

Program-Level Assessment Plan

Program: Clinical Psychology	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): Ph.D.
Department: Psychology	College/School: Arts & Sciences
Date (Month/Year): 9/20/2023	Primary Assessment Contact: David Kaufman

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

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>Students will demonstrate Discipline Specific Knowledge (DSK) (categories 1-3) as defined by the American Psychological Association’s Office of Accreditation.</p>	<p>Category 1: History & Systems PSY-5100: History of Psychology</p> <p>Category 2: Basic Content Areas</p> <p>a) Affective: PSY-5930: Fundamentals of Neuropsychology;</p> <p>b) Biological: PSY-5930: Fundamentals of Neuropsychology;</p> <p>c) Cognitive: PSY-5120: Memory, Cognition, and Emotion</p> <p>d) Developmental: PSY-5220: Lifespan Clinical Developmental Psychology</p> <p>e) Social: PSY-5300: Adv. Social Psychology;</p> <p>Category 3: Advanced Integrative Knowledge. See **</p>	<p>Course grades. Students must earn a grade of B or better.</p> <p>Alumni survey</p> <p>EPPP score</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 twice 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 demonstrate the ability to apply knowledge of DSK category 4 as defined by the American Psychological Association's Office of Accreditation.	Psy 6990: Dissertation Research	Competency Rating Form – Years 3 and 4	<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>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.</p>
3	Students will meet or exceed expectations on the Profession Wide Competencies (PWCs) as defined by the American Psychological Association's Office of Accreditation.	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	Course grades. Students must earn a grade of B or better. Competency Rating Form – Years 3 and 4 Alumni survey EPPP score	<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. Outcomes related to the DSKs are shared once a year with faculty teaching those courses.</p>

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.