

Department of Psychological Sciences
Institutional Effectiveness Excellence Award Application

The Department of Psychological Sciences has a long and documented record of providing effective undergraduate and graduate education. A key ingredient in our success is our commitment to continuous improvement.

Undergraduate Program: We currently offer a B.A. in Psychology. We regularly assess undergraduate student outcomes and adjust our efforts accordingly. As just a few examples:

Example #1: In 2015, Dr. Michael Serra (then the department's Undergraduate Director) revised our department's assessment plan for our B.A. program. His efforts were acknowledged by the TTU OPA, who later informed us that they use the assessment plan for this program as a "gold standard" example for other departments.

Example #2: In response to feedback that undergraduate students lack contact with faculty, we have designated four courses from our curriculum that are faculty taught only. In addition, we have enhanced efforts to provide significant teaching and mentoring of undergraduate students in our research labs (a high impact practice). A typical model is for faculty to mentor graduate students in research, who in turn mentor undergraduate research assistants with all team members contributing to dissemination of results.

Example #3: The Department was awarded an NSF-REU grant in 2016, which is a summer program through which students are assigned to a faculty mentor and to a specific behavioral research project that has relevance to real-world problems. We nationally recruit students to participate in this program.

Example #4: In response to student interests and professional needs, as well as market forces, the Department of Psychological Sciences has developed a plan to add a Bachelor of Science degree to the undergraduate curriculum.

Graduate Programs: The Department of Psychological Sciences offers Ph.D. programs in Clinical, Counseling, and Experimental Psychology. The first two programs are accredited by the American Psychological Association. A specialization within the third program is accredited by the Human Factors and Ergonomics Society (one of only 12 such programs).

We regularly assess our graduate students' competencies in various academic, teaching, research, clinical (when applicable), and service contexts. This information provides a data-based background for program decision making, curriculum revisions, teaching plans, supervision strategies, and mentoring for the students' various graduate school and post-doctoral activities and career accomplishments.

Faculty meet regularly to discuss possible ways that our instructional and mentoring efforts might be enhanced, using the numerical data in numerous assessments and reports for OPA, TX HECB, professional accrediting bodies, etc. Such discussions have led to substantial changes to our graduate programs.

Example #1: The entire curricula for the Clinical and Counseling Psychology programs were extensively revised with continuous revisions in progress in response to student feedback. Further, we have developed competency evaluation assessments for each course, and the learning outcomes have been regularly assessed.

Example #2: The Clinical and Counseling Psychology programs extensively revised how they prepare their graduate students for required 1-year full-time internships at accredited clinics and hospitals. The Clinical and Counseling Psychology programs used assessment data, mentoring, and the addition of a required seminar, to reduce the number of unmatched students, and this effort has resulted in a 100% match rate for the last several years.

Example #3: To better meet student interests and needs, the department developed the Psychological Methods and Analysis Graduate Certificate Program, which supplements graduate students' methodological training – an objective that is increasingly essential for psychologists and those in related disciplines. Importantly, this training increases the job prospects and marketability of graduates from our Department.

Example #4: Based on our annual assessment data, our Experimental Psychology program's graduate students were taking an average of 6.5 years to complete the Ph.D. Further research of this issue indicated our program required considerably more organized courses than other experimental psychology graduate programs at peer institutions. Thus, we redesigned the curricular requirements for this Ph.D. program so that our students could complete all required courses within their first three years of the program. This plan went into effect in AY 2018-2019.

Example #6: Based on faculty and student self-reports, it was clear that we needed more explicit scoring criteria for Experimental Psychology graduate students' theses and dissertations. In response to this need, when we redesigned the assessment plan for this program in 2015, we noted that we would create an explicit scoring rubric for this purpose. As can be seen in TracDat and in the supporting documents, we created this rubric and have been using it for the past year and a half.

Graduate Instructor Training: Easily overlooked in the Department's climb towards institutional effectiveness is the contribution that teacher preparation makes towards providing the highest quality undergraduate instruction and preparing graduate students as future faculty. For example, our department's supervisor for PSY 1300 (the introductory course for psychology that is taught by graduate students) oversees all the PSY 1300 graduate instructors each semester. Before each semester begins, he evaluates each instructors' syllabus and provides detailed feedback to students. Additionally, each semester he observes the instructors during one of their class periods, and provides thorough feedback based on these observations. End of semester feedback is also provided based on course evaluations.

Our commitment to Institutional Excellence is clearly demonstrated through our comprehensive assessment strategy. For example, In 2014, Dr. Michael Serra was recognized as an "Assessment Champion" by the TTU OPA for his assessment of core-course learning outcomes. We have included the "Closing the Loop" report that he submitted at that time which likely resulted in this recognition.

Diversity: Efforts to assess and improve diversity, within a sophisticated framework for addressing multi-cultural issues, are extremely important. Our department is at the forefront of such efforts. For example, the department has had a Diversity Committee since 2010. The purpose of this committee is to identify diversity and equity needs of the students, faculty, and staff in the department and then develop strategies to meet those needs. One of the novel aspects of this committee is that it includes both faculty and graduate students; thus, creating an improved learning environment around diversity and multicultural issues.

Assessment: Account Information Four Column

Degree Program - AS - Psychology (BA)

Disciplinary Accrediting Body: SACS & TX HECB

CIP Code: 42.0101.00

Next Program Review: 14-15

Degree Program Coordinator: Lindsay Greenlee

Degree Program Coordinator Email: lindsay.greenlee@ttu.edu

Degree Program Coordinator Phone: 806-834-1599

Program Purpose Statement: The undergraduate psychology curriculum is designed to provide a core of knowledge of the subject matter in experimental, theoretical, and applied psychology. Sufficient curricular flexibility is provided to permit students to emphasize the acquisition of useful vocational and personal skills for later life and to prepare students for a graduate degree program in psychology, related fields, or both.

Assessment Coordinator: Lindsay Greenlee, (lindsay.greenlee@ttu.edu)

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Scientific Inquiry and Critical Thinking - Students will use scientific reasoning to interpret psychological phenomena, will demonstrate psychology information literacy, will engage in innovative and integrative thinking and problem solving, and will interpret, design and conduct basic psychological research.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Program, Student Learning</p> <p>Start Date: 06/15/2015</p>	<p>Standardized Test - Students will complete a standardized set of questions designed by APA to assess progress towards this learning outcome. This is a DIRECT measure of assessment.</p> <p>Criterion: A majority of psychology majors will score "satisfactory" or above on these questions. These are multiple-choice questions with pre-determined correct answers, so scoring will be objective. Students who answer more than 50% of these questions correctly will be considered to have "satisfactory" performance. Further, we will consider performance dependent upon year in college, number of</p>	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>Across the 2017 - 2018 academic year, 870 students enrolled in randomly selected undergraduate psychology courses (N = 463, Fall 2017; N = 407, Spring 2018), excluding PSY 1300 and online courses, were surveyed on their knowledge of scientific inquiry and critical thinking. Of this sample, the average number of students answering 5 questions correctly was 63.73%. (09/07/2018)</p> <p>Related Documents: Fall 2017 Data Raw.csv Spring 2018 Data Raw.csv</p> <p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>A sample of 381 undergraduate psychology majors completed the assessment online for the academic year</p>	<p>Actions for Improvement:</p> <p>Students generally performed well on these items though students earlier in their field of study were unfamiliar with some of these items, and therefore answered these items incorrectly. Our department can work to try and encourage students to take courses based in research methods and statistics earlier in their degree program. (10/01/2018)</p> <p>Actions for Improvement: There is no immediate plan for improvement since the criterion was met. (09/13/2017)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>psychology courses taken, and current psychology GPA; we predict that all three will be positively related to students' performance on this measure.</p> <p>Schedule: Psychology majors will complete this test annually.</p>	<p>2016-2017 with 67.2% of the students indicating correct responses on these items, on average. 77% of the students surveyed answered more than half of these questions correctly. (09/13/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met We had complete data from a random sample of 75 PSY majors. They completed this assessment online. The overall performance level on these questions was 81% correct. 95% of these students scored above a 50%, so the criterion was met. No variable, however, was directly related to this outcome, perhaps because of a ceiling effect on performance. (06/30/2016)</p>	<p>Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (11/01/2018)</p> <hr/> <p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance. (06/30/2016)</p> <p>Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)</p>
	<p>Course Level Assessment - Instructors of relevant psychology courses (i.e., those directly involving interpretation of data) will rate the quality of students' data-interpretation skills as a DIRECT measure of the students' data-interpretation skills.</p> <p>Criterion: A majority of psychology majors will be rated "satisfactory" ("2") or above on this measure. Students' data-interpretation skills will be assessed with the AAC&U's Quantitative Literacy VALUE Rubric (attached).</p> <p>Schedule: This outcome will be assessed every Fall and Spring</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met During the 2017-2018 academic year, two course instructors for elementary statistics and intermediate statistics provided feedback regarding the students enrolled in this course. On average, 90.85% of the students enrolled were rated as a level '2' or above on data interpretation (n = 70 students total across these two courses). (09/07/2018)</p> <p>Related Documents: PSY2400Greenlee.docx Quantitative Reasoning Rubric_Intermediate Stats.docx</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met Instructors provided data on 173 students with 88% of students rated as performing satisfactorily in data interpretation. (09/13/2017)</p>	<p>Actions for Improvement: This coming academic year we can expand this assessment to include ratings of more students by adding sections to this assessment. (10/01/2018)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>semester.</p> <p>Related Documents: Quantitative-Literacy-VALUE-Rubric.pdf</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Instructors contributed data from 570 psychology students. 86% of these students were rated as scoring "satisfactory" or above (see rubric). (06/29/2016)</p>	<p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance, for example 50% of students scoring a "4" or better. (06/29/2016)</p> <p>Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)</p>
	<p>Course Level Assessment - Instructors of PSY 3401 (Research Methods) will rate the quality of students' information-literacy skills as a DIRECT measure of the students' information-literacy skills. Criterion: A majority of psychology majors will be rated "satisfactory" ("2") or above on this measure. Students' information-literacy skills will be assessed with the AAC&U's Information Literacy VALUE Rubric (attached). Schedule: This outcome will be assessed every Fall and Spring semester.</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met During the 2017-2018 academic year, data were given from two course instructors for PSY 3401. Of this sample, 85% of the students scored a '2' or above on this measure (N = 112 students). (09/07/2018) Related Documents: PSY3401WIMarshall.docx Written Communication Rubric - Greenlee PSY 3401.docx</p>	
	<p>Related Documents: Information-Literacy-VALUE-Rubric.pdf</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met Instructors provided information on 106 students with 90% performing at "satisfactory" or above. (09/13/2017)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Instructors contributed data from 570 psychology students. 91% of these students were rated as scoring "satisfactory" or above (see rubric). (06/29/2016)</p>	<p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance, for example 50% of</p>

*Student Learning
Outcomes*

Assessment Methods

Results

Actions for Improvement

Course Level Assessment -

Instructors of PSY 3401 (Research Methods) will rate the quality of students' skills at forming a research question and designing a study or experiment to answer it as a DIRECT measure of the students' research-design skills.

Criterion: A majority of psychology majors will be rated "satisfactory" ("2") or above on this measure. Students' research-design skills will be assessed with the AAC&U's Critical Thinking VALUE Rubric (attached).

Schedule: This outcome will be assessed every Fall and Spring semester.

Related Documents:

[Critical-Thinking-VALUE-Rubric.pdf](#)

Assessment Cycle: 2017 - 2018

Result Type: Criterion Met

During the academic year 2017-2018, two course instructors provided data from their section of PSY 3401. 85% of students were rated a '2' or above on being able to formulate a research question and design a study to answer that question. (09/07/2018)

Related Documents:

[PSY2400Greenlee.docx](#)

[Written Communication Rubric - Greenlee PSY 3401.docx](#)

Assessment Cycle: 2016 - 2017

Result Type: Criterion Met

Instructors provided information on 106 students with 77% rated as "satisfactory" or above. (09/13/2017)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

Instructors contributed data from 272 psychology students. 91% of these students were rated as scoring "satisfactory" or above (see rubric). (06/29/2016)

students scoring a "4" or better. (06/29/2016)

Follow-Up: Evidence of

Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)

Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance, for example 50% of students scoring a "4" or better. (06/29/2016)

Follow-Up: Evidence of

Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining

Student Learning Outcomes

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Results

Actions for Improvement

more data from more students each semester. (10/31/2018)

Communication Skills - Students will demonstrate effective writing for different purposes and will exhibit effective presentation skills for different purposes.

Outcome Status: Active

Outcome Type: Program, Strategic, Student Learning

Start Date: 06/15/2015

Standardized Test - Students will complete a standardized set of questions designed by APA to assess progress towards this learning outcome. This is a DIRECT measure of assessment.

Criterion: A majority of psychology majors will score "satisfactory" or above on these questions. These are multiple-choice questions with pre-determined correct answers, so scoring will be objective. Students who answer more than 50% of these questions correctly will be considered to have "satisfactory" performance. Further, we will consider performance dependent upon year in college, number of psychology courses taken, and current psychology GPA; we predict that all three will be positively related to students' performance on this measure.

Schedule: Psychology majors will complete this test annually.

