

Program Assessment Plan

Program: Clinical Psychology

Department: Psychology

College/School: Arts & Sciences

Date: 06/29/2018

Primary Assessment Contact: Jillon Vander Wal

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p>
1	<p>Students will demonstrate Discipline Specific Knowledge (category 4) as defined by the American Psychological Association's Office of Accreditation.</p>	<p>Category 4: Research Methods, Statistical Analysis, Psychometrics</p> <p>PSY-5080: Advanced Quantitative Research Methods</p> <p>PSY-5790: Applied Univariate Statistics in Behavioral Science</p> <p>PSY-6500: Applied Multivariable and Multivariate Statistics in Behavioral Science</p> <p>PSY-5090: Psychometric Theory</p>	<p>Course grades. Students must receive grades of B or better.</p> <p>Competency Rating Form Years 1 and 2</p>	<p>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.</p> <p>An annual faculty retreat is held each year (all clinical faculty) to review and inform curriculum mapping.</p> <p>Outcomes related to the DSKs are shared once a year with faculty teaching those courses.</p>
2	<p>Students will demonstrate the ability to</p>	<p>Psy 5990: Thesis Research</p>	<p>Competency Rating Form – Years 1</p>	<p>Student performance is reviewed twice</p>

	apply knowledge of DSK category 4 as defined by the American Psychological Association's Office of Accreditation.		and 2	<p>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.</p> <p>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.</p>
2	Students will meet or exceed expectations on the Profession Wide Competencies (PWCs) as defined by the American Psychological Association's Office of Accreditation.	<p>PSY-5520: Psychopathology</p> <p>PSY-5880-01: Psychopathology Practicum</p> <p>PSY-5030: Clinical Assessment I</p> <p>PSY-5040: Clinical Assessment II</p> <p>PSY-5800: Clinical Assessment Practicum I</p> <p>PSY-5830: Clinical Assessment Practicum II</p> <p>PSY-5610: Clinical Interventions</p> <p>PSY-6800: Ethics, Supervision and Consultation</p> <p>PSY-5810: Clinical Practicum I</p> <p>PSY-5820: Clinical Practicum II</p>	<p>Course grades. Students must receive grades of B or better.</p> <p>Competency Rating Form – Years 1 and 2</p>	<p>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.</p> <p>An annual faculty retreat is held each year (all clinical faculty) to review and inform curriculum mapping.</p>

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Student performance in courses and competency rating forms is reviewed twice yearly at our Student Development Meetings in January and June. Summaries generated from these meetings are discussed once per year at our Annual Clinical Faculty Retreat held during the 8-week summer session. The focus of this discussion is to see if there are any programmatic issues that must be addressed (e.g., if we see a pattern of student difficulties).

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.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

We will meet to discuss the plan once per year at our Annual Clinical Faculty Retreat.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.