# Program-Level Assessment Plan

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<th>Student Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Evaluation Process (How)</th>
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| 1 | Students will demonstrate Discipline Specific Knowledge (DSK) (categories 1-3) as defined by the American Psychological Association’s Office of Accreditation. | Category 1: History & Systems  
PSY-5100: History of Psychology  
Category 2: Basic Content Areas  
a) Affective: PSY-5930: Fundamentals of Neuropsychology;  
b) Biological: PSY-5930: Fundamentals of Neuropsychology;  
c) Cognitive: PSY-5120: Memory, Cognition, and Emotion  
d) Developmental: PSY-5220: Lifespan Clinical Developmental Psychology  
Category 3: Advanced Integrative Knowledge. See ** | Artifacts of Student Learning (What)  
1. What artifacts of student learning will be used to determine if students have achieved this outcome?  
2. In which courses will these artifacts be collected? | Evaluation Process (How)  
1. What process will be used to evaluate the artifacts, and by whom?  
2. What tools(s) (e.g., a rubric) will be used in the process?  
Note: Please include any rubrics as part of the submitted plan documents. |

Note: Each cell in the table below will expand as needed to accommodate your responses.
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<th>Students will demonstrate the ability to apply knowledge of DSK category 4 as defined by the American Psychological Association’s Office of Accreditation.</th>
<th>Psy 6990: Dissertation Research</th>
<th>Competency Rating Form – Years 3 and 4</th>
<th>Student performance is reviewed twice yearly (January and June) to determine students’ progress and identify areas for remediation. Students identified as struggling are brought to the attention of faculty during one of the monthly clinical faculty meetings. Two annual faculty retreats are held each year (all clinical faculty) to review and inform curriculum mapping. Outcomes related to the DSKs are shared once a year with faculty teaching those courses.</th>
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<td>3</td>
<td>Students will meet or exceed expectations on the Profession Wide Competencies (PWCs) as defined by the American Psychological Association’s Office of Accreditation.</td>
<td>PSY-6030: Human Diversity PSY-6810: Clinical Practicum III PSY-6820: Clinical Practicum IV PSY-5890-01: Clerkship in Clinical Psychology PSY-5890-02: Clerkship in Clinical Child Psychology PSY-5890-03: Clerkship in Health, Neuropsychology and Trauma PSY-5890-04: Clerkship in Community Psychology PSY-5890-05: Clerkship in Academic Psychology PSY-5890-06: Clerkship in Sport Psychology PSY-6890: Internship in Clinical Psychology</td>
<td>Course grades. Students must earn a grade of B or better. Competency Rating Form – Years 3 and 4 Alumni survey EPPP score</td>
<td>Student performance is reviewed twice yearly (January and June) to determine students’ progress and identify areas for remediation. Students identified as struggling are brought to the attention of faculty during one of the monthly clinical faculty meetings. An annual faculty retreat is held each year (all clinical faculty) to review and inform curriculum mapping. Outcomes related to the DSKs are shared once a year with faculty teaching those courses.</td>
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**Use of Assessment Data**

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?
Faculty will discuss these findings in our winter 2022 and summer 2023 retreat meetings.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

Faculty will compare outcome data from prior years to draw conclusions about assessment-informed changes made to our curriculum.

Additional Questions
1. On what schedule/cycle will program faculty assess each of the program’s student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Outcome 1 will be assessed this coming year, followed by outcome 2 the next year, and outcome 3 the year after that.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

This plan represents a subset of the information we must collect as part of our APA accreditation. All clinical faculty attend our faculty retreats in winter (December) and summer (June), in which we discuss this plan and our learning outcomes.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.