Assessment Cycle: 2017 - 2018

Result Type: Criterion Met

Across the 2017 - 2018 academic year, 870 students enrolled in randomly selected undergraduate psychology courses (N = 463, Fall 2017; N = 407, Spring 2018), excluding PSY 1300 and online courses, were surveyed on their knowledge of communication skills. Of this sample, the average number of students answering 5 questions correctly was 70.28%. (09/07/2018)

Related Documents:

[Fall 2017 Data Raw.csv](#)

[Spring 2018 Data Raw.csv](#)

Assessment Cycle: 2016 - 2017

Result Type: Criterion Met

A total of 382 students were surveyed with 73.4% of the students answering these items correctly, on average. 83.8% of students surveyed got more half of the questions correct. No other data indicated any significant differences among the students. (09/13/2017)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

We had complete data from a random sample of 75 PSY majors. They completed this assessment online. The overall performance level on these questions was 67% correct. 77% of these students scored above a 50%, so the criterion was met. The number of PSY courses a student has taken was directly related to this measure, but no other variables were. (06/30/2016)

Actions for Improvement: We plan to examine how the new communication literacy plan works to improve knowledge of communication in psychology. For the coming year, we will add items asking students about the type of communication projects they do in their coursework to see if this is related to overall communication knowledge. (10/01/2018)

Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance. (06/30/2016)

Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)

Course Level Assessment -

Assessment Cycle: 2017 - 2018

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Instructors of writing-intensive psychology courses will rate the quality of students' writing as a DIRECT measure of the students' writing ability.</p> <p>Criterion: A majority of psychology majors will be rated "satisfactory" ("2") or above on this measure. Students' written communication skills will be assessed with the AAC&U's Written Communication VALUE Rubric (attached).</p> <p>Schedule: This outcome will be assessed every Fall and Spring semester.</p> <p>Related Documents: Written-Communication-VALUE-Rubric.pdf</p>	<p>Result Type: Criterion Met</p> <p>During the academic year 2017 -2018, seven course instructors provided data on their writing intensive, communication literacy, or a course that required a significant paper. 87.60% of students scored satisfactorily on ratings of their writing ability. (09/07/2018)</p> <p>Related Documents: PSY 3310Donner.docx PSY3398WIBorrego.docx PSY3401WIMarshall.docx 3306.062 Written Communication Rubric.docx 3306.063 Written Communication Rubric (1).docx Written Communication Rubric - Greenlee PSY 3401.docx Written Communication Rubric Johnston-York 2018.docx</p> <hr/> <p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>Instructors provided data on 285 students that were enrolled in writing intensive courses. 81.75% of these students performed at the "satisfactory" level or above. (09/13/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>Instructors contributed data from 540 psychology students. 90% of these students were rated as scoring "satisfactory" or above (see rubric). (06/29/2016)</p>	<p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance, for example 50% of students scoring a "4" or better. (06/29/2016)</p> <p>Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)</p>
	<p>Course Level Assessment -</p>	<p>Assessment Cycle: 2017 - 2018</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Instructors of relevant psychology courses (i.e., those involving spoken presentations) will rate the quality of students' presentation skills as a DIRECT measure of the students' presentation skills.</p> <p>Criterion: A majority of psychology majors will be rated "satisfactory" ("2") or above on this measure. Students' oral communication skills will be assessed with the AAC&U's Oral Communication VALUE Rubric (attached).</p> <p>Schedule: This outcome will be assessed every Fall and Spring semester.</p> <p>Related Documents: Oral-Communication-VALUE-Rubric.pdf</p>	<p>Result Type: Criterion Met</p> <p>During the 2017-2018 academic year, five course instructors requiring presentations or something similar provided data. 93.12% of students scored satisfactorily or above (N = 246 students). (09/07/2018)</p> <p>Related Documents: PSY4305Thornton.docx 3306.062 Interpersonal Communication-Presentation-Group Work Rubric.docx 3306.063 Interpersonal Communication-Presentation-Group Work Rubric (1).docx Interpersonal Communication-Presentation-Group Work Rubric_Hossein.docx Interpersonal Communication-Presentation-Group Work Rubric_PSY3306.docx InterpersonalRubric_PSY4305063.docx</p> <hr/> <p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>Instructors provided information on 205 students with 86.25% of students scoring at the satisfactory level or above. (09/13/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>Instructors contributed data from 279 psychology students. 93% of these students were rated as scoring "satisfactory" or above (see rubric). (06/29/2016)</p>	
			<p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance, for example 50% of students scoring a "4" or better. (06/29/2016)</p> <p>Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Knowledge Base in Psychology - Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings of psychology. Outcome Status: Active Outcome Type: Student Learning Start Date: 06/15/2015</p>	<p>Standardized Test - Students will complete a standardized set of questions designed by APA to assess progress towards this learning outcome. This is a DIRECT measure of assessment. Criterion: A majority of psychology majors will score "satisfactory" or above on these questions. These are multiple-choice questions with pre-determined correct answers, so scoring will be objective. Students who answer more than 50% of these questions correctly will be considered to have "satisfactory" performance. Further, we will consider performance dependent upon year in college, number of psychology courses taken, and current psychology GPA; we predict that all three will be positively related to students' performance on this measure. Schedule: Psychology majors will complete this test annually.</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met Across the 2017 - 2018 academic year, 870 students enrolled in randomly selected undergraduate psychology courses (N = 463, Fall 2017; N = 407, Spring 2018), excluding PSY 1300 and online courses, were surveyed on their basic knowledge base in psychology. Of this sample, the average number of students answering 5 questions correctly was 74.22%. (09/07/2018) Related Documents: Fall 2017 Data Raw.csv Spring 2018 Data Raw.csv</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met A sample of 384 undergraduate psychology majors completed the assessment online for the academic year 2016-2017 with 80% of the students indicating correct responses on these items, on average. 87% of the students surveyed answered more than half of these questions correctly. (09/13/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met We had complete data from a random sample of 75 PSY majors. They completed this assessment online. The overall performance level on these questions was 79% correct. 85% of these students scored above a 50%, so the criterion was met. The number of PSY courses a student has taken was highly related to this measure, as was students' age (but to a lesser extent), but no other variables were. (06/30/2016)</p>	<p>Actions for Improvement: Our students are showing a strong knowledge base in psychology. For the coming year, we will be adding online courses to our assessment to see how these courses perform on these items relative to our in-person courses. (10/01/2018)</p> <hr/> <p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance. (06/30/2016) Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)</p>
	<p>Course Level Assessment - Instructors of content-focused psychology courses will rate the</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met During the 2017-2018 academic year, 13 course instructors</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>quality of students' acquisition of major psychological concepts from those courses as a DIRECT measure of the students' psychology knowledge.</p> <p>Criterion: A majority of psychology majors will be rated "satisfactory" or above on this measure. Students will be rated "satisfactory" if they have mastered the majority of the course content based on their performance on exams or assignments in the course (or pre-selected aspects of those exams or assignments).</p> <p>Schedule: This outcome will be assessed every Fall and Spring semester.</p>	<p>provided data on their students. 82.83% of students met criteria (N = 517). (09/07/2018)</p> <p>Related Documents:</p> <p>Critical Thinking Completed Rubric_Talley 3304 H01 Spring 18.docx</p> <p>Critical Thinking Rubric - Parker Donner PSY 3310.docx</p> <p>Critical Thinking Rubric - PSY 3334.001 Sp 2018.docx</p> <p>Critical Thinking Rubric_Akers.docx</p> <p>Critical Thinking Rubric_PSY2306_001_Spring 2018.docx</p> <p>PSY 4301-002 Critical Thinking_.docx</p> <p>Shi_PSY4325-003_Critical Thinking Rubric.docx</p> <p>sp18_psy4323_Critical Thinking Rubric.docx</p> <p>PSY2301Hoffman.docx</p> <p>PSY4328Scolari.docx</p> <p>PSY4332Boone.docx</p> <p>Winograd 3334.002 Critical Thinking Rubric.docx</p> <p>PSY3317Marshall.docx</p>	
		<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>Instructors provided information on 113 students with 84.95% scoring at the satisfactory level or above. (09/13/2017)</p>	
		<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>We analyzed data from 546 psychology students. 75% of these students were rated as scoring "satisfactory" or above. (06/29/2016)</p>	<p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance. (06/29/2016)</p> <p>Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Professional Development in Psychology - Students will articulate the skill sets desired by employers who will hire or select people with psychology backgrounds, will demonstrate evidence of attaining skill sets desired by psychology-related employers, and will demonstrate teamwork capacity. Outcome Status: Active Outcome Type: Program, Student Learning Start Date: 06/15/2015</p>	<p>Standardized Test - Students will complete a standardized set of questions designed by APA to assess progress towards this learning outcome. This is a DIRECT measure of assessment. Criterion: A majority of psychology majors will score "satisfactory" or above on these questions. These are multiple-choice questions with pre-determined correct answers, so scoring will be objective. Students who answer more than 50% of these questions correctly will be considered to have "satisfactory" performance. Further, we will consider performance dependent upon year in college, number of psychology courses taken, and current psychology GPA; we predict that all three will be positively related to students' performance on this measure. Schedule: Psychology majors will complete this test annually.</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met Across the 2017 - 2018 academic year, 870 students enrolled in randomly selected undergraduate psychology courses (N = 463, Fall 2017; N = 407, Spring 2018), excluding PSY 1300 and online courses, were surveyed on their knowledge of scientific inquiry and critical thinking. Of this sample, the average number of students answering 5 questions correctly was 80.39%. (09/07/2018) Related Documents: Fall 2017 Data Raw.csv Spring 2018 Data Raw.csv</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 385 undergraduate psychology majors were surveyed with an average of 80.62% correct responses. 93.1% of these students answered more than half of these questions correctly. (09/13/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met We had complete data from a random sample of 75 PSY majors. They completed this assessment online. The overall performance level on these questions was 85% correct. 93% of these students scored above a 50%, so the criterion was met. The number of PSY courses a student has taken was directly related to this measure, but no other variables were. (06/30/2016)</p>	<p>Actions for Improvement: Our students are showing a strong knowledge of professional development issues in psychology. (10/01/2018)</p> <hr/> <p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance. (06/30/2016) Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)</p>
	<p>Course Level Assessment - Instructors of relevant psychology courses (i.e., those involving group-based projects) will rate students' teamwork on group-based projects</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met During the 2017-2018 academic year, five course instructors in a course that included projects requiring interpersonal communication provided data. 97.60% of students met</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>or assignments as a DIRECT measure of the students' teamwork capacity.</p> <p>Criterion: A majority of psychology majors will be rated "satisfactory" ("2") or above on this measure. Students' teamwork skills will be assessed with the AAC&U's Teamwork VALUE Rubric (attached).</p> <p>Schedule: This outcome will be assessed every Fall and Spring semester.</p> <p>Related Documents: Teamwork-VALUE-Rubric.pdf</p>	<p>criteria (N = 246). (09/07/2018)</p> <p>Related Documents: 3306.062 Interpersonal Communication-Presentation-Group Work Rubric.docx 3306.063 Interpersonal Communication-Presentation-Group Work Rubric (1).docx PSY4305Thornton.docx Interpersonal Communication-Presentation-Group Work Rubric_Hossein.docx Interpersonal Communication-Presentation-Group Work Rubric_PSY3306.docx InterpersonalRubric_PSY4305063.docx</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met Instructors provided information on 205 students with 94.6% of these students performing at the satisfactory or above level. (09/13/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Instructors contributed data from 264 psychology students. 88% of these students were rated as scoring "satisfactory" or above (see rubric). (06/29/2016)</p>	<p>Actions for Improvement: We have exceeded the criterion set for this outcome, so we have no immediate action for improvement. We will likely adjust this criterion in the future to reflect a higher level of performance, for example 50% of students scoring a "4" or better. (06/29/2016)</p> <p>Follow-Up: Evidence of Improvement: We adjusted our assessment plan to provide a more holistic evaluation of our degree program by obtaining more data from more students each semester. (10/31/2018)</p>
<p>General psychology - Psychology majors will possess a broad knowledge base in general</p>	<p>Directly related to Objective</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Goal Met The department reformed the undergraduate curriculum</p>	<p>Actions for Improvement: There is no further action needed to improve this outcome, as it was a</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>psychology.</p> <p>Outcome Status: Inactive Outcome Type: Student Learning Start Date: 07/01/2006 End Date: 06/14/2015</p>	<p>Directly related to Objective</p>	<p>during the 2011-2012 academic year, with focus on 6 domains. Attached is the new curriculum. (10/27/2013)</p> <p>Related Documents: Psychology Curriculum</p>	<p>change to the organization of our undergraduate curriculum. (06/09/2015)</p> <p>Actions for Improvement: We will continue to assess student opinions on our new curriculum-- in classes, our undergraduate advising office, and in faculty meetings with one or more students. Steve Richards, 11/15/2013 (11/15/2013)</p>
<p>Student Enrollment and Success - Increase enrollment and promote student success: We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the State of Texas. (TTU 2010-2020 Strategic Plan Priority 1)</p> <p>Outcome Status: Inactive Outcome Type: Strategic Start Date: 09/01/2009 End Date: 06/14/2015</p>	<p>Directly related to Objective</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p> <p>Information being collected for 2010. As of 10/27/2013, we have over 1,000 undergraduate majors, they are a diverse group with over 25% from underrepresented groups, and over 75% of them graduate within 6 full-time years at TTU. Steve Richards (10/27/2013)</p>	<p>Actions for Improvement: There is no further action needed to improve this outcome, as it does not directly relate to the stated learning goal. Although we believe that student success and retention and student diversity are all important topics, they do not fit as a student learning outcome(s) in our current approach. (06/09/2015)</p> <p>Actions for Improvement: We plan to continue to increase our percentages of underrepresented</p>
<p>Retention of Psychology majors, with special emphasis on racial/ethnic minority students - We will increase the retention of our Psychology majors, with a special emphasis on racial/ethnic minority students and students from other underserved groups.</p> <p>Outcome Status: Inactive Outcome Type: Program Start Date: 01/01/2006 End Date: 06/14/2015</p>	<p>Directly related to Objective</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p> <p>Information being collected for 2010. As of 10/27/2013, we have over 1,000 undergraduate majors, they are a diverse group with over 25% from underrepresented groups, and over 75% of them graduate within 6 full-time years at TTU. Steve Richards (10/27/2013)</p>	<p>Actions for Improvement: There is no further action needed to improve this outcome, as it does not directly relate to the stated learning goal. Although we believe that student success and retention and student diversity are all important topics, they do not fit as a student learning outcome(s) in our current approach. (06/09/2015)</p> <p>Actions for Improvement: We plan to continue to increase our percentages of underrepresented</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
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Directly related to Objective

groups, increasing from 30% to 40% of our doctoral students over the next 10 years, and from 25% to 35% of our undergraduate majors over the same time interval. Steve Richards, 11/15/2013 (11/15/2013)

Actions for Improvement: We will create a student advisor position to track Psychology majors. (11/12/2010)

Representation of Racial/Ethnic

Minority Students - Increase recruitment and retention of students from racial/ethnic minority groups.

