Cornell College
Departmental / Program Assessment Plan
Assessment Project Progress Report

Department / Program:	Psychology
Person Submitting this Form:	Melinda Green
Date:	4/14/2011

Brief Overview of the Assessment Project: *(refer to original Assessment Project Outline)*
- *Outcomes you're assessing.*
- *Questions your project is attempting to answer.*
1. We developed learning goals and outcomes for our students based on guidelines from the American Psychological Association.
2. We developed a rubric for evaluating two learning outcomes (writing and ethics) to be assessed during the first assessment cycle. The rubric was based on learning outcome literature in Psychology.
3. We did program evaluation for all of our departmental courses. Specifically, we ranked the level of proficiency we expected with regard to each learning outcome in each course.
4. We created an Appendix of all assignments related to each learning outcome in each course.
5. We designated courses for assessment. Specifically, we strategically selected courses with assignments that represented each learning outcome at each proficiency level.
6. We assessed all designated assignments, ranking proficiency of 10% of our students in each class, on each designated assignment, according to our rubric

Brief Project Update:
- *What have you accomplished on your assessment project this year?*

Numbers 1-2 above were completed last year (year one of our cycle).
Numbers 2-5 are already complete (by April of year two).
Number 6 will be completed by the end of this year (year two).

<u>Evidence Gathered</u>:
- *Please outline in detail the information gathered for your assessment project.*
- *This information may include student work, surveys, focus groups, existing enrollment information, etc. Include any information gathered that will inform your assessment work.*

We've gathered 3 different writing assignments across 4 courses to assess student writing at each of our specified proficiency levels. We randomly selected 10% of the assignments from each course for assessment.

We've gathered 3 different ethics assignments across 3 courses to assess students' ethical understanding at each of our specified proficiency levels. We randomly selected 10% of the assignments from each course for assessment.

<u>Year Three - Interpreting Evidence / Crafting a Plan</u>:
The goal for Year Three of the College's assessment cycle is to analyze and interpret the evidence gathered for purposes of enhancing educational practice. What are your plans for the coming year? Please include plans for ongoing data collection as well as analysis, interpretation, and plans for using your assessment results.

After ranking all assignments according to our rubric, we will perform a statistical analysis to see what percentage of the assignment met our specified level of proficiency for the assignment. If we identify that a significant number of assignments failed to meet our proficiency level, we will hold extended discussions regarding our program's approach to that goal.

<u>Involvement</u>:
- *Who has been involved in this project?*
- *How well informed and involved are members of the department/office?*

All members of the department have been involved in the each stage of the process. Melinda Green served as the coordinator. All departmental members are well informed about the process, having each reflected on their own course assignments meant to encourage proficiency with each goal (as part of the program evaluation component). Melinda Green will continue to serve as the assessment coordinator for the 2011-2012 academic year. This responsibility will transfer to another member of the department when Melinda becomes Department Chair in 2012-2013.

<u>Challenges / Assistance</u>:
- *What challenges has your department/office encountered to date with your assessment project?*
- *What assistance/support do you need? From whom?*

Our department has worked in an organized, coherent way on this project. At times, deadlines have been a bit of an issue, but overall we've each taken individual responsibility for our portions and have collaborated well. The process may be more comprehensive if each student had his or her own space on a shared server for an assignment portfolio where they could upload all assignments. This may allow us to have a much more comprehensive record of student assignments (if that's what the HLC is looking for). This assistance would presumably come from IT.

Also, it would be very helpful if either the Alumni Office or the Office of Institutional Research more closely tracked our graduates to investigate their professional trajectories. This would be very beneficial as we strive to assess the success of our program if we decide to include an index based on job placement or graduate school admission.

Feel free to add additional comments or supporting documents to this report. Upon completion, please submit the report to Becki Elkins, Box 2628.

Dr Melinda Green   4/9/11
Your Signature   Date
AK Ganzel   4/19/11
Department Chair Signature   Date