

# PSYC

## Kirsten Condry

### Leading and Managing Program Improvement

- Tools that support continuous program improvement
  - Exit Survey
  - Capstone Rubric

# PSYC: Tools for assessment

(2009) Exit survey developed

(2012) Working group charge

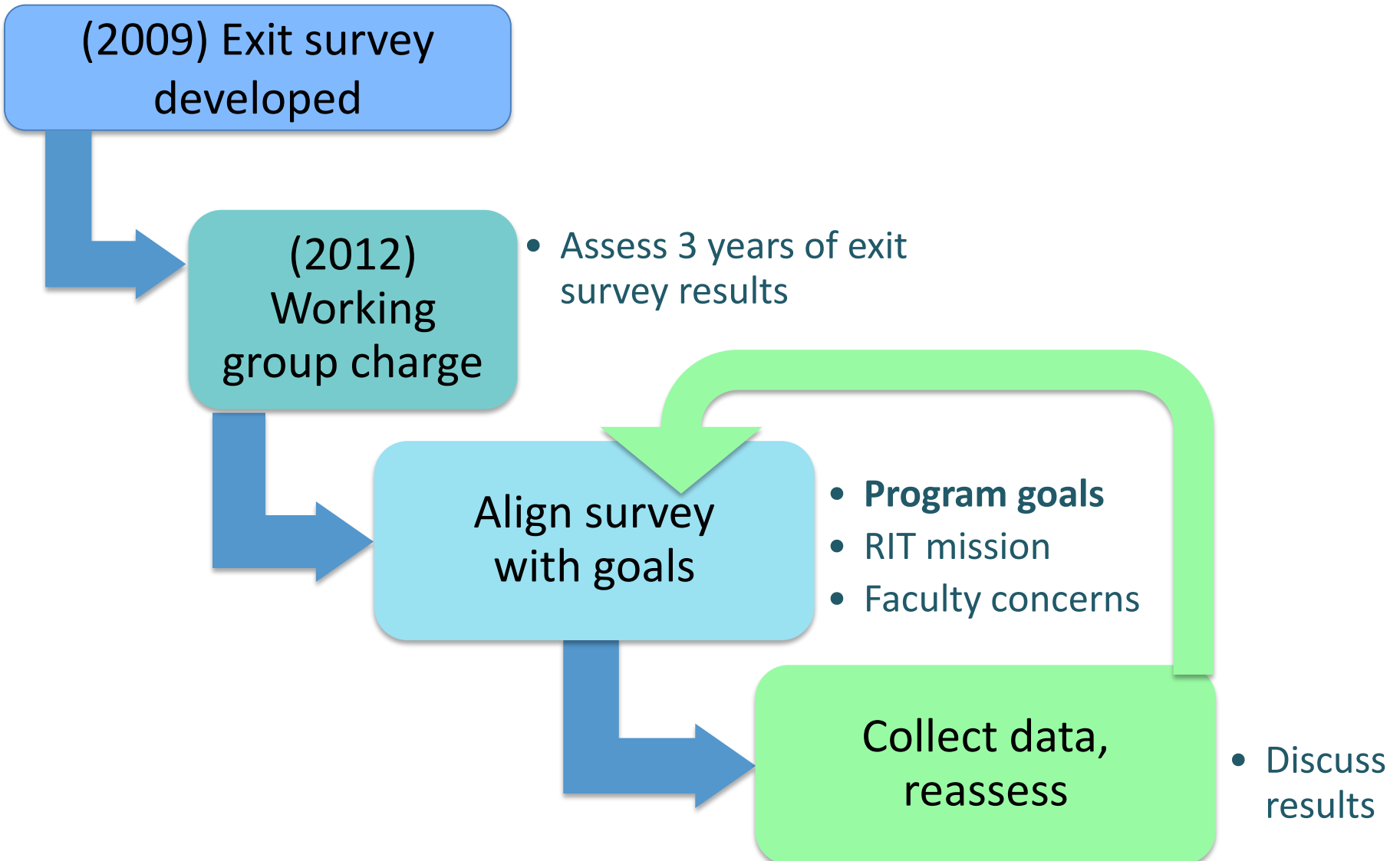
- Assess 3 years of exit survey results

Align survey with goals

- **Program goals**
- RIT mission
- Faculty concerns

Collect data, reassess

- Discuss results



# PSYC Tools for assessment

- Exit survey
  - graduating seniors, within 2 months of graduation
  - Quantitative and qualitative feedback
  - Working group assessed 3 years of data in 2012
    - Align with faculty concerns, previous results, RIT mission, program assessment
  - Some consistent measures (Program goals, SLO's)
  - New questions added when relevant

# PSYC Exit Survey Parts

**Demographics,**  
academic options  
(track, minor, coop)

**Future plans**  
(graduate school, job –  
applied or planned)

**Qualitative feedback** on  
advising, track courses,  
co-op, strengths and  
weaknesses of program

**Quantitative ratings** of  
Program Goals and Student  
Learning Outcomes

**Open questions:**  
Improve success? Anything else?

# PSYC Exit Survey: Qualitative Feedback

- Main strengths and weaknesses of PSYC program
- Usefulness of faculty mentoring
- Senior capstone and co-op experience
- Study habits (average number of hrs/wk)
- Career planning (resources)
- “Anything that you think would improve student success in the PSYC program?”
- “Anything else?”

# PSYC: Tools for assessment

- Capstone experience
- Issue emerged on SLOA and Exit Survey
  - Inconsistency in expectations and grading
- 1<sup>st</sup> retreat (Working group: Devise common rubric)
  - Collected all faculty rubrics
  - Other high quality rubrics
  - Developed PSYC capstone rubric
- 2<sup>nd</sup> retreat: faculty discussed and adopted
- Reassess
  - Exit surveys, SLOA

# PSYC: Revised Capstone Rubric

Methods (e.g., participants, data collection)

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Results (e.g., tables/figures, data analysis)

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## **METHOD**, *including if relevant:*

- Description of observational units (e.g., gender, relevant demogr
- If experimental: conditions, order, counterbalancing, assigning st
- When relevant: independent and dependent variables, levels of ea
- Explain how materials, measures or stimuli were designed; how o
- Give enough information to accurately reproduce apparatus and m
- If experimental: a narrative of the experience of a participant in t
- When relevant: summary of instructions, practice, control proced

# PSYC Assessment