Outcome Status: Inactive

Outcome Type: Program

Start Date: 07/01/2006

End Date: 06/14/2015

Knowledge of Psychology - After completing their BA degree, students will have the combined theoretical and practical knowledge to apply Psychological principles to their work environment.

Outcome Status: Inactive

Outcome Type: Student Learning

Start Date: 01/01/2006

End Date: 06/14/2015

Academic Quality and Reputation -

We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs. (TTU 2010-2020 Strategic Plan Priority 2)

Outcome Status: Inactive

Outcome Type: Strategic

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Start Date: 09/01/2009 End Date: 06/14/2015</p>			
<p>Practical Knowledge - Upon completion of the degree students will be able to describe 3-5 ways in which psychological principles apply to the work world. Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2005 End Date: 06/14/2015</p>	<p>Directly related to Objective</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Our goal is that 90%% of a random sample of our last-semester majors can successfully describe three ways that their recent psychology courses can be applied to daily life and their own careers. Steve Richards, 11/15/2013 (11/15/2013)</p>	<p>Actions for Improvement: Although we are closing this learning outcome, we have a new upated learning outcome(s) that is very similar. As such, this instance is being closed, but we will continue to assess this goal in a more refined way that better aligns with our other new learning outcomes. (06/09/2015)</p>
<p>2013-2014 Student Satisfaction - Student satisfaction with PSY 1300 Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2013 End Date: 06/14/2015</p>			
<p>2013-2014 Student Satisfaction with Instructor - Student satisfaction with the instructor Outcome Status: Inactive Outcome Type: Program Start Date: 09/01/2013 End Date: 06/14/2015</p>			
<p>2013-2014 Interest in the Discipline - Students' ratings of interest in the discipline Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2013 End Date: 06/14/2015</p>			
<p>2013-2014 Performance in PSY 1300 - Performance in PSY 1300 Outcome Status: Inactive Outcome Type: Student Learning</p>			

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Actions for Improvement

Start Date: 09/01/2013

End Date: 06/14/2015

Assessment: Account Information Four Column

Degree Program - AS - Psychology - Clinical Psychology (PHD)

Disciplinary Accrediting Body: American Psychological Association & SACS & TX HECB

CIP Code: 42.2801.00

Next Program Review: 20-21

Degree Program Coordinator: Jason Van Allen & Andrew Littlefield

Degree Program Coordinator Email: jason.vanallen@ttu.edu; andrew.littlefield@ttu.edu

Degree Program Coordinator Phone: 806-834-7703 & 806-834-3746

Degree Program Coordinator Mail Stop: 2051

Program Purpose Statement: This Ph.D.

program typically requires five to six years of full-time study, including an approved one-year internship at an appropriate training agency (e.g., approved outpatient clinic, hospital, forensic agency, community mental health center, healthcare system, university counseling center, K-12 school system). Extensive details regarding a typical curriculum are available in the program handbook, which is online at www.psychology.ttu.edu. Students may elect to earn an optional master's degree during their pursuit of the doctoral degree.

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Goal 1. Objective 1. To provide students in our doctoral program with broad and general training in the field of psychology. - Students will gain the requisite knowledge covering the breadth of scientific psychology including biological aspects, cognitive and affective aspects, social aspects, history and systems, psychological measurement, research methodology, techniques of data analysis, and the ability to apply these areas as appropriate.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 08/23/2010</p>	<p>Course Level Assessment - Students must also successfully complete (e. g., grade B- or above) a minimum of three graduate level statistics courses, including:</p> <p>PSY 5480: Experimental Design</p>	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>100% of students who took above-named classes passed with a B- or above (09/14/2018)</p>	<p>Actions for Improvement:</p> <p>Continue with current successful methods (11/21/2017)</p> <p>Follow-Up: Evidence of Improvement: 100% of students had successful completion this goal for the 2017-2018 period. (10/02/2018)</p>
	<p>PSY 5447: Advanced Correlational Methods and Factor Analysis, and one of the following:</p>	<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>100% successful completion rate for the reporting period (11/21/2017)</p>	
	<p>PSY 5360: Structural Equation Modeling for Psychologists</p>	<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Criterion: Students must also successfully complete (e.g., grade B- or above) a minimum of three graduate level statistics courses, including:</p>	<p>100% of students who took above-named classes passed with a B- or above (06/21/2016)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met mandatory for you to type (06/16/2016)</p>	<p>program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p>
<p>PSY 5480: Experimental Design</p> <p>PSY 5447: Advanced Correlational Methods and Factor Analysis, and one of the following:</p>		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named classes passed with a B- or above (06/16/2016)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p>
<p>PSY 5360: Structural Equation Modeling for Psychologists</p>		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met PSY 5480: Experimental Design 8/8 100%</p> <p>PSY 5447: Advanced Correlational Methods and Factor Analysis, and one of the following: 8/8 100%</p> <p>PSY 5360: Structural Equation Modeling for Psychologists 10/10 100% (06/15/2015)</p>	<p>Actions for Improvement: Students will be assessed in the 2015-2016 to solicit feedback on ways of improving and enhancing the curriculum. (06/15/2015)</p>
<p>Schedule: These courses are offered annually.</p>		<p>Related Documents: 2014-2015 SACS Data_Clinical Psychology_6-15-15.docx</p> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met PSY 5301: Biological Bases of Psychological Function 8/8 100% PSY 5356: Seminar in Cognition & Cognitive Neuroscience 8/8 100% PSY 5327: Seminar in Emotion and Social Psychology 8/8 100% PSY 5350: History and Systems of Psychology 6/6 100% PSY 5345: Research Seminar in Clinical Psychology</p>	<p>Actions for Improvement: Students will be assessed in the 2015-2016 to solicit feedback on ways of improving and enhancing the curriculum. (06/15/2015)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Qualifying Exam - Successful completion of the Qualifying Examination, which is an integrative literature review paper that covers at least 3 domains as they relate to a specialty content area. Students will demonstrate breadth and depth of knowledge in scientific psychology. Criterion: Successful completion is defined as 87% passing on the Written portion and 89% on the Oral portion. Schedule: Annual</p>	8/8 100%	<p>(06/15/2015) Related Documents: 2014-2015 SACS Data_Clinical Psychology_6-15-15.docx Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% passing on both the written and oral portions of the Qualifying Examination. (09/14/2018)</p>	<p>Actions for Improvement: Continue to fine-tune the preparation and performance outcomes. (11/21/2017) Follow-Up: Evidence of Improvement: 100% passed this objective for the 2017-2018 period. (10/02/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met</p> <p>3/3 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt. 3/3 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p> <p>Average passing score for the Written portion of the Qualifying Exam: 100% Average passing score for the Oral portion of the Qualifying Exam: 100% (06/21/2016)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the passing rate for the Qualifying Exam. The Program will monitor rate of admissions to candidacy for the Ph.D. (06/24/2016)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 3/3 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt. 3/3 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the passing rate for the Qualifying Exam. The Program will monitor rate of admissions to candidacy for the Ph.D. (06/24/2016)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		<p>attempt.</p> <p>Average passing score for the Written portion of the Qualifying Exam: 100%</p> <p>Average passing score for the Oral portion of the Qualifying Exam: 100%</p> <p>(06/16/2016)</p>	
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>2014-2015:</p> <p>6/6 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.</p> <p>5/6 (83%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p> <p>1/1 student SUCCESSFULLY defended the ORAL portion during 2nd attempt</p>	<p>Actions for Improvement: Reduce number of pages of qualifying exam paper from 80 to 60 for the 2014-3015 academic year and beyond. (07/03/2015)</p> <p>Follow-Up: Evidence of Improvement: Page length was reduced for the 2014-2015 AY. Students report being happy with this change. (07/03/2015)</p>
		<p>Average passing score for the Written portion of the Qualifying Exam: 96%</p> <p>Average passing score for the Oral portion of the Qualifying Exam: 95%</p>	
		<p>2013-2014:</p> <p>4/4 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.</p> <p>4/4 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p>	
		<p>Average passing score for the Written portion of the Qualifying Exam: 97%</p> <p>Average passing score for the Oral portion of the Qualifying Exam: 100%</p>	
		<p>2012-2013:</p> <p>1/1 (89%) of students SUCCESSFULLY defended their</p>	

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WRITTEN portion of their Qualifying Examination during their 1st attempt.
1/1 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.

Average passing score for the Written portion of the Qualifying Exam: 87%
Average passing score for the Oral portion of the Qualifying Exam: 89%

2011-2012:
9/9 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.
8/8 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.

Average passing score for the Written portion of the Qualifying Exam: 96%
Average passing score for the Oral portion of the Qualifying Exam: 100%

2010-2011:
5/6 (83%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.
1/1 student SUCCESSFULLY defended the ORAL portion during 2nd attempt
6/6 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.

Average passing score for the Written portion of the Qualifying Exam: 90%
Average passing score for the Oral portion of the Qualifying Exam: 94%
(07/03/2015)

Related Documents:

Student Learning Outcomes

Assessment Methods

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Actions for Improvement

[SACS Data_Clinical Psychology_7-3-15.docx](#)

Goal 2. Objective 2A and Objective 2B. To produce graduates who have the knowledge, skills, and attitudes to conduct and evaluate research. -

Objective 2A: Students will gain the theoretical and empirical knowledge, skills, and attitudes to conduct and evaluate methodologically and ethically sound research.

Objective 2B: Students will gain the knowledge, skills, and attitudes to integrate science and practice into their research endeavors and their scholarly work.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 08/23/2010

Thesis - Thesis research project
Criterion: Successful completion of a master's-equivalent research project with an 86% pass rate.

Schedule: Milestone assessment within the student's degree plan

Assessment Cycle: 2017 - 2018

Result Type: Criterion Met

100% passing rate for the period of review. (09/14/2018)

Assessment Cycle: 2016 - 2017

Result Type: Criterion Met

90% passing rate for period of review. (11/21/2017)

Actions for Improvement:

Continue to fine-tune and monitor the Master's Thesis process. (11/21/2017)

Follow-Up: Evidence of

Improvement: 100% passing rate was achieved for the 2017-2018 period. (10/02/2018)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

o 3/3 (100%) of students SUCCESSFULLY defended a master's-equivalent research project.

? Average Passing Score: 94% (06/16/2016)

Actions for Improvement: The

Clinical Psychology doctoral program is satisfied with the passing rate for the master's equivalent research project. (06/16/2016)

Follow-Up: Evidence of

Improvement: The last three doctoral students in our program completed their master's equivalent research project. All three received their MA degree in May 2016. The program has now moved to a master's thesis research project for all students in our program who started in Fall 2015 and beyond. (06/24/2016)

Assessment Cycle: Action Complete (Prior to 2015-2016)

Result Type: Criterion Met

2014-2015:

o 2/2 (100%) of students SUCCESSFULLY defended a master's-equivalent research project.

? Average Passing Score: 100%

Actions for Improvement: Clinical

program will implement the master's-level thesis research project for students entering the program starting in 2014-2015. (07/03/2015)

Follow-Up: Evidence of

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Dissertation - Successful completion of an empirical dissertation, including an extended literature review demonstrating knowledge of the research area.</p> <p>Criterion: Successful completion is defined as 88% passing on the proposal and 91% on the defense (please refer to the 8000 checklists).</p> <p>Schedule: Student-achieved milestone as part of student's degree plan.</p>	<p>2013-2014:</p> <ul style="list-style-type: none"> o 8/8 (100%) of students SUCCESSFULLY defended a master's-equivalent research project. ? Average Passing Score: 93% 	<p>Improvement: Clinical program implement the master's-level thesis research project for students entering the program starting in 2014-2015. This is now a program requirement. (07/03/2015)</p>	
	<p>2012-2013:</p> <ul style="list-style-type: none"> o 3/3 (100%) of students SUCCESSFULLY defended a master's-equivalent research project. ? Average Passing Score: 97% 		
	<p>2011-2012:</p> <ul style="list-style-type: none"> o 7/7 (100%) of students SUCCESSFULLY defended a master's-equivalent research project. ? Average Passing Score: 95% 		
	<p>2010-2011:</p> <ul style="list-style-type: none"> o 9/9 (100%) of students SUCCESSFULLY defended a master's-equivalent research project. ? Average Passing Score: 96% (07/03/2015) 		
<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>100% of students successfully defended their dissertation during this period of review. (09/14/2018)</p>	<p>Actions for Improvement: Continue with current successful methods. (11/21/2017)</p> <p>Follow-Up: Evidence of Improvement: 100% of students successfully defended their dissertation during the 2017-2018 period. (10/02/2018)</p>		
<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>88% passing on the proposal and 100% passing on the defense. (11/21/2017)</p>			
<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <ul style="list-style-type: none"> o 2/2 (100%) of students SUCCESSFULLY defended a dissertation. ? 1 student did not pass during 1st attempt ? Average Passing Score: 96% 	<p>Actions for Improvement: The program's goal is to have each of our doctoral student pass the dissertation defense during the 1st attempt. This will be closely monitored in subsequent years.</p>		

