

**Degree/Certificate: M.S. in Psychology**

**Major/Option: Psychology**

**Submitted by: Dennis W. Anderson**

**Date: 10/14/2014**

**Part I – Program SLO Assessment Report for 2013-14**

**Part I – for the 2013-14 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:** Pose research questions and devise research strategies to answer them.  
**Student Learning Outcome:** Able to use both quantitative and qualitative methods of research
  
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 second and former 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. 10 of 15 students responded. 90% of the respondents agreed that the program met this objective
  - b. About 28% of the respondents encouraged more focus on therapeutic techniques and less emphasis on research
  
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

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>.*

1. **Student Learning Outcome(s)** assessed for 2012-13  
Comprehend the discourse of psychology and communicate using the conventions of the discipline
  
2. **Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.
  - a. This learning objective was met and no change in the program deemed necessary
  
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.

Clinical students continue to ask for more clinical based classes.

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 partner with Mental Health Counseling to utilize their existing resources to supplement our current offerings. Two new clinical courses are being offered to the graduate students. One in couple therapy and one in clinical psychopharmacology for mental health professionals