Numerous direct and indirect measures of student learning are employed to assess mastery of the expected student learning outcomes and provide feedback to students on which outcomes they are mastering. To achieve these outcomes, we review course assignments and assessments that use a defined scoring rubric (criterion-based rating scale) as one of the principal assessment approaches. Other direct program learning measures may include pass rates on subject area tests, student publications/conference presentations, and/or intern and practicum supervisor ratings of students’ performance. We use objective testing to determine the level of student mastery of content outcomes and critical thinking abilities. We use scoring rubrics for student papers and oral presentations to measure student achievement in formulating, developing,
and supporting complex analytic arguments and to measure how well they are able to communicate psychological concepts and critical thinking. We also use rubric assessments to provide specific measures of how well students formulate, develop and support complex analytic arguments and how well they communicate at an expert or professional level. Through the direct assessments, students continue to gain insight into which learning outcomes that they have achieved in the program. While students gain individual feedback from the direct assessments, the program provides assessment data on a global scale to determine improvement trends and action plans.

Indirect measures may include employer or alumni surveys, student perception surveys, ISQs, and graduate school placement rates (an estimate of the percent of undergraduates going onto graduate education at the masters and Ph.D levels is 25%).