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>(06/16/2016)</p> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p> <p>2014-2015: o 3/3 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 100%</p> <p>2013-2014: o 6/6 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 99%</p> <p>2012-2013: o 5/5 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 98%</p> <p>2011-2012: o 2/2 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 100%</p> <p>2010-2011: o 7/7 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 96% (07/03/2015)</p>	<p>(06/24/2016)</p> <p>Actions for Improvement: Students and recent graduates (within the last three years) will be assessed in the 2015-2016 AY to solicit feedback on ways of improving the dissertation process. (07/03/2015)</p>
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p> <p>o 2/2 (100%) of students SUCCESSFULLY defended a master's-equivalent research project. o Average Passing Score: 100% (06/15/2015)</p>	<p>Actions for Improvement: Create a process for doctoral students to submit their thesis work for publication. (06/15/2015)</p>
	<p>Qualifying Exam - Students will gain the knowledge, skills, and attitudes</p>	<p>Related Documents: 2014-2015 SACS Data_Clinical Psychology_6-15-15.docx</p> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>to integrate science and practice into their research endeavors and their scholarship.</p> <p>Criterion: Successful completion of the Qualifying Examination, which is an integrative literature review paper that covers at least 3 domains as they relate to a specialty content area. Students will demonstrate breadth and depth of knowledge in scientific psychology. Successful completion is defined as 87% passing on the Written portion and 89% on the Oral portion.</p> <p>Schedule: Student-achieved milestone as part of the student's degree plan.</p>	<p>100% passing on both the written and oral portions of the Qualifying Examination. (09/14/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Not Met 100% passing on written portion, but 75% passing on oral portion. (11/21/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 3/3 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt. 3/3 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p> <hr/> <p>Average passing score for the Written portion of the Qualifying Exam: 100% Average passing score for the Oral portion of the Qualifying Exam: 100% (06/16/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 2014-2015: 6/6 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt. 5/6 (83%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt. 1/1 student SUCCESSFULLY defended the ORAL portion during 2nd attempt</p>	<p>Actions for Improvement: Continue to fine-tune the preparation and performance outcomes. (11/21/2017)</p> <p>Follow-Up: Evidence of Improvement: 100% passing on both the written and oral portions of the Qualifying Examination for the 2017-2018 period. (10/02/2018)</p> <hr/> <p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the passing rate for the Qualifying Exam. The Program will monitor rate of admissions to candidacy for the Ph.D. (06/24/2016)</p>
			<p>Actions for Improvement: Reduce number of pages of qualifying exam paper from 80 to 60 for the 2014-2015 academic year and beyond. (07/03/2015)</p> <p>Follow-Up: Evidence of Improvement: Page length was reduced for the 2014-2015 AY. Students report being happy with this change. (07/03/2015)</p> <p>Follow-Up: Evidence of</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		<p>Average passing score for the Written portion of the Qualifying Exam: 96%</p> <p>Average passing score for the Oral portion of the Qualifying Exam: 95%</p>	<p>Improvement: Page length was reduced for the 2014-2015 AY. Students report being happy with this change. (07/03/2015)</p>
		<p>2013-2014:</p> <p>4/4 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.</p> <p>4/4 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p>	<p>Follow-Up: Evidence of Improvement: Page length was reduced for the 2014-2015 AY. Students report being happy with this change. (07/03/2015)</p>
		<p>Average passing score for the Written portion of the Qualifying Exam: 97%</p> <p>Average passing score for the Oral portion of the Qualifying Exam: 100%</p>	<p>Follow-Up: Evidence of Improvement: Page length was reduced for the 2014-2015 AY. Students report being happy with this change (07/03/2015)</p>
		<p>2012-2013:</p> <p>1/1 (89%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.</p> <p>1/1 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p>	
		<p>Average passing score for the Written portion of the Qualifying Exam: 87%</p> <p>Average passing score for the Oral portion of the Qualifying Exam: 89%</p>	
		<p>2011-2012:</p> <p>9/9 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.</p> <p>8/8 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p>	
		<p>Average passing score for the Written portion of the</p>	

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		<p>Qualifying Exam: 96% Average passing score for the Oral portion of the Qualifying Exam: 100%</p> <p>2010-2011: 5/6 (83%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt. 1/1 student SUCCESSFULLY defended the ORAL portion during 2nd attempt 6/6 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p> <p>Average passing score for the Written portion of the Qualifying Exam: 90% Average passing score for the Oral portion of the Qualifying Exam: 94% (07/03/2015)</p>	
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 6/6 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt. 5/6 (83%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt. 1/1 student SUCCESSFULLY defended the ORAL portion during 2nd attempt</p> <p>Average passing score for the Written portion of the Qualifying Exam: 96% Average passing score for the Oral portion of the Qualifying Exam: 95% (06/15/2015)</p>	<p>Actions for Improvement: Create a process for doctoral students to submit their thesis work for publication. (06/15/2015)</p>
		<p>Related Documents: 2014-2015 SACS Data_Clinical Psychology_6-15-15.docx</p> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p>	<p>Actions for Improvement: Create a process for doctoral students to</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<ul style="list-style-type: none"> o 1/1 (100%) student SUCCESSFULLY defended a thesis research project o Average Passing Score: 100% <p>Successful completion is defined as 88% passing on the proposal and 91% on the defense (please refer to the 8000 checklists).</p> <ul style="list-style-type: none"> o 3/3 (100%) of students SUCCESSFULLY defended a dissertation. o Average Passing Score: 100% (06/15/2015) <p>Related Documents: 2014-2015 SACS Data_Clinical Psychology_6-15-15.docx</p>	<p>submit their thesis work for publication. (06/15/2015)</p>
<p>Goal 3. Objective 3A, Objective 3B, Objective 3C, Objective 3D. To produce graduate who have the requisite knowledge, skills, and attitudes to engage in evidence-based practice of clinical psychology.</p> <p>- Objective 3A: Students will gain knowledge in the scientific, methodological, and theoretical bases of the competencies associated with the evidence-based, ethical, and culturally informed practice of clinical psychology.</p> <p>Objective 3B: Using their knowledge, students will gain skill in evidence-based assessment and diagnosis of dysfunctional behavior, problems in living, and interpersonal difficulties across settings and will do so with professionalism, self-reflection, ethicality, and interpersonal and cultural sensitivity.</p> <p>Objective 3C: Using their knowledge, students will gain skill in evidence-</p>	<p>Dissertation - Milestone achievements as determined by program faculty Criterion: Achievement of "cutoff scores" For example, a minimum of 33 out of 35 (92%) categories need to be marked "Yes."</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students successfully defended their dissertation during this period of review. (09/14/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Inconclusive 90% success rate. (11/21/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met</p> <ul style="list-style-type: none"> o 2/2 (100%) of students SUCCESSFULLY defended a dissertation. ? 1 student did not pass during 1st attempt ? Average Passing Score: 96% (06/16/2016) <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 2014-2015:</p> <ul style="list-style-type: none"> o 3/3 (100%) of students SUCCESSFULLY defended a 	<p>Actions for Improvement: Continue to fine-tune process and monitor. (11/21/2017)</p> <p>Follow-Up: Evidence of Improvement: 100% of students successfully defended their dissertation during the 2017-2018 period. (10/02/2018)</p> <hr/> <p>Actions for Improvement: The program's goal is to have each of our doctoral student pass the dissertation defense during the 1st attempt. This will be closely monitored in subsequent years. in Fall 2015 and beyond. (06/24/2016)</p> <hr/> <p>Actions for Improvement: Students and recent graduates (within the last three years) will</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>based interventions for dysfunctional behavior, problems in living, and interpersonal difficulties across settings and will do so with professionalism, ethicality, and interpersonal and cultural sensitivity. Outcome Status: Active Outcome Type: Student Learning Start Date: 08/23/2010</p>	<p>Course Level Assessment - Objective 3A: Students will gain knowledge in the scientific, methodological, and theoretical bases of the competencies associated with the evidence-based, ethical, and culturally informed practice of clinical psychology. Successful completion of coursework (e.g., grade of B- or above) in the following courses: PSY 5318: Introduction to Clinical Psychology PSY 5338: Seminar in</p>	<p>dissertation. ? Average Passing Score: 100%</p> <p>2013-2014: o 6/6 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 99%</p> <p>2012-2013: o 5/5 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 98%</p> <p>2011-2012: o 2/2 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 100%</p> <p>2010-2011: o 7/7 (100%) of students SUCCESSFULLY defended a dissertation. ? Average Passing Score: 96% (07/03/2015)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students who took above-named classes passed with a B- or above (09/14/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 100% success rate at B or above on the first attempt. (11/21/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named classes passed with a B- or above (06/16/2016)</p>	<p>be assessed in the 2015-2016 AY to solicit feedback on ways of improving the dissertation process. (07/03/2015) Follow-Up: Evidence of Improvement: This will be performed during the 2015-2016 AY. (07/03/2015)</p> <hr/> <p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with this student learning outcome related to courses. We will continue to monitor. (06/24/2016)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Psychopathology</p> <p>PSY 5303: Developmental Psychopathology</p> <p>PSY 5311: Introduction to Psychotherapeutic Intervention and Management</p> <p>PSY 5312: Introduction to Child and Adolescent Psychological Treatment</p> <p>PSY 5002: Advanced Practicum in Clinical Psychology</p> <p>PSY 5404: Practicum in Intelligence Testing</p> <p>Criterion: Successful completion of coursework (e.g., grade of B- or above) in the following courses PSY 5318, 5338, 5303, 5311, 5312, 5002, 5404</p> <p>Schedule: A milestone as part of the student's degree plan.</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>Successful completion of coursework (e.g., grade of B- or above) in the following courses:</p> <p>PSY 5318: Introduction to Clinical Psychology 8/8 100%</p> <p>PSY 5338: Seminar in Psychopathology 8/8 100%</p> <p>PSY 5303: Developmental Psychopathology 8/8 100%</p> <p>PSY 5311: Introduction to Psychotherapeutic Intervention and Management 8/8 100%</p> <p>PSY 5312: Introduction to Child and Adolescent Psychological Treatment 8/8 100%</p> <p>PSY 5002: Advanced Practicum in Clinical Psychology 14/14 100%</p> <p>PSY 5404: Practicum in Intelligence Testing 8/8 100%</p> <p>(06/15/2015)</p> <p>Related Documents: 2014-2015 SACS Data_Clinical Psychology_6-15-15.docx</p>	<p>Follow-Up: Evidence of Improvement: 100% of students who took above-named classes passed with a B- or above for the 2017-2018 period. (10/02/2018)</p> <p>Actions for Improvement: We continue to monitor. (11/21/2017)</p> <p>Actions for Improvement: This outcome is a required APA objective. The program faculty will continue to monitor these findings. (06/15/2015)</p>
<p>Performance - Objective 3B: Using their knowledge, students will gain skill in evidence-based assessment and diagnosis of dysfunctional behavior, problems in living, and interpersonal difficulties across settings and will do so with professionalism, self-reflection, ethicality, and interpersonal and cultural sensitivity.</p> <p>Criterion: Successful completion (at 90% or above) of one assessment competency evaluation.</p>		<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Inconclusive</p> <p>75% (3 of 4 students) passed their assessment competency during this period of review. (09/14/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>90% success rate. (11/21/2017)</p>	<p>Actions for Improvement: The one student who did not pass this assessment competency will retry this semester. This outcome will continued to be monitored. (09/14/2018)</p> <hr/> <p>Actions for Improvement: Continue to fine-tune process and monitor. (11/21/2017)</p> <p>Follow-Up: Evidence of Improvement: An individual student was responsible for the</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Schedule: Milestone as part of the student's degree program.</p>		<p>non-100% pass rate; this student subsequently passed this objective. (10/02/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met</p> <ul style="list-style-type: none"> • 7/7 (100%) of students who attempted an Assessment Competency passed on their first attempt. o Average Passing Score: 98% (06/16/2016) 	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome related to gaining assessment competencies. We will continue to monitor. (06/24/2016)</p>
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p> <p>2014-2015:</p> <ul style="list-style-type: none"> • 5/5 (100%) of students who attempted an Assessment Competency passed on their first attempt. o Average Passing Score: 99% <p>2013-2014:</p> <ul style="list-style-type: none"> • 4/4 (100%) of students who attempted an Assessment Competency passed on their first attempt. o Average Passing Score: 99% <p>2012-2013:</p> <ul style="list-style-type: none"> • 4/4 (100%) of students who attempted an Assessment Competency passed on their first attempt. o Average Passing Score: 97% <p>2011-2012:</p> <ul style="list-style-type: none"> • 6/6 (100%) of students who attempted an Assessment Competency passed on their first attempt. o Average Passing Score: 99% <p>2010-2011:</p> <ul style="list-style-type: none"> • 7/7 (100%) of students who attempted an Assessment Competency passed on their first attempt. o Average Passing Score: 97% (07/03/2015) 	<p>Actions for Improvement: Survey will be conducted during the 2015-2016 AY. (07/03/2015)</p> <p>Actions for Improvement: Students and recent graduates (within the last three years) will be surveyed regarding the current structure of the assessment comp. Survey will be conducted during the 2015-2016 AY. (07/03/2015)</p> <p>Follow-Up: Evidence of Improvement: Survey will be conducted during the 2015-2016 AY. (07/03/2015)</p>
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p>	<p>Actions for Improvement: This is a required APA objective. The</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Performance - Objective 3C: Using their knowledge, students will gain skill in evidence-based interventions for dysfunctional behavior, problems in living, and interpersonal difficulties across settings and will do so with professionalism, ethicality, and interpersonal and cultural sensitivity.</p>	<p>Criterion: Successful completion of two therapy competency evaluations that are graded in complexity (1st at 80%, 2nd at 90%). Schedule: Milestone as part of the student's degree plan.</p>	<ul style="list-style-type: none"> • 5/5 (100%) of students who attempted an Assessment Competency passed on their first attempt. o Average Passing Score: 99% (06/15/2015) <p>Related Documents: 2014-2015 SACS Data_Clinical Psychology_6-15-15.docx</p> <p>Assessment Cycle: 2017 - 2018 Result Type: Inconclusive 1st Therapy Comp 2017-2018 8/8 (100%) of students who attempted their 1st Therapy Competency passed on their first attempt 1/1 (100%) of students who attempted their 1st Therapy Competency passed on their second attempt (with the first attempt occurring in a different period of assessment)</p> <p>2nd Therapy Comp 2017-2018 • 3/4 (75%) of students who attempted their 2nd Therapy Competency passed on their first attempt (09/14/2018)</p>	<p>program faculty will continue to monitor these findings. (06/15/2015)</p> <p>Actions for Improvement: The one student who did not pass their second therapy competency will retry this semester. This outcome will continued to be monitored. (09/14/2018)</p>
		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met First and second at 90% success rate. (11/21/2017)</p>	<p>Actions for Improvement: Continue to fine-tune and monitor. (11/21/2017) Follow-Up: Evidence of Improvement: An individual student was responsible for the non-100% pass rate; this student subsequently passed this objective. (10/02/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 1st Therapy Comp 2015-2016 • 6/6 (100%) of students who attempted their 1st Therapy Competency passed on their first attempt o Average Passing Score: 93%</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome related to gaining therapy competencies. We will continue to monitor. (06/24/2016)</p>

2nd Therapy Comp
2015-2016

- 8/8 (83%) of students who attempted their 2nd Therapy Competency passed on their first attempt
- o Average Passing Score: 98% (06/16/2016)

