

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Departments on Assessment Activities Reported in 2003-2004 Annual Reports

DEPARTMENT PSYCHOLOGY DATE 4-11-2005

COMMITTEE MEMBER(S) CONDUCTING REVIEW Renee Mabey

STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------|-------|------------------------|
| • Were any goals referenced? | YES___ | NO___ | QUALIFIED Y/N <u>Y</u> |
| • If so, were goals well articulated? | YES___ | NO___ | QUALIFIED Y/N <u>Y</u> |
| • Do goals address student learning? | YES___ | NO___ | QUALIFIED Y/N <u>Y</u> |

Comments:

Undergraduates:

No goals stated.

Graduates:

Six goals stated. Well articulated goals. Two program goals, 4 student learning goals.

ASSESSMENT METHODS

- | | | | |
|--|--------------|-------|-------------------|
| Were any specific assessment methods referenced? | YES <u>Y</u> | NO___ | QUALIFIED Y/N ___ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>Y</u> | NO___ | QUALIFIED Y/N ___ |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>Y</u> | NO___ | QUALIFIED Y/N ___ |

Comments:

Undergraduates:

Area Concentration Achievement Tests (ACAT): knowledge of 12 topics, for majors
Small Focus Groups: qualitative feedback from students re courses, instructors, program
Psychology and Overall GPA collected: used for correlations with ACAT
Writing Ability: methods are in development
Additional methods: also in development

Graduates:

Number of applicants: Goal 1, a program goal
EPPP Examination Scores: (licensure examination? If so, student learning goals)
INPSYDE Program: Goal 6, a program goal
Presentation and Publication Rates: Student learning goals
Additional methods: as required by re-accreditation report for 2005

ASSESSMENT RESULTS

- | | | | |
|--|--------------|-------|------------------------|
| Were any assessment results reported? | YES <u>Y</u> | NO___ | QUALIFIED Y/N ___ |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES___ | NO___ | QUALIFIED Y/N <u>Y</u> |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES___ | NO___ | QUALIFIED Y/N <u>Y</u> |
| • Were the results tied to goals for student learning? | YES___ | NO___ | QUALIFIED Y/N <u>Y</u> |

Comments:

Undergraduate:

ACAT Test results summarized and correlated with GPAs. Further interpretation of findings will be necessary prior to drawing conclusions re UND student performances. For example, “were students in national pool ‘prepared’ for this specific test?”

Graduate:

Number of Applicants (50 for 6-8 openings)

EPPP Scores (program is at 67th percentile)

Presentation & Publication Rates (equal to or above national averages)

CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES____ NO____ QUALIFIED Y/N **X**____

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES____ NO____ QUALIFIED Y/N ____

Comments:

Specific actions were not articulated. However, from the nature of the report, it would appear the department is responsive to findings of assessment.

SUMMARY

Strengths

- X** A specific plan for assessment is in place.
- G** Student learning goals are well-articulated.
- X** Assessment methods are clearly described.
- X** Assessment methods are appropriately selected.
- X** Assessment methods are well-implemented.
- X** Direct and indirect methods are implemented.
- X** Results are reported.
- ____ Results are tied to closing the loop.
(decision-making is tied to evidence)

Areas for Improvement

- ____ No specific plan for assessment is in place.
- UG** Student learning goals are not well-articulated.
- ____ Assessment methods are not clearly described.
- ____ Assessment methods are not appropriately selected.
- ____ Assessment methods are not well-implemented.
- ____ A single type of assessment methods predominates.
- ____ No results are reported.
- X** Results are not clearly tied to closing the loop.
(decision-making is not directly tied to evidence)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Psychology Department seems to have a clear understanding of Assessment as related to student learning, and as related to program assessment. They indicate procedural documents and reports are readily available within the department. The Department seems aware that assessment is ongoing, tied to goals, and an agent for informed decision-making.