find a standardized assessment for psychological research and thinking skills instead of content. All options will be explored during AY2012-13 with a decision moving forward with the new Psychology Major Curriculum will be made at the Psych and Philo Dept. Annual Assessment Retreat in May of 2013.

Our Thesis students present their final empirical research projects in poster sessions, the Massachusetts Undergraduate Research Conference in Amherst, and at the Student Research Day at FSU. For departmental assessment purposes, we provided a template for the submission format and used a standardized evaluation form in order to rate posters on 10 areas using a five-point scale. Out of 43 submissions, a sample of both Fall '11 and Spring '12 posters (N=17) were independently rated by the Assessment Committee and Department members. Mean summary score was 42.12 (SD=2.87) out of a highest possible score of 50. These scores are comparable to previous years. Student posters demonstrated strength in all areas; based on the data, instructor attention to the condensed content of the Literature Review and Method can be a focus for improvement. Due to changes in the Psychology Major curriculum, rubrics will be created for each of the four Capstones, 1) Thesis, 2) Internship, 3) Seminar, and 4) History and Systems. The new rubrics will be used and revised accordingly during AY2012-13 and shared during the Annual Assessment Retreat in May 2013.

The Senior Questionnaire was administered to a sample of 48 graduating majors at the end of the spring 2012 semester. The questionnaire data suggest the respondents perceived the department to have adequately/very adequately prepared them to achieve all 9 of the specified learning goals. Mean scores ranged from 3.4 to 3.7 out of a possible 4.0. These scores are comparable to or a bit higher than the previous year's.

Looking across the past four years of data, trends indicate steady or increasing ratings of academic/career advising and course offerings/seat availability. Changes in the Senior Questionnaire assessed additional information around advising. While students were generally satisfied with advising, additional attention will be given to advising around graduate school and career preparation. Unfortunately, only 4-10% of the sample claimed to have attended group advising sessions on graduate school, however, 60% had attended at least one of the Job or Career Fairs offered through the school or department. The department will continue and expand group advising opportunities for underclassmen during the fall semester (prior to registration time and individual advising meetings) as well as psychology career and graduate school information via the Psychology Club/Psi Chi organizations.

### **Recommendations for Improving Assessment Processes**

The Assessment Committee will continue to assess the fit of the new comprehensive test to the department's new curriculum and determine what and how much value is added by using our own instrument as opposed to a standardized test. The Assessment Committee will also explore standardized test options in both psychology content as well as psychology research skills.

The Assessment Committee will create and pilot new assessment rubrics for each of the four capstones that compose the new psychology major curriculum. In AY2012-13, the new capstone model will be implemented with all of the capstones using a final presentation project for dissemination and evaluation.

The senior questionnaire has been subject to a low response rate. The Assessment Committee should expand the in-class administration procedure to maximize student participation. The Assessment Committee requests a summary of alumni data collected by the University in order to measure the learning goals as perceived by alumni and to collect career information post-graduation.