Assessment Cycle: Action Complete (Prior to 2015-2016)

Result Type: Criterion Met

1st Therapy Comp
2014-2015:

- 5/5 (100%) of students who attempted their 1st Therapy Competency passed on their first attempt
- o Average Passing Score: 94%

2013-2014:

- 7/7 (100%) of students who attempted their 1st Therapy Competency passed on their first attempt
- o Average Passing Score: 95%

2012-2013:

- No data to report

2011-2012:

- 4/4 (100%) of students who attempted their 1st Therapy Competency passed on their first attempt
- o Average Passing Score: 90%

2010-2011:

- 8/8 (100%) of students who attempted their 1st Therapy Competency passed on their first attempt
- o Average Passing Score: 97%

2nd Therapy Comp
2014-2015:

- 5/6 (83%) of students who attempted their 2nd

Actions for Improvement: Clinical program will survey students about the usefulness of current structure of therapy comps. This survey will occur during the 2015-2016 AY. (07/03/2015)

Follow-Up: Evidence of Improvement: Survey will be conducted during the 2015-2016 AY. (07/03/2015)

Student Learning Outcomes

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Results

Actions for Improvement

Therapy Competency passed on their first attempt

o Average Passing Score: 95%

2013-2014:

• 3/3 (100%) of students who attempted their 2nd

Therapy Competency passed on their first attempt

o Average Passing Score: 98%

2012-2013:

• 4/4 (100%) of students who attempted their 2nd

Therapy Competency passed on their first attempt

o Average Passing Score: 96%

2011-2012:

• 6/6 (100%) of students who attempted their 2nd

Therapy Competency passed on their first attempt

o Average Passing Score: 97%

2010-2011:

• 6/6 (100%) of students who attempted their 2nd

Therapy Competency passed on their first attempt

o Average Passing Score: 96%

(07/03/2015)

Assessment Cycle: Action Complete (Prior to 2015-2016)

Result Type: Criterion Met

• 4/4 (100%) of students who attempted their first

Therapy Competency passed on their first attempt

o Average Passing Score: 92%

• 5/6 (83%) of students who attempted their

second Therapy Competency passed on their first attempt

o Average Passing Score: 95%

(06/15/2015)

Related Documents:

[2014-2015 SACS Data_Clinical Psychology_6-15-15.docx](#)

Assessment Cycle: 2017 - 2018

Result Type: Criterion Met

100% passing on both the written and oral portions of the

Qualifying Examination. (09/14/2018)

Assessment Cycle: 2016 - 2017

Actions for Improvement: This is a required APA objective. The program faculty will continue to monitor these findings. (06/15/2015)

Qualifying Exam - Successful completion of the Qualifying Examination, which is an integrative literature review paper that covers at least 3 domains as they relate to a

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>specialty content area. Students will demonstrate breadth and depth of knowledge in scientific psychology</p> <p>Criterion: Successful completion is defined as 87% passing on the Written portion and 89% on the Oral portion.</p> <p>Schedule: Annually</p>	<p>Result Type: Criterion Met</p> <p>100% successful completion on the written, and 75% on the oral exam. (11/21/2017)</p>	<p>Actions for Improvement: We continue to monitor and fine-tune the process.. (11/21/2017)</p> <p>Follow-Up: Evidence of Improvement: An individual student was responsible for the non-100% pass rate; this student subsequently passed this objective. (10/02/2018)</p>
		<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>3/3 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.</p> <p>3/3 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p> <p>Average passing score for the Written portion of the Qualifying Exam: 100%</p> <p>Average passing score for the Oral portion of the Qualifying Exam: 100%</p> <p>(06/16/2016)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the passing rate for the Qualifying Exam. The Program will monitor rate of admissions to candidacy for the Ph.D. (06/24/2016)</p>
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>2014-2015:</p> <p>6/6 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.</p> <p>5/6 (83%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p> <p>1/1 student SUCCESSFULLY defended the ORAL portion during 2nd attempt</p> <p>Average passing score for the Written portion of the Qualifying Exam: 96%</p> <p>Average passing score for the Oral portion of the Qualifying Exam: 95%</p>	<p>Actions for Improvement: Reduce number of pages of qualifying exam paper from 80 to 60 for the 2014-3015 academic year and beyond. (07/03/2015)</p>

2013-2014:

4/4 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.

4/4 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.

Average passing score for the Written portion of the Qualifying Exam: 97%

Average passing score for the Oral portion of the Qualifying Exam: 100%

2012-2013:

1/1 (89%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.

1/1 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.

Average passing score for the Written portion of the Qualifying Exam: 87%

Average passing score for the Oral portion of the Qualifying Exam: 89%

2011-2012:

9/9 (100%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt.

8/8 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.

