

2010-11 Program Assessment Update

Department & Program: Psychology, M.S. in Psychology

submitted by: Jonathan W. Anderson

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2011. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2010-11.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Gather Information from many sources and present persuasive arguments, learn the primary ethical principles of psychologists and recognize basic ethical issues and violations and be guided accordingly	Assess student success as defined by cumulative GPA in the Professional Issues course, which “presents legal, ethical, and moral aspects of the professional practice of psychology.”	1.) Spring, 2010 class final grade average was a 3.3 GPA with a grade range of 2.5 to 4.0. 2.) Spring 2011 class final grad average was a 3.2 GPA with a grade range of 3.0 to 4.0.	Consider implementing case scenarios with ethical dilemmas.	Plan: Converse with instructor of record regarding suggestion and make changes, if appropriate. Timetable: Implementation after vetting with instructor of record	The ability for students to learn ethical principles and apply them to cases is central to the department’s mission and requirements to obtain licensure as a Master’s level Therapist.