

DIY Tools for Grad Program Assessment

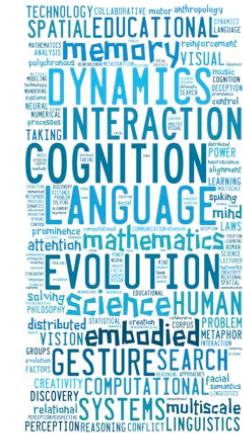
An Approach and Some Examples

Rick Dale

CIS Grad Chair

cogsci.ucmerced.edu / cognaction.org/rick

Graduate Assessment^{program}



PLO 1: Understanding foundational concepts in cognitive and information sciences.
PLO 2: Skillful use of foundational methods in cognitive and information sciences.

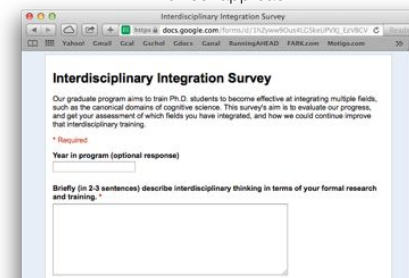
PLO 4: Ability to integrate knowledge across the disciplines that compose cognitive and information sciences.

training in
scientific
research

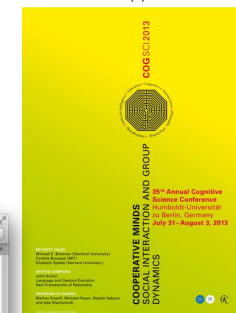
2013 Assessment: PLO 4

“Ability to integrate knowledge across the disciplines that compose cognitive and information sciences.”

indirect approach



direct approach



CogSci '13: our major
(and interdisciplinary)
conference

E-Survey

Ranked discipline that students identified as influential	Number of students who reported this disciplinary influence
Psychology	11
Computer Science	10
Linguistics	9
Philosophy	9
Neuroscience	8
Cognitive Engineering	7

Number of fields that students deem moderately to highly influential	Number of students who reported this multidisciplinary influence
6 (all fields CIS identifies, below)	6 (out of 11)
5	1
4	3
3	0
2	0
1 (only one field is influential)	1

Research Performance

- Both qualitative and quantitative consideration of interdisciplinary contributions.

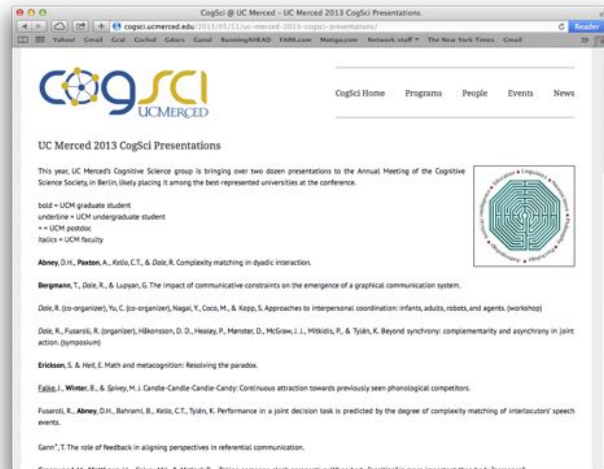
Student **Benjamin St. Clair** is giving a *CogSci* talk that integrates issues of neurocomputation and philosophy, and informs both.

Student **Patricia Lichtenstein** has been working on an IARPA grant project (PI: Matlock) contributing to the study of metaphor (linguistics) and also how metaphor can be detected (computer science).