Average passing score for the Written portion of the Qualifying Exam: 96%

Average passing score for the Oral portion of the Qualifying Exam: 100%

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>2010-2011: 5/6 (83%) of students SUCCESSFULLY defended their WRITTEN portion of their Qualifying Examination during their 1st attempt. 1/1 student SUCCESSFULLY defended the ORAL portion during 2nd attempt 6/6 (100%) of students SUCCESSFULLY defended their ORAL portion of their Qualifying Examination during their 1st attempt.</p> <p>Average passing score for the Written portion of the Qualifying Exam: 90% Average passing score for the Oral portion of the Qualifying Exam: 94% (07/03/2015)</p>	
<p>Knowledge of Clinical Psychology - Directly related to Objective Students will have a basic knowledge of the core areas of psychology and of the specialty area of clinical psychology. Outcome Status: Inactive Outcome Type: Student Learning Start Date: 07/01/2006</p>		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Starting in 2011, but beginning full-time in 2012, the department has hired Dr. Yi-Yuan Tang. Dr. Tang is a neuroscientist who will also be Director of the Texas Tech Neuroimaging Institute (TTNI). He is internationally recognized for his research on behavioral neuroscience.</p> <p>Dr. Tang has completed a term as Director of the TTNI, and now returns to full-time research and teaching for the University, fall semester 2013. Steve Richards (11/13/2013)</p> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In alignment with APA accreditation guidelines, the doctoral students in clinical psychology are evaluated on competency forms regarding virtually every aspect of their education, and over 95% pass on every form at every stage, 2010-present. Steve Richards</p> <p>The program continues with full accreditation by APA through 2013. We are having an APA accreditation site visit team on campus, November 7-8, 2013. We believe that we are currently in close alignment with APA accreditation</p>	<p>Actions for Improvement: We will continue to discuss and revise our competency evaluation forms, in alignment with APA guidelines and standard psychometric principles. Steve Richards (11/13/2013)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Directly related to Objective</p>	<p>guidelines.</p> <p>Follow-up: The APA re-accreditation site visit on campus, which was November 7-8, 2013, went very well. Almost all of the feedback from the site visit team was positive, and they are supportive of our strong alignment with APA guidelines, plans, actions, results, and forward-looking perspectives. Steve Richards (11/13/2013)</p>	
<p>Course Level Assessment - PSY 5306 (Seminar in Contemporary Professional Issues)</p> <p>Criterion: Students will pass this course with a B grade or better</p> <p>Related Documents: Syllabus Ethics</p>		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with a B- or above (06/16/2016)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p>
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students enrolled in this course have passed with a B grade or better between 2005 & 2009. This strong SLO has continued through to 2013. We anticipate that a majority of clinical students will earn a grade of A in this course, effective 2013 on. Steve Richards (11/13/2013)</p>	
<p>Course Level Assessment - PSY 5311 (Introduction to Psychotherapeutic Intervention and Management)</p> <p>Criterion: Students will pass this course with a B grade or better</p> <p>Related Documents: 5311 Syllabus -- Fall 2009.doc</p>		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with a B- or above (06/16/2016)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p>
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students enrolled in this course have passed between 2005 & 2009. This strong SLO has continued through to 2013. Moreover, this course stays in alignment with our competency assessments and goals. (11/13/2013)</p>	<p>Actions for Improvement: We have just hired 3 new clinical psychology faculty, and they will bring their expertise to teaching this course. (11/15/2013)</p>
<p>Course Level Assessment - PSY 5318 (Introduction to Clinical Psychology)</p> <p>Criterion: Students will pass this course with a B grade or better</p>		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with a B- or above (06/16/2016)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students enrolled in this course have passed between 2005 & 2009. This strong SLO has continued through to 2013. (10/27/2013)</p>	<p>will continue to monitor. (06/24/2016)</p>
<p>Strategic Outcome 1 - Increase enrollment and promote student success: We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the State of Texas. (TTU 2010-2020 Strategic Plan Priority 1) Outcome Status: Inactive Outcome Type: Strategic Start Date: 09/01/2009</p>	<p>Survey - Student - Total enrollment in the degree program will grow as program resources (e.g., funding, faculty lines, etc.) allow. Criterion: We aspire to obtain at least one more faculty line by year 2015</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met We hired 3 new Clinical faculty that will start August 2016. We will increase our faculty from 6 to 9. (06/21/2016)</p> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met We have been unable to increase our number of faculty and subsequently the number of admissions to our graduate program due to lack of fiscal resources. However, in years when additional funding is available to support students we have increased enrollment to match those resources. WE HIRED THREE NEW CLINICAL FACULTY FOR FALL 2013, AND THEY ARE EXCELLENT PSYCHOLOGISTS. (10/27/2013)</p>	<p>Actions for Improvement: With 3 new clinical faculty, and 100% increase in our TA budget, we will be admitting 8-10 clinical students per year. We were admitting 6 per year. (11/15/2013)</p>
	<p>Survey - Student - Graduate student attrition rates Criterion: We aspire to less than a 5% attrition rate from our program. Related Documents: Time to Graduation Data for Clinical Psychology Program.doc</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Over the last three years (2012/2013 to 2014/2015, we have a 3.9% attrition rate. (06/21/2016)</p> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met From 2001-2009 58 students were admitted to the doctoral program. Of these 58, 5 left the program before completing their degree (attrition rate of 9%). OUR ATTRITION RATE AND SUCCESSFUL SLO RATES CONTINUE TO BE GOOD, WITH ATTRITION LESS THAN 10% AND SLO GOALS MORE THAN 90%. (10/27/2013)</p>	<p>Actions for Improvement: Attrition data will now be reported on a yearly basis for the current reporting cycle. (06/24/2016)</p>
	<p>Performance - Mean GRE scores for entering graduate students (if applicable and available) Criterion: We aspire to admit</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met The GRE has moved to a new system.</p>	<p>Actions for Improvement: For the next reporting cycle, the program will also report %ile scores for GRE</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
	<p>students with cohort mean GRE scores that equal or exceed 500 on the verbal section and 550 on the quantitative section</p> <p>Related Documents: Incoming Student Qualifications for Clinical Psychology Program.doc</p>	<p>The GREs for incoming students for 2015-2016 are as follows: GRE Verbal (Mean): 158 GRE Quantitative (Mean): 156 (06/17/2016)</p>	<p>scores. (06/24/2016)</p>
	<p>Performance - Time taken to obtain doctoral degree</p> <p>Criterion: We aspire to have our graduates complete their Ph.D.'s in 6 years or less (including the 1 year internship)</p> <p>Related Documents: Time to Graduation Data for Clinical Psychology Program.doc</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p> <p>From 2005-2009 graduate student GRE scores in both verbal and quantitative have met or exceeded the figures noted. The range for mean cohort verbal scores are 500-548 and for quantitative 594-636. JB</p> <p>We have continued to attract clinical students with excellent GRE scores, with virtually all of them over the 50th percentile, and some of them over the 80th percentile, 2010-present. Steve Richards (11/13/2013)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Inconclusive</p> <p>We have only had one doctoral student graduate during the 2015-2016 AY. This student took 8 years to graduate.</p> <p>This will be a slow, gradual change for the Clinical program.</p> <p>The program implemented a completion timeline form for students. (06/17/2016)</p>	<p>Actions for Improvement: The program has developed a completion timeline form for students to adhere to. This was implemented during the 205-3026 AY. This will continue to be monitored. (06/24/2016)</p>
	<p>Performance - Total degrees awarded (annual Fall, Spring and Summer) in the major or degree</p> <p>Criterion: We will graduate at least</p>	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met</p> <p>Beginning with the 2003 graduate cohort, 71% of students have obtained their Ph.D. within the 6-year period. JB /</p> <p>We do even better on this criterion recently, 2010-2013, with about 75% of our doctoral students in clinical completing their degree requirements within the standard 6-year interval. Steve Richards (11/13/2013)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Inconclusive</p> <p>We have had one student graduate during the 2015-2016 AY. She graduated in December 2015. Two additional</p>	<p>Actions for Improvement: Beginning with the 2011 cohort, we aim to have 100% of students obtain their Ph.D. within the 6-year period. (12/21/2010)</p>
	<p>Performance - Total degrees awarded (annual Fall, Spring and Summer) in the major or degree</p> <p>Criterion: We will graduate at least</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Inconclusive</p> <p>We have had one student graduate during the 2015-2016 AY. She graduated in December 2015. Two additional</p>	<p>Actions for Improvement: This outcome is being closely monitored by the program. (06/24/2016)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>two students during each academic year</p> <p>Related Documents: Time to Graduation Data for Clinical Psychology Program.doc</p> <p>Employment - Number of students placed on Clinical Internships on the first attempt. Criterion: 90% of students who apply for internships will successfully match with an internship site on their first attempt.</p> <p>Related Documents: Internship Placement Data for Clinical Psychology Program.doc</p>	<p>students are scheduled to defend during summer 2016. (06/17/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Between the years 2003 and 2009 at least 2 students have graduated during each academic year. We are doing better on this SLO now, with at least 4 students graduating each year (2010-2013).</p> <p>Moreover, we are now admitting 8-10 new doctoral students per year, effective fall 2013 on. In previous years we were usually admitting 6-7 new PhD students per year in the clinical program. Steve Richards (11/13/2013)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 3 of 3 (100%) students who applied for internship during the 2015-2016 AY successfully matched. (06/17/2016)</p> <hr/> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met 100% of clinical students (7 of 7) placed in APA-accredited internships (met goal), over a 1-year period (02/20/2015)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 90% of students who apply for internships will successfully match with an internship site on their first attempt. WE CONTINUE TO MEET THIS GOAL DURING 2010 TO 2013. (10/27/2013)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student outcome. We will continue to monitor. (06/24/2016)</p> <hr/> <p>Actions for Improvement: We now require an application workshop of all clinical students. Only 1 clinical student has not matched in the last 2 years so we have met our 90% success rate. The national average is 75% match. (11/15/2013)</p> <hr/> <p>Actions for Improvement: We aim to have 100% of our students who apply for internship successfully match with a site on their first attempt beginning in the 2012 internship year. (12/21/2010)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Discipline-Specific Certification/Licensure - Professional Licensure Obtained Criterion: 2/3 of our graduates will secure professional licensure within 3 years of securing employment. (not all graduates require licensure for their professional positions)</p> <p>Related Documents: Licensure Data_Clinical.doc</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 2/3 of our graduates have secured professional licensure within 3 years of securing employment. (06/17/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met For those students who graduated between 2005 and 2009 86% of those eligible (18 of 21) have secured professional licensure as a psychologist.</p> <p>Moreover, those who did not secure licensure did so as part of a decision (they didn't need it, etc.), rather than failing the exams or criteria. Virtually 100% of clinical students who have consistently pursued licensure as a psychologist have successfully done so, 2005 - present. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: Licensure after completion of our doctoral program is not a requirement. Although not a requirement, over 2/3s of our students do obtain licensure in the state they are living in. This allows them to practice psychology and delivery psychological services This will be monitored closely. (06/24/2016)</p> <hr/> <p>Actions for Improvement: We aim to have 100% of students who graduate obtain a professional license within 2 years of graduation. (12/21/2010)</p>
<p>Strategic Outcome 2 - Strengthen Academic Quality and Reputation: We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs. (TTU 2010-2020 Strategic Plan Priority 2) Outcome Status: Inactive Outcome Type: Strategic Start Date: 07/01/2006</p>	<p>Performance - Number of faculty in the division who are elected into the TTU teaching academy Criterion: We will consistently have greater than or equal to 50% of our Clinical Psychology Faculty members elected into the TTU Teaching Academy</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met During the 2015-2016 AY, we had a total of 6 Clinical faculty. Of the 4 who are tenured, 2 are in the Teaching Academy. (06/17/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met We currently (fall 2013) have 9 clinical faculty members, 3 of which are members of the TTU Teaching Academy (which is a peer-reviewed honor, with 10-15% of TTU faculty being elected to this group). WE HIRED THREE, EXCELLENT NEW CLINICAL FACULTY MEMBERS FOR FALL 2013: DRs. JENNIFER BROWN, ANDREW LITTLEFIELD, AND JASON VAN ALLEN. The other 6 clinical faculty in 2013-2014 are: Drs. Joaquin Borrego, James Clopton, Lee Cohen, Kelly</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Performance - At least one of our clinical faculty members will be recognized for their teaching at the University level awarded a University-Wide Teaching Award</p> <p>Criterion: At least one of our clinical faculty members will be awarded a University-Wide Teaching Award (e.g., President's Excellence in Teaching Award)</p>	<p>Cukrowicz, Catherine Epkins, and Gregory Mumma. Steve Richards, 11/13/2013 (11/13/2013)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Dr. Catherine Epkins received a President's Teaching Award spring 2016. (06/17/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In 2006, Dr. Lee Cohen was awarded the President's Excellence in Teaching Award. SEVERAL NEW AWARDS FOR CLINICAL FACULTY HAVE OCCURED DURING 2010-2013, INCLUDING CHANCELLOR'S TEACHING AWARD, JOURNAL EDITORSHIPS, GRANT AWARDS, AND SO FORTH. (10/27/2013)</p>	<p>Actions for Improvement: We aim to have at least one more member of the clinical faculty receive the President's Excellence in Teaching Award by year 5 (12/21/2010)</p>
	<p>Course Level Assessment - PSY 5101 (Colloquium in the Teaching of Psychology)</p> <p>Criterion: Students will pass this course with a B grade or better</p> <p>Related Documents: serra teaching course syllabus.docx</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with a B- or above (06/17/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students enrolled in this course have passed between 2005 & 2009. THIS PERFECT PASS RATE AND POSITIVE OUTCOME ON SLO CONTINUES FOR 2010-2013. (10/27/2013)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p>
<p>Competence - Students will be competent to perform psychological assessment and psychological intervention.</p> <p>Outcome Status: Inactive Outcome Type: Student Learning Start Date: 07/01/2006</p>	<p>Directly related to Objective</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In the August 2011 University Commencement, the Psychology Department had 1/3 (N=12) of the entire College's (CAS) doctoral graduates. PSYCHOLOGY CONTINUES TO HAVE A DISPROPORTIONATELY LARGE PERCENTAGE OF THE PHD GRADUATES IN THE COLLEGE OF A&S. (10/27/2013)</p>	
	<p>Course Level Assessment - PSY 5002 (Advanced Practicum in Counseling and Clinical Psychology)</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Criterion: Students will complete and pass our applied practicum course experience each semester they are enrolled.</p> <p>Related Documents: Epkins prac.doc Harter prac.pdf Clopton prac.doc</p> <p>Course Level Assessment - PSY 5315 (Objective Personality Assessment)</p> <p>Criterion: Students will complete and pass our Objective Personality Assessment course with a B grade or better</p> <p>Related Documents: PSY 5315 Syllabus Objective(Fall 2010-Evans).pdf</p>	<p>a B- or above (06/17/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 2005-2009: 100% of the graduates from the Clinical Psychology Doctoral Program successfully passed their PSY 5002 courses. JB / THIS 100% PASS RATE FOR REQUIRED PRACTICUM (PSY 5002) HAS CONTINUED FOR 2010-2013. Steve Richards (11/13/2013)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with a B- or above (06/17/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 2005-2009: 100% of the graduates from the Clinical Psychology Doctoral Program successfully passed their PSY 5315 course with a B grade or better. JB</p> <p>This 100% pass rate has continued from 2010-2013. Steve Richards (11/13/2013)</p>	<p>student learning outcome. We will continue to monitor. (06/24/2016)</p> <hr/> <p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p> <hr/> <p>Actions for Improvement: We aim to have 100% of students pass the 5315 course with an A grade by year 2015 (12/21/2010)</p>
	<p>Performance - Assessment competency evaluation Criterion: Students will pass one applied evaluations in psychological assessment by a graduate faculty member in clinical psychology.</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met</p> <ul style="list-style-type: none"> • 7/7 (100%) of students who attempted an Assessment Competency passed on their first attempt. o Average Passing Score: 98% (06/17/2016) <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 2005-2009: 100% of the graduates from the Clinical Psychology Doctoral Program successfully passed their applied evaluation in psychological assessment from a clinical faculty member. JB / This 100% pass rate has</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome related to gaining assessment competencies. We will continue to monitor. (06/24/2016)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Performance - Therapy competency evaluations Criterion: Students will pass two applied evaluations in psychotherapy, each administered by a different graduate faculty member in clinical psychology.</p>	<p>continued from 2010-2013. (11/13/2013)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met</p> <p>1st Therapy Comp 2015-2016</p> <ul style="list-style-type: none"> • 6/6 (100%) of students who attempted their 1st Therapy Competency passed on their first attempt o Average Passing Score: 93% <p>2nd Therapy Comp 2015-2016</p> <ul style="list-style-type: none"> • 8/8 (83%) of students who attempted their 2nd Therapy Competency passed on their first attempt o Average Passing Score: 98% <p>(06/17/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 2005-2009: 100% of the graduates from the Clinical Psychology Doctoral Program successfully passed 2 therapy competency evaluations from 2 different clinical faculty members. THIS HIGH SLO PASS RATE HAS CONTINUED FROM 2010-2013. (10/27/2013)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome related to gaining therapy competencies. We will continue to monitor. (06/24/2016)</p>
<p>Integration - Students will integrate empirical findings and theoretical frameworks with clinical practice.</p> <p>Outcome Status: Inactive Outcome Type: Student Learning Start Date: 07/01/2006</p>	<p>Course Level Assessment - PSY 5318 (Introduction to Clinical Psychology) Criterion: Students will pass this course with a B grade or better</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met</p> <p>100% of students who took above-named class passed with a B- or above (06/21/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p> <p>100% of students enrolled in this course have passed between 2005 & 2009. This 100% success rate has continued for 2010-2013. (11/13/2013)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p>
	<p>Course Level Assessment - PSY 5333 (Cognitive Behavior Therapy) Criterion: Students will pass this</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Inconclusive</p> <p>Course was not taught during the 2015-2016 AY. Course</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>course with a B grade or better</p> <p>Related Documents: PSY5333CBTsyllabus-4.doc</p>	<p>will be taught fall 2016. (06/21/2016)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students enrolled in this course have passed between 2005 & 2009. JB / Between 95% and 100% of students in this course have passed for the period of 2010-2013. Steve Richards (11/13/2013)</p>	<p>student learning outcome. We will continue to monitor. (06/24/2016)</p>
<p>Professional Identity - Upon completion of their degree, students will have developed the requisite skills and knowledge necessary for effective practice as clinical psychologists.</p> <p>Outcome Status: Inactive Outcome Type: Program Start Date: 09/01/2005</p>	<p>Course Level Assessment - PSY 5002 (Advanced Practicum in Counseling and Clinical Psychology)</p> <p>Criterion: Students will complete and pass our applied practicum course experience each semester they are enrolled</p> <p>Related Documents: Clopton prac.doc Epkins prac.doc Harter prac.pdf</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with a B- or above (06/21/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 2005-2009: 100% of the graduates from the Clinical Psychology Doctoral Program successfully passed their PSY 5002 courses.</p> <p>This 100% pass rate continues for 2010-2013. JB/SG/SR (11/13/2013)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p>
	<p>Discipline-Specific Certification/Licensure - Number of students obtaining licensure as psychologists</p> <p>Criterion: 2/3 of our graduates will secure professional licensure within 3 years of securing employment. (not all graduates require licensure for their professional positions)</p> <p>Related Documents: Licensure Data_Clinical.doc</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met We currently have a 90% licensure rate. (06/21/2016)</p> <hr/> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met 100% of clinical students (26 of 26) passed the national</p>	<p>Actions for Improvement: Licensure after completion of our doctoral program is not a requirement. Although not a requirement, over 2/3s of our students do obtain licensure in the state they are living in. This allows them to practice psychology and delivery psychological services This will be monitored closely. (06/24/2016)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>exam for psychology licensing on their first try (met goal), over a 5-year period. National pass rate on first try is 76% (02/20/2015)</p> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met For those students who graduated between 2005 and 2009 86% of those eligible (18 of 21) have secured professional licensure. To our knowledge, all students from 2010-2013 who have consistently sought licensure as a psychologist have secured it within 3 years of graduation. (A few students do not pursue a license.) JB/SG/SR (11/13/2013)</p>	<p>Actions for Improvement: We aim to have 100% of our graduates obtain licensure 2 years after their graduation by year 2015 (11/15/2013)</p>
<p>Appreciation - Students will exit our program with an ability to apply their knowledge to multiple groups and develop interventions to serve a diverse society. Outcome Status: Inactive Outcome Type: Program Start Date: 07/01/2006</p>	<p>Course Level Assessment - PSY 5398 (Ethnic Minority and Community Interventions) Criterion: Students will pass this course with a B grade or better Related Documents: Psy 5398_Fall 2009 syllabus_Ethnic Minority_8-31-09.doc Clopton prac.doc Epkins prac.doc Harter prac.pdf</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with a B- or above (06/21/2016)</p> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students enrolled in this course have passed between 2005 & 2009 (12/21/2010)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p>
	<p>Course Level Assessment - PSY 5002 (Advanced Practicum in Counseling and Clinical Psychology) Criterion: Students will complete and pass our applied practicum course experience each semester they are enrolled.</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students who took above-named class passed with a B- or above (06/21/2016)</p> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 2005-2009: 100% of the graduates from the Clinical Psychology Doctoral Program successfully passed their PSY 5002 courses (12/21/2010)</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the student learning outcome. We will continue to monitor. (06/24/2016)</p> <p>Actions for Improvement: We continue to increase specialized practicum, which will improve internship and job acceptance rates. (11/15/2013)</p>
<p>Performance - Therapy competency evaluations Criterion: Students will pass two</p>		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 1st Therapy Comp</p>	<p>Actions for Improvement: The Clinical Psychology doctoral program is satisfied with the</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>applied evaluations in psychotherapy, each administered by a different graduate faculty member in clinical psychology.</p>	<p>2015-2016</p> <ul style="list-style-type: none"> • 6/6 (100%) of students who attempted their 1st Therapy Competency passed on their first attempt o Average Passing Score: 93% <p>2nd Therapy Comp 2015-2016</p> <ul style="list-style-type: none"> • 8/8 (83%) of students who attempted their 2nd Therapy Competency passed on their first attempt o Average Passing Score: 98% <p>(06/21/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 2005-2009: 100% of the graduates from the Clinical Psychology Doctoral Program successfully passed 2 therapy competency evaluations from 2 different clinical faculty members. (12/21/2010)</p>	<p>student learning outcome related to gaining therapy competencies. We will continue to monitor. (06/24/2016)</p>
<p>2013-2014 Second-Year Research Project - Student Performance on the second-year research project Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2013 End Date: 05/10/2014</p>	<p>Performance - Oral and written performance on the research project</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students successfully completed and passed the requirement. (09/17/2014)</p>	
<p>2013-2014 Doctoral Qualifying Exam - Student performance on doctoral qualifying exam Outcome Status: Inactive Outcome Type: Strategic Start Date: 09/01/2013 End Date: 05/10/2014</p>	<p>Qualifying Exam - Performance on qualifying exam</p>	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met 100% of clinical students (6 of 6) passed all parts of PhD Qualifying Exams (met goal), over a 1-year period (02/20/2015)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students successfully passed their qualifying exam. (09/17/2014)</p>	
<p>2013-2014 Performance on Dissertation Defense - Student performance on dissertation defense</p>	<p>Dissertation - Performance on dissertation defense</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 100% of students successfully defended their dissertation.</p>	

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2013 End Date: 05/10/2014</p>		(09/17/2014)	
<p>2013-2014 "Match" Rate - Number of students were matched nationally to complete their required 1-year internship Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2013 End Date: 05/10/2014</p>	<p>Performance - National "match" rate</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met For the 12-13 academic year, in terms of applications, there was an 88% match rate. For the 13-14 academic year, in terms of applications, there was a 100% match rate. (Students apply the previous year, for internships the following year). (09/17/2014)</p>	
<p>2013-2014 EPPP Licensing Exam Performance - Exam for the Professional Practice of Psychology Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2013 End Date: 05/10/2014</p>	<p>Standardized Test - Licensure Exam</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met For calendar year 2012, the pass rate was 100%. (09/17/2014)</p>	

Assessment: Account Information Four Column

Degree Program - AS - Psychology - Counseling Psychology (PHD)

Disciplinary Accrediting Body: American Psychological Association

CIP Code: 42.2803.00

Next Program Review: 20-21

Degree Program Coordinator: Sheila Garos

Degree Program Coordinator Email: sheila.garos@ttu.edu

Degree Program Coordinator Phone: 806-742-3711

Degree Program Coordinator Mail Stop: 2051

Program Purpose Statement: The Counseling Psychology program's primary objective is to prepare counseling psychologists for professional positions. Completion of the program typically requires five to six years of full-time study, including an approved one-year internship at an appropriate training agency (e.g., approved university counseling center, community mental health center, hospital, outpatient clinic, correctional facility, healthcare system, psychological services consortium). Students may elect to earn an optional master's degree during their pursuit of the doctoral degree. Extensive details regarding a typical curriculum are available in the program handbook, which is online at http://www.depts.ttu.edu/psy/graduate_programs/counseling/documents.php.

