



## Psychology | 2013-2014 Assessment Plan

1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

In Spring of 2014, the Psychology Department planned on assessing the following learning outcome: Students will be able to communicate effectively in a variety of formats with the intention of focusing on oral presentations. Please note that mid-semester, we adopted a new set of learning outcomes, one of which was "Communication: Exhibit effective presentation skills for different purposes."

To assess the outcome, all faculty were asked if they require some sort of oral presentation in any of their Psychology courses. Those who did, were asked to provide us with details of the presentation (e.g., length, purpose, group/individual, etc.) and were asked to provide us with the grades of ten randomly chosen students. This provided us with information about which classes required some an oral presentation, how those presentations were formatted, and information about student performance.

Of the sixteen Psychology courses offered in Spring 2014, four included some an oral presentation. The formats varied from short, 2-minute, individual presentations to longer, 20-minute, group presentations. The average grades ranged from 85.5% to 95% (one class did not grade the presentations) and grades ranged from 70% to 100%.

Class	Format	Length	Description	Average Grade (%)
Research Methods	Individual	2 minutes	Response to a randomly drawn question	85.5, range 70 - 100
Social Psychology	Group	10 minutes	Presentation of data they collected	86.1, range 70 - 93
Tests and Measurement	Group	20 minutes	Presentation of a test they have been studying	95, range 90 - 100
Abnormal Psychology	Individual	2 minutes	Presentation of a disorder they have elected to study	Not graded

2. How will you use what you've learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide what to do with it, curricular changes, faculty development, etc.

I'll be sharing this data with the rest of the department with the hopes of exploring where we might be able to include more oral presentation opportunities in our curriculum. One likely barrier to such presentation is that most upper-level psychology courses have 45 students in them making presentations like this very time-consuming. We'll discuss alternative formats that might make them more feasible.