**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2019**

Department: Psychology

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.A., Clinical Psychology | Objectives are clear, measurable, and programmatic. All of the CGS goals are present in this plan. |
| **How, Where, and When Assessed** | Level 3, M.A., Clinical Psychology | Direct and indirect measures co-exist very well in this plan that includes formative as well as summative assessment data. The program continues to review and refine its measures to gather the most applicable and telling data related to the learning objectives established. Multiple measures are employed across this very comprehensive plan. The new thesis form you have instituted sounds like an excellent solution to track changes in the thesis project and hold students accountable. You may want to add your exit survey to your check-out list to encourage completion although 7/9 is a pretty good return rate for a survey. |
| **Expectations** | Level 3, M.A., Clinical Psychology | Expectations are in place and are easily connected to the objectives and measures established. Refinement has been made. |
| **Results** | Level 3, M.A., Clinical Psychology | Parts two and three clearly show how dynamic this assessment plan remains—even with a two-year reporting cycle. Data were collected over the last two years and the faculty and coordinator are carefully analyzing the information. |
| **How Results Will be Used** | Level 3, M.A., Clinical Psychology | Feedback loop is in place and results are being shared and acted upon. The Coordinator has done well to spearhead changes to courses and the program and discuss assessment results with faculty, act on them, assess those changes, and so forth. Student feedback is part of this loop as well. This plan reflects how teaching, learning, and assessment should work. Very well done—as always |

This program continues to be at a mature level of assessment, so while assessment should remain ongoing, the next report will be submitted **June 15, 2021.**

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)