

IMPLEMENTING MEANINGFUL DEPARTMENTAL ASSESSMENTS: A WORK IN PROGRESS

The focus of course assessment is to capture student learning and determine the degree to which students are meeting course learning objectives. With this knowledge, we are better able to improve student learning. However, to be reliable and accurate, learning outcome assessments cannot be constructed haphazardly. This means significant faculty time and focus must be devoted to the construction of these measures (Weimer, 2013). We plan to share our departmental assessment strategies, including strengths and areas for improvement, and will invite others to share their experiences in developing and implementing course assessments. We will specifically address 1) design and implementation of meaningful course assessments, 2) developing assessments that map onto APA guidelines 2.0, and 3) faculty time and effort in the assessment process.

- Do you currently have a departmental level assessment program? If yes, how is it structured and what types of assessment do you utilize?
- How do you distinguish course assessments from required course work?
- What assessment strategies have proven successful/unsuccessful for you?
- What time commitment, if any, is expected from faculty in the assessment process?

RESOURCES

¹Carnegie Mellon University Eberly Center:

<http://www.cmu.edu/teaching/design/teach/design/learningobjectives.html>

²APA Guidelines for the Undergraduate Psychology Major (2.0):

<https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

APA Project Assessment:

<http://pass.apa.org>

Academic Skills Inventory Revised:

<http://teachpsych.org/resources/Documents/otrp/resources/perry13.pdf>

CONTACT INFORMATION

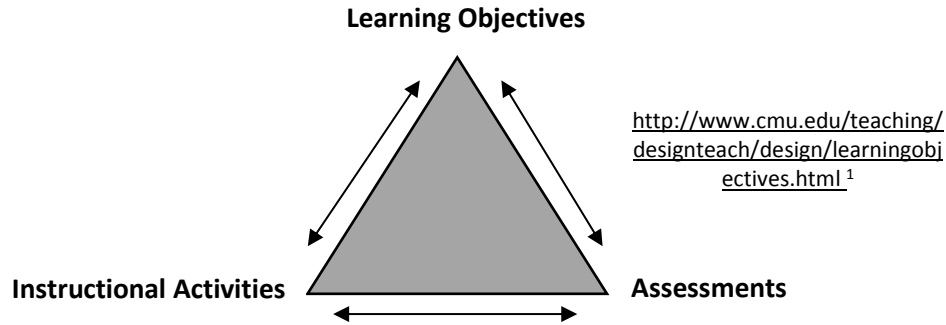
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- Summative Assessment → Used to compare individuals and assign grades.
- **Formative Assessment → Used to inform teaching and learning.**
 - Teachers: Used to adjust instruction.
 - Students: Used to adjust learning strategies.



Example Formative Assessment Plan

Mapping Learning Outcomes to Required Courses										
Learning Goals	General Psychology LL	Statistics LL	Research Methods LL	Learning UL	Abnormal UL	Neuroscience UL	Cognitive UL	Social UL	Developmental UL	Capstone UL
Goal 1: Knowledge Base	1.1 1.2 1.3	1.1	1.1	1.3	1.2	1.1 1.2 1.3	1.1 1.2 1.3	1.1 1.3	1.1	1.1 1.2 1.3
Goal 2: Scientific Inquiry and Critical Thinking	2.1 2.2 2.3	2.1 2.2 2.4	2.1 2.2 2.4	2.1 2.2	2.3	2.1 2.2 2.3	2.1 2.2 2.4	2.1 2.2 2.4	2.1	(2.1) 2.2 2.3 2.4
Goal 3: Ethics and Responsibility			3.1	3.1	3.3	3.1		3.2 3.3		3.1 3.2
Goal 4: Communication		4.1	4.1	4.1	4.3	4.1	4.1	4.1 4.2	4.1	4.1 4.2 4.3
Goal 5: Professional Development							5.1 5.4	5.2 5.3		(5.1) 5.2 (5.3) 5.4 5.5

***NOTE: The Learning Outcomes above refer to those outlined by APA² and are only those assessed as part of our departmental assessment plan. Respective courses typically include coverage and assessment of additional outcomes not listed above. [LL = lower level course, UL = upper level course]*