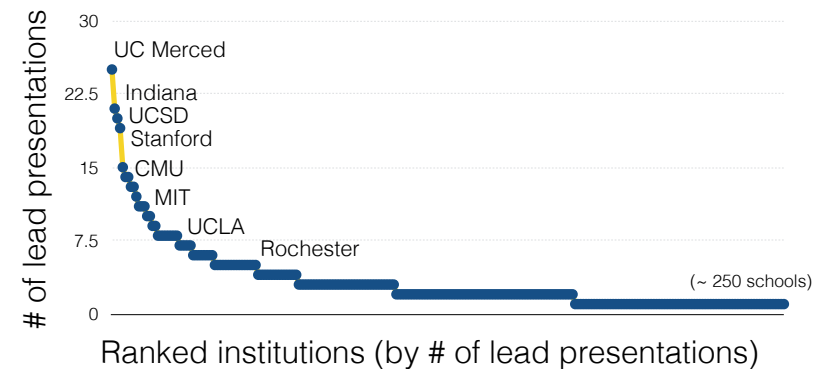
Student **Shanna Erickson**'s research may shed light on metacognition in cognitive psychology, while also informing education.

Student **Bodo Winter**, who integrates diverse methods and topics, has recently published in both linguistics and cognitive psychology journals.

Our Presentations



Quantitative



PLO 4 Conclusion

- Great strides in supporting interdisciplinary research: students feel it, showcase it, and performance metrics support it.
- Good feedback, too (e.g., technical offerings, encouragement to go beyond graduate faculty...)
- Future approach: **DIY evaluation tools** facilitating further quantitative assessment.

ASSESSMENT

Graduate Student Annual Progress Report Academic Year + Summer 2012-2013

Your UCM ID:

Please fill out each section and click the "save" button by September 28th, 2013. This is our second annual progress report, and we have moved the process to an online submission system. Note: You no longer have to enter courses or teaching, as we can get this information elsewhere.

This report reflects your activities for the academic year Fall 2012 to Spring 2013, and also this past summer. Sections left blank mean that nothing has been done for that section (unless otherwise noted below).

These reports will be reviewed by the CIS faculty together as a group. By October 28th at the latest, the CIS faculty will reply with a memo to each student that summarizes the review. It will then be incumbent upon the student to meet with his/her advisory committee during the fall or spring semester to review the memo, and advise about future plans.

Note: At the bottom of this form is a SAVE button. You can save your progress on this form and come back to it.

2012-2013 committee

<input type="text"/>	(chair)
<input type="text"/>	(committee member)
<input type="text"/>	(committee member)
<input type="text"/>	(committee member)
<input type="text"/>	(committee member)

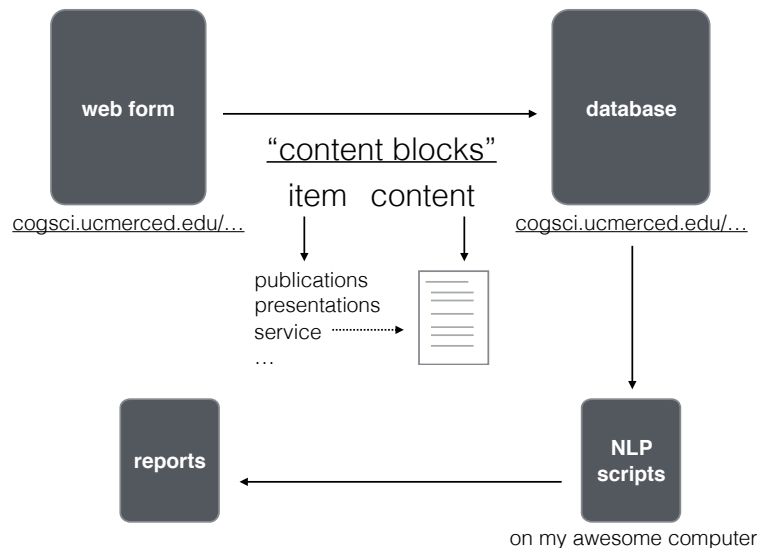
2012-2013 empirical data collection and analysis

Summarize your empirical work for Fall 2012, Spring 2013 and Summer 2013. Include information about study design, piloting, numbers of participants, data analysis, and results. **Three to five sentences per period, on average.**

Fall 2012

Spring 2013

Summer 2013



Graduate Student Annual Progress Report Academic Year + Summer 2012-2013

Your UCM ID:

Please fill out each section and click the "save" button by September 28th, 2013. This is our second annual progress report, and we have moved the process to an online submission system. Note: You no longer have to enter courses or teaching, as we can get this information elsewhere.