Our doctoral program is firmly based on a scientist-practitioner model of training. As such, the doctoral program strives to provide students with skills in the following areas: basic psychology, counseling and psychotherapy, psychological assessment, psychological research, and professional ethics. Ours is also a developmental and sequential training model. That is, courses and practicum experiences are follow a developmental sequence that ultimately prepares students for independent functioning as professional psychologists.

Assessment Coordinator: s.cook@ttu.edu

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Case Conceptualization - Upon completion of the doctoral degree for this program, students will be able to develop theoretically based case conceptualizations that will inform the psychological assessment, diagnosis, and treatment of client issues.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p>	<p>Qualifying Exam - The Case Study portion of the Counseling Psychology program's qualifying examination</p> <p>Criterion: Students will receive a combined grade equivalent to a "Pass" or "High Pass" (i.e., average overall rating of at least 2.67) from three program faculty graders on the case study portion of the program's qualifying examination.</p>	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>Students received a combined grade equivalent to a "Pass" or "High Pass" (i.e., average overall rating of at least 2.67) from three program faculty graders on the case study portion of the program's qualifying examination.</p> <p>Schedule (04/26/2018)</p> <p>Assessment Cycle: 2016 - 2017</p>	<p>Actions for Improvement:</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Start Date: 01/01/2017</p>	<p>Related Documents: Qual Exam Individual Rater Evaluation Summary Case Study.pdf Quals Final Score Form Case Study.pdf</p>	<p>Result Type: Criterion Met IN Spring 2017, 8 students passed the case qualifying exam; 1 student failed and will retake the exam in Fall 2017. (10/01/2017)</p>	<p>Students are now allowed to take the EPPP test with a minimum passing grade of 500 for licensure status in lieu of the case study portion of the qualifying exam. This option will begin year 2017-2018. We are currently reformatting the scaling of our quals evaluation form to be more meaningful. (10/01/2017)</p> <p>Follow-Up: Evidence of Improvement: Some students have elected to take the EPPP in lieu of the case study exam. The faculty met this year and decided not to rescale the evaluation form as we currently provide detailed feedback. (04/25/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met In 2015, four students in the program successfully completed the case study portion of the program's qualifying examination (i.e., receiving grades ranging from 3.25 to 3.42). Thus all four students received grades of "Pass" on the written version on the initial attempt. (01/06/2017)</p> <p>Related Documents: Qual Exam Individual Rater Evaluation Summary Case Study.pdf Indiv Rater Form Case Study.pdf</p>	<p>Actions for Improvement: During the following academic year the faculty will work to parcel out specific questions that speak to specific learning outcomes. In other words, we will look to form subscales on our evaluation form that can yield more meaningful scores. (01/06/2017)</p> <p>Follow-Up: Evidence of Improvement: The faculty met this year and decided not to rescale the evaluation form as we currently provide detailed feedback. (04/25/2018)</p>
		<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met In 2014, six students in the program successfully completed the case study portion of the program's qualifying examination (i.e., received a combined grade of at least</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Field Placement/Internship - Completion of internship Criterion: Students will successfully complete a year long APA accredited internship</p>	<p>2.67). (01/15/2015) Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 4 students successfully completed their year long APA-accredited internship (04/26/2018)</p>	
<p>Evidence-Based Practice - Upon completion of the doctoral degree for this program, students will be able to employ scientifically informed, psychological interventions with clients. Outcome Status: Inactive Outcome Type: Student Learning Start Date: 10/01/2014 End Date: 07/19/2018</p>	<p>Qualifying Exam - The Case Study portion of the Counseling Psychology program's qualifying examination Criterion: Students will receive a combined grade equivalent to a "Pass" or "High Pass" (i.e., average overall rating of at least 2.67) from three program faculty graders on the case study portion of the program's qualifying examination. Students must show evidence of a theoretically based intervention plan.</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Not Met 3 out of 4 students passed the Qualifying Exam on their first try. One student will conduct an oral exam (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 8 students completed their case study exam during the 2016-2017 period. Of those, all 8 received a grade of "pass" with scores ranging from 3.25-3.42. One student failed the exam and will retake it in Fall 2017. (03/24/2017)</p> <p>Related Documents: Indiv Rater Form_Case Study.pdf Inital Feedback Form_Case Study.pdf Qual Exam Individual Rater Evaluation_Summary_Case Study.pdf Quals Final Score Form_Case Study.pdf</p> <hr/> <p>Assessment Cycle: 2014-2015 Result Type: Criterion Met In 2015, four students in the program successfully completed the case study portion of the program's qualifying examination (i.e., received a combined grade of at least 2.67). Three of these four students passed grades of "Pass" on their written version of the initial attempt (Spring, 2015, semester). The fourth student received a grade of "Marginal Pass" on their written version of the initial</p>	<p>Actions for Improvement: 100% of students will pass the Qualifying Exam on their first try (04/26/2018) Follow-Up: Evidence of Improvement: Only 3 out of 4 students passed the exam on their first try. One student failed on the second try as well and will retake the exam in the Fall. (04/26/2018)</p> <hr/> <p>Actions for Improvement: In the coming year, the evaluation form for the case study exam will be rescaled to yield more meaningful scores. (01/01/2017) Follow-Up: Evidence of Improvement: The faculty met and decided the form would not be changed as students receive detailed feedback. (04/26/2018)</p>
			<p>Actions for Improvement: A significant portion of a program faculty meeting will be scheduled during the 2016-2017 academic year specifically to consider the existing data regarding how our students are doing on the Case Study portion of the program's</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Field Placement/Internship - Students will receive a passing score on practicum evaluations and successful completion of internship letters.</p> <p>Criterion: Students will demonstrate use of evidence supported treatments when working with clients in practicum and during internship</p> <p>Related Documents: Couns Psych Prac Student Eval_Comp Form.pdf</p>	<p>attempt, and then a grade of "Fail" on the corresponding, follow-up (Spring, 2015, semester). Therefore, this student failed the initial attempt of the Case Study portion of the qualifying examination. On the corresponding retake of this exam during the Fall, 2015, semester, this student received a grade of "Pass" on their written version. (01/15/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met In 2014, six students in the program successfully completed the case study portion of the program's qualifying examination (i.e., received a combined grade of at least 2.67). (01/15/2015)</p> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met Students will receive a score of 3-5 in all relevant areas of their practicum evaluations by the time they are ready for internship. (10/10/2017)</p> <p>Related Documents: Couns Psych Prac Student Eval_Comp Form.pdf Internship Eval of Student.pdf</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 4 students successfully completed a year long APA accredited internship (10/01/2017)</p>	<p>qualifying examination in order to improve students' ability to pass this examination on the written version of the initial attempt. (04/22/2016)</p> <hr/> <p>Actions for Improvement: A new form will be developed to assess students' readiness for internship (04/25/2018)</p> <p>Follow-Up: Evidence of Improvement: A new form was instituted with a scale of 1-5 to attest to students' readiness for internship (04/25/2018)</p> <hr/> <p>Actions for Improvement: Evaluation forms are being rescaled for more meaningful feedback (10/01/2017)</p> <p>Follow-Up: Evidence of Improvement: A new form with a scale of 1-5 was developed and instituted to assess students' readiness for internship (04/25/2018)</p> <hr/> <p>Actions for Improvement: All students who apply for internship will be placed and successfully complete their training (04/25/2018)</p> <p>Follow-Up: Evidence of</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Psychological Science - Upon completion of the doctoral degree for this program, students will be able to critically analyze and produce psychological science, demonstrating knowledge about the process of scientific inquiry including research methods and statistics.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 08/25/2014</p>	<p>Master's Comprehensive Exam - Review and ratings by two faculty members of a student's written manuscript of the PSY 7000 research study.</p> <p>Criterion: The student must be rated as having satisfactorily completed 10 fundamental elements and 80% of additional elements representing the set of competencies judged previously by program faculty as relevant to this learning outcome.</p> <p>Related Documents: PSY 7000 (2nd Year) Research Project Evaluation Form</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students successfully completed their 7000 research study. (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met Four students successfully completed their Master's comprehensive exam during the 2016-2017 year (08/31/2017)</p> <p>Related Documents: PSY 7000 (2nd Year) Research Project Evaluation Form</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Six students successfully completed their Master's comprehensive exam during the 2015-2016 year. (01/06/2017)</p> <p>Related Documents: PSY 7000 (2nd Year) Research Project Evaluation Form</p> <hr/> <p>Assessment Cycle: 2014-2015 Result Type: Criterion Met In 2015, five students successfully completed their master's comprehensive exam (PSY 7000) as indicated by being rated at or above the specified competency criteria by two TTU faculty members. (01/15/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met In 2014, seven students successfully completed their master's comprehensive exam (PSY 7000) as indicated by being rated at or above the specified competency criteria by two TTU faculty members. (01/15/2015)</p>	<p>Improvement: Four students successfully completed their internship (04/25/2018)</p> <hr/> <p>Actions for Improvement: A form will be revised to give scale scores and more meaningful feedback (04/25/2018)</p> <p>Follow-Up: Evidence of Improvement: Our evaluation form for the MA Comp exam was redesigned with a 1-5 scale score for each item (04/25/2018)</p> <hr/> <p>Actions for Improvement: The form used to evaluate this outcome will be entered into qualtrics in order to obtain more specific scores on student performance (01/06/2017) (01/06/2017)</p>
	<p>Dissertation - Review and evaluation</p>	<p>Assessment Cycle: 2017 - 2018</p>	<p>Actions for Improvement: 100%</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>of the student's dissertation by a faculty committee.</p> <p>Criterion: The student must be rated as having satisfactorily completed 10 fundamental elements and 80% of additional elements representing the set of competencies judged previously by program faculty as relevant to this learning outcome.</p> <p>Related Documents: Dissertation Evaluation Form - fillable.pdf</p>	<p>Result Type: Criterion Met Two students thus far have successfully completing their fundamental and additional elements using our new rating scale. (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met Three students successfully completed their doctoral dissertation as indicated by being rated at or above the specified competency criteria by a committee of TTU faculty members. (08/31/2017)</p> <p>Related Documents: Dissertation Evaluation Form fillable.pdf Dissertation Proposal Evaluation Form.pdf</p>	<p>of students will successfully complete their dissertation based on our new rating scale. (04/26/2018)</p> <hr/> <p>Actions for Improvement: Evaluation forms are being rescaled to be more meaningful and put into Qualtrics for data management (08/28/2017)</p> <p>Follow-Up: Evidence of Improvement: Our evaluation form was rescaled (1-5) to provide more meaningful feedback. Faculty decided against placing the form on Qualtrics. (04/25/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Four students successfully completed their doctoral dissertation as indicated by being rated at or above the specified competency criteria by a committee of TTU faculty members. (01/06/2017)</p> <p>Related Documents: Dissertation Evaluation Form - fillable.pdf</p>	<p>Actions for Improvement: Evaluation forms will be converted to qualtrics in the coming year to be better able to obtain specific scoring information (01/06/2017)</p>
		<p>Assessment Cycle: 2014-2015 Result Type: Criterion Met In 2015, four students successfully completed their doctoral dissertation as indicated by being rated at or above the specified competency criteria by a committee of TTU faculty members. (01/15/2016)</p>	<p>Actions for Improvement: This evaluation form needs to be converted to numerical ratings for a more complete picture of student performance. This will be worked on in the coming year (01/06/2017)</p>
		<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>In 2014, five students successfully completed their doctoral dissertation as indicated by being rated at or above the specified competency criteria by a committee of TTU faculty members. (06/15/2015)</p>	
<p>Cultural Diversity Applications - Upon completion of the doctoral degree for this program, students will be able to apply the knowledge of cultural diversity to psychological practice. Outcome Status: Active Outcome Type: Student Learning Start Date: 10/01/2017</p>	<p>Qualifying Exam - The Case Study portion of the Counseling Psychology program's qualifying examination Criterion: Students will receive a combined grade equivalent to a "Pass" or "High Pass" (i.e., average overall rating of at least 2.67) from three program faculty graders on the case study portion of the program's qualifying examination.</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Not Met 3 out of 4 students received a Pass or High Pass on the Qualifying Case Exam (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met In 2016-2017, 8 out of 9 students in the program successfully completed the case study portion of the program's qualifying examination (i.e., receiving grades ranging from 3.25 to 3.42). Thus all 8 students received grades of "Pass" on the written version on the initial attempt. One student failed the exam and will retake it in fall 2017 (10/01/2017)</p> <p>Related Documents: Qual Exam Individual Rater Evaluation Summary_Case Study.pdf Quals Final Score Form_Case Study.pdf</p>	<p>Actions for Improvement: 100% of students will successfully complete the case portion of the qualifying exam (04/26/2018)</p> <hr/> <p>Actions for Improvement: No action taken. Our exam already includes a multicultural component (04/25/2018) Follow-Up: Evidence of Improvement: Not applicable. No action taken (04/25/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met In 2015, four students in the program successfully completed the case study portion of the program's qualifying examination (i.e., receiving grades ranging from 3.25 to 3.42). Thus all four students received grades of "Pass" on the written version on the initial attempt. (01/06/2017)</p>	<p>Actions for Improvement: In the coming year, the evaluation form for the case study exam will be parceled into subscale scores that speak more directly to the outcome listed. (01/06/2017)</p>
