

**College of Letters and Science**  
**2002 Annual Survey and Report of Departmental Assessment Practices**

Please return to Dean Certain by May 24, 2002  
 c/o Associate Academic Planner Elaine Klein  
 307-E South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: PSYCHOLOGY

**I. Assessment Plan**

- Q1. The department has an assessment plan for the undergraduate program. ⓪ N  
 Q2. The department has an assessment plan for the graduate program. ⓪ N  
 Q3. The assessment plan/s is/are linked to articulated outcome goals for your majors. ⓪ N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams		
Capstone Courses	X	
Embedded Testing		
Student Portfolios		
Theses, Dissertations		X
Performance Evaluations		X
Pre & Post Testing		
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys	X	X
Exit Interviews		X
Alumni Surveys		X
Employer Surveys		Internship Reports
External Reviews		X

- Q5. Of the tools used to directly assess student learning, which provide the most useful information?  
Grad Program: 1st Year Project Reports, Presentation, & Defense; Prelims; Dissertation Defense
- Q6. Of the tools used to directly assess student learning, which provide the least useful information?  
Exam performance in graduate courses - grad program
- Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?  
All graduate seniors are contacted by email & encouraged to fill out a program evaluation using Web.CT. Ability & success of grad students
- Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).  
In our Graduate Program, evaluations of the products <sup>(students)</sup> produce in their research are extremely useful in assessing the quality of our graduate program.

in obtaining jobs

II. Assessment Processes

Q10. Responsibility for assessment has been assumed by an individual  
X a committee

If responsibility is delegated to an individual, this person is:

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: \_\_\_\_\_

If responsibility is delegated to a committee, this group is:

- Specially constituted to address assessment of student learning Y N
- Part of the Curriculum Committee Y N
- Part of the Executive Committee Y N
- Part of the Undergraduate/Graduate Education Committee  N
- Other: Ad Hoc Committees charged to evaluate  
a given student's work (e.g., thesis committee)

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning.  N

If "yes", did the UAC award the department funds?  N

Were those funds useful?  N

Q12. The department has sought professional assistance to conduct assessment. Y  N

If "yes", from whom has the department sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

III. Additional Information

1. Please attach a brief description of any changes in curriculum, advising, or procedures that were the result of your assessment findings so we may include this information in our annual report to the Provost. If your department has received funds from the University Assessment Council, you may attach the assessment report submitted to the UAC in compliance with its funding support requirements. Creation of an Individualized Graduate Major for students whose research interests do not fit neatly into any of our existing Area Groups

2. In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Director of Undergraduate Studies - next year: MARTHA Mihali  
Director of Graduate Studies - next year: Lyn Abramson

3. Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?  
We would be happy to give a brief presentation on use of WebCT for surveys. Jeff Henninger & Pat Glenberg give on such presentation to the Assessment Council.

Thank you for taking time to complete this report.

Please return this report by May 25, 2002.