

**Student Learning Assessment Program
Response to Summary Form
Undergraduate Program 2012**

Department: Psychology

Category	Level*	Comments
Learning Objectives	Level 3, B.A. Psychology	Objectives are clear, measurable, and programmatic. There is a good blend of field-specific objectives and undergraduate learning goals here. All four undergraduate goals have been adopted by this program. Good specificity!
How, Where, and When Assessed	Level 3, B.A. Psychology	As I have mentioned previously, this plan uses both direct and indirect measures very well. This department has clearly embraced the idea that measures should be multiple and varied. There is good detail here as well. For your global citizenship goal, are all your graduates assessed on this goal? That is, do all complete study abroad, internships, and undergraduate research? It would be good to indicate the percentages of majors that engage in these activities. Clearly, all students can take the exit survey, but you may only be assessing the best students with the other opportunities. You may want to look for ways to incorporate ethical behavior (and its assessment) in a course or through case studies or scenarios on your PCE. John, I have leads on inventories or simulations I can share with you if you are interested—just let me know. What are you considering as your “other measures” for integrative learning?
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	As always, I enjoyed reading this plan very much. This program and its assessment coordinator and committee are committed to assessing student learning and to using the data. Discussions take place concerning what the data mean and how the curriculum or assessment measures may be changed. I wonder if the differences you see among the indirect critical thinking questions, your own assessment and the Watson-Glaser could in part be due to the students themselves. CASL, as you know, has questioned the motivation factor for the W-G in a general education course; students may be more prone to doing well or trying harder in their own major classes. It is also likely that while they believe their critical thinking has improved, the CT may still fall short of the level the faculty would like it to be. I am glad to hear that you have such good compliance rates on your PCE!
How Results Will be Used	Level 3, B.A. Psychology	A feedback loop is in place, and this program is assessing the involvement of faculty and looking for ways to increase that involvement, so assessment is part of the culture of the program. It is rare to see a department talk about ways to create incentives for faculty to participate in assessment activities, and it sounds as if you have developed ways for assessment to count in P&T. As assessment evolves, it is my hope that it will be part of the job of teaching and not an added on service. I will be interested to see what you come up with to improve your students’ use of SPSS. As I said when we discussed this issue, such knowledge is like a foreign language, one has to use it to keep one’s skills honed.

Next report due date: June 15, 2014

* 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.