**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2018**

Department: Psychology

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A. Psychology | Objectives are clear, measurable, and programmatic. All of the undergraduate learning goals have been adopted by this program. |
| **How, Where, and When Assessed** | Level 3, B.A. Psychology | You have an admirable list of assessment measures that include direct and indirect measures that collect data at various points in your curriculum, so the measures are multiple and varied. This is a stellar plan. You have developed an exam and forms for rating that speak directly to your curriculum, so they provide solid data on how well your students are achieving the student learning outcomes you seek. You may want to remove the Watson-Glaser exam from your list of measures since it is no longer being given. The University will have CLA+ data for critical thinking, but not enough students take this exam to provide major data. |
| **Expectations** | Level 3, B.A. Psychology | Expectations are in place, are specific, and are directly related to the measures chosen for assessment. Good details! |
| **Results** | Level 3, B.A. Psychology | Results are compared and used, and this practice is part of the culture of the program. I notice that your student research scores are sometimes higher than the faculty by half a score or more. What do you make of that? I am assuming that the on-line students are included in this report and that you are assessing all delivery forms. |
| **How Results Will be Used** | Level 3, B.A. Psychology | Feedback loop is in place and works well for the improvement of student learning. Just keep doing what you are doing. A new course related to critical thinking would be pretty exciting, and might draw majors outside of psychology. |

A model plan as always. This plan is mature and is on a two-year reporting cycle. The next report is due June 15, 2020.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level. [↑](#footnote-ref-1)