This report reflects your activities for the academic year Fall 2012 to Spring 2013, and also this past summer. Sections left blank mean that nothing has been done for that section (unless otherwise noted below).

These reports will be reviewed by the CIS faculty together as a group. By October 28th at the latest, the CIS faculty will reply with a memo to each student that summarizes the review. It will then be incumbent upon the student to meet with his/her advisory committee during the fall or spring semester to review the memo, and advise about future plans.

Note: At the bottom of this form is a SAVE button. You can save your progress on this form and come back to it.

2012-2013 committee

<input type="text"/>	(chair)
<input type="text"/>	(committee member)
<input type="text"/>	(committee member)
<input type="text"/>	(committee member)
<input type="text"/>	(committee member)

2012-2013 empirical data collection and analysis

Summarize your empirical work for Fall 2012, Spring 2013 and Summer 2013. Include information about study design, piloting, numbers of participants, data analysis, and results. **Three to five sentences per period, on average.**

Fall 2012

Spring 2013

Summer 2013

```



rickdale@air-2:~ rickdale$ ssh rickdale@cogsci.ucmerced.edu
Password:
Last login: Wed Mar 12 09:11:55 2014 from 107-201-42-34.lightspeed.frnsca.sbcg
global.net
cogsci:~ rickdale$ mysql -u root -p
Enter password:
Welcome to the MySQL monitor.  Commands and with ; or \n
Your MySQL connection id is 1
Server version: 5.5.34
Copyright (c) 2000, 2013 Oracle and/or its affiliates. All rights reserved.
Oracle is a registered trademark of Oracle Corporation and/or its
affiliates. Other names and brands may be trademarks of their
respective owners.
Type 'help;' or '\h' for help. Type '\c' to clear the current input statement.
mysql>
Database:
mysql>

```


97 | dabney | 2012 | F | writing | Abney, D.H., Wagman, J.B., & Schneider, J. (accepted). Changing grasp position on a wielded object provides self-training for perception of length. Attention, Perception, & Psychophysics.
 Wagman, J.B. & Abney, D.H. (2013). Is calibration of the perception of length modality-independent? Attention, Perception, & Psychophysics.
 Abney, D.H. McBride, D.M., Petrella, S.N. (2013). Interactive effects in transfer-appropriate processing for event-based prospective memory. Memory & Cognition.
 Abney, D.H., Paxton, A., Kello, C.T., & Dale, R. (writing). Complexity matching in dyadic interaction. Article. *part of first-year project
 Fusaroli, R., Abney, D.H., Bahrami, B., Kello, C.T., Tylen, K. (writing). Performance in a joint decision task is predicted by the degree of complexity matching of interlocutors' speech events. Article.
 Abney, D. H., Warlaumont, A. S., Wallot, S., Haussmann, A., Ross, J. (writing). A case study of embodied development: Non-linear methods on infant motor/vocalizations. Book Chapter

cognitive & information sciences graduate student productivity and contributions in the 2012-2013 academic year

Chicago Lisbon Berlin Galway Edmonton Santa Barbara Washington, DC Newcastle Minneapolis Potsdam	10 cities, 6 countries 59 unique conference presentations	language development: evolution, change, acquisition nonlinear methods for psychological science isa summer institute universality and variability joint action workshop spatial cognition summer institute dynamic field theory structural equation modeling exploratory data mining	8 unique workshop experiences
40 unique writing endeavors	5 chapters 12 accepted or in-press journal articles 13 submitted journal articles 13 proceedings 3 in-prep papers	extensive service including	ad hoc journal manuscript reviewing providing extensive undergrad research experiences university representation and coordination workshop presentations to summer research programs, e.g., McNair Scholars Program

 cogsci.ucmerced.edu based on data from 19 students
 

program
 Graduate Assessment



Thanks

