Degree/Certificate: M.S. in Psychology

Major/Option: Psychology
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Part I – Program SLO Assessment Report for 2012-13

Part I – for the 2012-13 academic year: Except for the formatting, this section nearly identical to previous years’ templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome**: Comprehend the discourse of psychology and communicate using the convention of the discipline.

2. **Overall evaluation of progress on outcome**: Indicate whether or not the SLO has been met, and if met, to what level.
   - _____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
   - _____ SLO is met, but with changes forthcoming;
   - __ xxx___ SLO met without change required

3. **Strategies and methods**: Surveyed students in the Master’s program regarding their perception of learning in these areas. A link was emailed to the first and second year graduate students to the survey.

4. **Observations gathered from data**: Include findings and analyses based on the strategies and methods identified in item #3.
   - a. 17 of 22 students responded. 94% of the respondents agreed that the program met this objective
   - b. Student encouraged more focus on therapeutic techniques especially group therapy

5. **What program changes will be made based on the assessment results?**
a. Continue partnering with MS in Counseling program to offer wider selection of therapy classes and training in group therapy. Inform the Clinical Psychology students of courses offered in the MS in Counseling program

b. Plan: Converse with the program director of MS in Counseling to develop protocol for students in the MS in Clinical Psychology program to participate in courses

Timetable: Implementation after vetting with Graduate Faculty and appropriate individuals in other Departments, if appropriate.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

A web-based survey is a convenient and expedient format for assessment. Students provided thoughtful and useful comments. Next year we will ask students to complete the evaluation during Spring quarter to increase participation.
NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2011-12 PROGRAM ASSESSMENT REPORT

In response to the university’s accrediting body, the Northwest Commission on Colleges and Universities, this section has been added. This should be viewed as a follow up to the previous year’s findings. In other words, begin with findings from 2011-12, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**Working definition for closing the loop:** Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.” Adapted 8.21.13 from [http://www.hamline.edu/learning-outcomes/closing-loop.html](http://www.hamline.edu/learning-outcomes/closing-loop.html).

1. **Student Learning Outcome(s) assessed for 2011-12**

   Develop expertise in the broad science of psychology, including advanced knowledge in research methods, statistics, biological psychology, multicultural issues, history and systems of psychology, and human learning

2. **Strategies implemented** during 2012-13 to improve student learning, based on findings of the 2011-12 assessment activities.
   a. Expanded the Diversity course required of graduate students to include specific therapeutic considerations for a culturally diverse population.
   b. Identified courses in other departments (e.g. business and college instruction) that our graduate students in the experimental program could take as electives to supplement their area of interest

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

   The survey conducted in 2013 of the 2/16 or 12.5% of the respondents indicated that they wished they had received more training in multicultural/diversity issues
4. What further changes to curriculum, pedagogy, mode of delivery, etc. are projected based on closing-the-loop data, findings and analysis?

We are continuing to expand our experimental program to integrate with other programs within the University that are applicable. This could include business for an industrial-organizational emphasis, public health for a health psychology emphasis, and college instruction for those students wanting to teach at the university level.

Some elements of this document have been drawn or adapted from the University of Massachusetts’ assessment handbook, “Program-Based Review and Assessment: Tools and Techniques for Program Improvement” (2001). Retrieved from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf