**Assessment Update – Psychological Science**

**Spring 2011**

We have made no revisions to our previously submitted assessment plans.

Once again, our majors completed the Major Field Test; those results are attached here, including comparisons with previous years. As you will see, the Class of 2011 performed relatively well on all areas of the exam; as in some years past, the Developmental assessment indicator was lower than the others. Likewise, the Clinical, Abnormal, & Personality subscore was lower than the others. The PSYC 251 course (Child & Adolescent Psychology) and PSYC 265 course (Abnormal Psychology) are both List 1 courses and ones students tend to take earlier in their Albion career (typically as sophomores). However, we continue to be pleased that our students scored well on the measurement and methodology indicator, as it is the one indicator that is stressed to varying degrees in all psychology courses.

Regarding our empirical data presentation rubrics, student scores continued to be comparable to previous semester. These rubrics, although not mandated by any professional organization (such as the American Psychological Association) are ones largely derived from principles put forth for proper presentation of empirical work in the discipline. Thus, these data are more centered to help individual students than for programmatic review. Here are the 2010-11 mean scores for the department’s lab-based classes:

PSYC 204:

Final paper = 85.3%

Poster presentation= 87.8%

PSYC 206:

Final paper = 88.8%

Oral presentation = 85.2%

PSYC 336:

Final paper = 87.6%

Poster presentation = 85.6%

PSYC 351:

Final paper = 78.5%

PSYC 378:

Final paper = 83.4%

Poster presentation = 85.8%

There is nothing particularly striking, in a good or bad way, about these data. It appears that in all labs, students are making reasonable progress in learning how to present empirical projects.

Regarding future plans for assessing the major, we are working with Jeremy Osborn in the Communication Studies Department at Albion, as well as colleagues in the Psychology Department at Wabash College, to develop a senior exit survey to be given online (using Survey Monkey). In addition to enhancing assessment of the major, this survey will be adapted and given to psychology minors, as indeed, we are doing little of consequence regarding assessing the minor in psychological science.

Regarding curricular changes, we changed the major requirements, which took effect this past academic year, based in part on prior assessment data. The students who must to meet these new major requirements will be seniors in 2013-14 and at that time, we will have a better idea of the effect of these changes on student outcomes.