		<p>Assessment Cycle: 2014-2015 Result Type: Criterion Met In 2015, four students in the program successfully completed the case study portion of the program's qualifying examination (i.e., received a combined grade of at least 2.67). Three of these four students received grades of "Pass" on the written version of the initial attempt. The fourth student received a grade of "Marginal Pass" on the</p>	<p>Actions for Improvement: The evaluation form for the case study portion of the qualifying exam will be revamped to obtain subscale scores that directly address outcomes on specific criteria. (01/06/2017) Actions for Improvement: A</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>written version of the initial attempt, and then a grade of "Fail" on the follow-up oral examination. Therefore, this student failed the initial attempt of the Case Study portion of the qualifying examination. On the corresponding retake of this exam during the following long semester, this student received a grade of "Pass" on their written version. (01/15/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met In 2014, six students in the program successfully completed the case study portion of the program's qualifying examination (i.e., received a combined grade of at least 2.67). (01/15/2015)</p> <p>Course Level Assessment - Final course grade Criterion: Students will complete one of the multicultural courses with a grade of B or better</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met All students who took the multicultural course passed with a grade of B or better (10/01/2017)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met All students who took the multicultural course passed with a grade of B or better (10/01/2017)</p>	<p>significant portion of a program faculty meeting will be scheduled during the 2016-2017 academic year specifically to consider the existing data regarding how our students are doing on the Case Study portion of the program's qualifying examination in order to improve students' ability to receive a grade of "Pass" on the written version of the initial attempt. (04/22/2016)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Not Met 3 out of 4 students passed the case study portion of the qualifying exam (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met In 2016-2017, eight students in the program successfully completed the case study portion of the program's qualifying examination (i.e., receiving grades ranging from 3.25 to 3.42) which contained noted ethical dilemmas. Thus all 8 students received grades of "Pass" on the written</p>
<p>Ethical/Legal Issues - Upon completion of the doctoral degree for this program, students will be able to identify and respond effectively to ethical and legal issues involved in psychological practice. Outcome Status: Active Outcome Type: Student Learning Start Date: 10/01/2017</p>	<p>Qualifying Exam - The Case Study portion of the Counseling Psychology program's qualifying examination Criterion: Students will receive a combined grade equivalent to a "Pass" or "High Pass" (i.e., average overall rating of at least 2.67) from three program faculty graders on the case study portion of the program's qualifying examination which includes areas of ethical dilemmas. Related Documents:</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Not Met 3 out of 4 students passed the case study portion of the qualifying exam (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met In 2016-2017, eight students in the program successfully completed the case study portion of the program's qualifying examination (i.e., receiving grades ranging from 3.25 to 3.42) which contained noted ethical dilemmas. Thus all 8 students received grades of "Pass" on the written</p>	<p>Actions for Improvement: 100% of students will pass the case study portion of the exam (04/26/2018)</p> <hr/> <p>Actions for Improvement: No action taken (04/25/2018) Follow-Up: Evidence of Improvement: Students have successfully passed the exam based on existing criteria (04/25/2018)</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Qual Exam Individual Rater Evaluation Summary Case Study.pdf</p>	<p>version on the initial attempt. One student failed and is retaking the qual exam in fall 2017. (10/01/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met In 2015, four students in the program successfully completed the case study portion of the program's qualifying examination (i.e., receiving grades ranging from 3.25 to 3.42). Thus all four students received grades of "Pass" on the written version on the initial attempt. (01/06/2017)</p> <p>Related Documents: Indiv Rater Form_Case Study.pdf Inital Feedback Form_Case Study.pdf</p> <hr/> <p>Assessment Cycle: 2014-2015 Result Type: Criterion Met In 2015, four students in the program successfully completed the case study portion of the program's qualifying examination (i.e., received a combined grade of at least 2.67). Three of these four students received grades of "Pass" on the written version of the initial attempt. The fourth student received a grade of "Marginal Pass" on the written version of the initial attempt, and then a grade of "Fail" on the follow-up oral examination. Therefore, this student failed the initial attempt of the Case Study portion of the qualifying examination. On the corresponding retake of this exam during the following long semester, this student received a grade of "Pass" on their written version. (01/15/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met In 2014, six students in the program successfully completed the case study portion of the program's qualifying examination (i.e., received a combined grade of at least 2.67). (01/15/2015)</p>	<p>Actions for Improvement: The evaluation form for this exam will be parceled into subscales to better address the criterion of interest. (01/06/2017)</p> <hr/> <p>Actions for Improvement: A significant portion of a program faculty meeting will be scheduled during the 2016-2017 academic year specifically to consider the existing data regarding how our students are doing on the Case Study portion of the program's qualifying examination in order to improve students' ability to receive a grade of "Pass" on the written version of the initial attempt. (04/22/2016)</p>
<p>Course Level Assessment - Performance in the Seminar in Professional Ethics course Criterion: Students will complete the</p>		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students successfully passed the Ethics course (04/26/2018)</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>course which includes a case study analysis of ethical issues with a grade of B or better</p> <p>Related Documents: Sum II_2017_5306.docx</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met During the 2016-2017 year, 10 out of 10 students passed the course with an "A" grade. (10/01/2017)</p> <p>Related Documents: 5396 syllabus 2009.pdf</p>	<p>Actions for Improvement: No action taken. Criterion is the same (04/25/2018)</p> <p>Follow-Up: Evidence of Improvement: Not applicable. No action taken or criterion change (04/25/2018)</p>
<p>Professional Development - Students will be effective scientists and practitioners, and will be able to explain how science and practice influence each other.</p>	<p>Directly related to Objective</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met The program continues with full accreditation by APA.</p> <p>In 2014 the program was reaccredited for 6 years, the most amount of time awarded. The next accreditation review will be in 2020. (11/13/2013)</p>	<p>Actions for Improvement: This result is now considered not directly relevant to this student learning outcome. (06/15/2015)</p>
<p>Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2005 End Date: 06/15/2015</p>	<p>Performance - Successful placement of students at internship sites across the country as reflected in APPIC match statistics.</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 4 out of 4 students were successfully placed in internships (04/26/2018)</p>	
	<p>Criterion: 100% of students applying for internship will be successfully placed.</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 4 out of 4 students who applied were successfully placed in internship (04/26/2018)</p>	
	<p>Schedule: Placement statistics reported each March.</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met In 2015 four of the students who applied for internship were successfully placed (01/06/2017)</p>	<p>Actions for Improvement: All students applying for internship will be successfully placed (04/26/2018)</p>
	<p>Related Documents: Internship Eval of Student.pdf</p>		<p>Actions for Improvement: All students who apply for internship will be placed (04/25/2018)</p> <p>Follow-Up: Evidence of Improvement: Six students who applied for internship in 2016 were successfully placed (04/25/2018)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Not Met</p>	<p>Actions for Improvement: Quantitative data was not kept by</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		Six out of seven students (86%) who applied for internship during the 2014-2015 academic year were successfully placed. (06/15/2015)	the previous director. This year we will collect more quantitative data to report for next year. (01/07/2017)
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>100% of counseling students (5 of 5) placed in APA-accredited internships (met goal), over a 1-year period (02/20/2015)</p>	<p>Actions for Improvement:</p> <p>Students applying for internship will be required to attend two meetings to help them prepare sufficiently for internship applications. (09/30/2015)</p>
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>For the past 5 years all students who have applied for an APA accredited internship have been successfully matched.</p> <p>In the past 4 years, up through the 2013-2014 internship year, we have averaged one student per year who did not get matched on the first try. All but one of these students has been matched on the second try. All have successfully completed their internship or are in the process of doing so during 2013-2014. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement:</p> <p>Students will be required to attend at least two meetings led by program faculty that are designed to assist students with most effectively applying for internship. (06/15/2020)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>2005-2009: 100% of students passed the Counseling Psychology core courses with a B grade or better.</p> <p>2005-2009: 100% of students successfully completed the theoretical portion of the qualifying exam.</p> <p>For 2010 to 2013, all but one student (about 96%) have successfully completed core and counseling courses with a grade of B or better.</p>	<p>Actions for Improvement: Goal is to have all students pass core course requirements with an A grade. (11/15/2013)</p> <p>Follow-Up: Evidence of Improvement: During the semesters following this stated Action for Improvement (Spring, 2014, Summer, 2014, Fall, 2014, & Spring, 2015), 89% of counseling psychology students passed program core course</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		<p>For 2010 to 2013, all but one student (about 96%) have successfully completed case study and research qualifying exams. Steve Richards (11/13/2013)</p>	<p>requirements with an A grade. However, note that the associated Action for Improvement is actually an assessment criterion, and does not adequately assess the associated student learning outcome. (07/03/2015)</p> <p>Follow-Up: Evidence of Improvement: I am working currently on gathering this data to report as a result. (07/02/2015)</p>
	<p>Field Placement/Internship - Supervisors' evaluations of student performance during students' internship as reported on Counseling Program's Supervisor Evaluation Form.</p> <p>Criterion: Students' will receive a score between 48 and 60 on end year evaluations completed by their internship supervisor.</p> <p>Schedule: Evaluations received between each July and Sept.</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met All students on internship received positive evaluations by supervisors on internship (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met We received completed Counseling Program's Supervisor Evaluation Forms for the four students who were involved in an internship during 2017-2018. All scores demonstrated that supervisors rated these students as exceeding the specified criterion for this learning outcome (04/26/2018)</p>	<p>Actions for Improvement: 100% of students placed on internship will receive positive evaluations from supervisors (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Criterion was met (04/26/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met We received completed Counseling Program's Supervisor Evaluation Forms for the four students who were involved in an internship during 2015-2016. All scores demonstrated that supervisors rated these students as exceeding the specified criterion for this learning outcome. (01/07/2017)</p>	<p>Actions for Improvement: All future students placed on internship will receive positive evaluations (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: All students in the 2016-2017 internship received positive evaluations (04/26/2018)</p> <p>Actions for Improvement: Our evaluation form was discontinued as sites now use their own forms (04/25/2018)</p> <p>Follow-Up: Evidence of Improvement: No action taken (04/26/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met We received completed Counseling Program's Supervisor Evaluation Forms for four of the seven students who were involved in an internship during 2013-2014. Students total scores ranged from 56 to 59, demonstrating that supervisors rated these students as exceeding the specified criterion for this learning outcome. (09/01/2014)</p> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met New evaluation forms are being instituted for internship evaluation. However, in past years all students successfully completed their internships.</p> <p>During the last two years (2011-2012 & 2012-2013), all of our students on internship have received satisfactory evaluations, and scores above 48 on our evaluation form, with one exception. The student who scored low is successfully completing a different internship by December 2013. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: Quantitative data was not kept by the previous director. This year we will collect more quantitative data to report for next year. (01/07/2017)</p> <p>Follow-Up: Evidence of Improvement: 100% of students placed in internship sites received a positive evaluation (04/25/2018)</p> <hr/> <p>Actions for Improvement: We require a workshop on applying to internships. In the last 2 years, no one has been turned down for an internship. We will continue to offer and require this workshop. We have had 100% placement in the last 2 years which is better than the national average of 75%. (11/15/2013)</p> <p>Follow-Up: Evidence of Improvement: Students applying for internship have attended the required workshop. (06/15/2015)</p>
<p>Student Recruitment and Success - We will grow and diversify the number of students admitted to the Psychology program in order to improve higher education</p>	<p>Survey - Student - Total enrollment in the degree program will grow as program resources (e.g., funding, faculty lines, etc.) allow. Criterion: We aspire to obtain at</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 2 students admitted were from underserved populations (04/26/2018)</p>	<p>Actions for Improvement: The program is no longer trying to grow due to budget constraints (04/26/2018) Follow-Up: Evidence of</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>participation and supply a well-equipped, educated workforce for the State of Texas. (TTU 2010-2020 Strategic Plan Priority)</p> <p>Outcome Status: Inactive</p> <p>Outcome Type: Strategic</p> <p>Start Date: 09/01/2005</p> <p>End Date: 06/15/2015</p>	<p>least one more faculty line by year 2015</p>	<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>A new faculty member, Shin Ye Kim was hired to replace Dr. Stephen Cook. (01/07/2017)</p>	<p>Improvement: Only 6 students were admitted this year compared to 9 last year (04/26/2018)</p> <p>Actions for Improvement: WE will ask for a replacement faculty for Mike Parent (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: We were able to hire Joe Currin to replace Mike Parent (04/26/2018)</p>
		<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>During the 2015-1016 year, 9 students were admitted to the program which is the largest class enrollment we've had. (01/07/2017)</p>	<p>Actions for Improvement: We will continue to admit as many students as our budget allows (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: We were able to admit 5 students during the 2016-2017 year (04/26/2018)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>A new faculty member, Dr. Brandy Pina-Watson, joined our program faculty in Fall, 2015. This new faculty hire offset the retirement of one of our longtime program faculty members, Dr. Susan Hendrick. (06/15/2015)</p>	<p>Actions for Improvement: The A&S Dean has approved a search for another faculty hire for our doctoral program. We will work on recruiting and hiring another program faculty member to begin in Fall, 2016. (06/15/2016)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>After admitting an average of 6 students in each cohort from 2006 through 2012 (Students only begin our program in the fall semester of each year), we have admitted more than 6 students for the most recent three years (2013-2015), admitting an average of 8 students each of these three years. (06/15/2015)</p>	<p>Actions for Improvement: We will work on continuing to admit more than 6 students in upcoming cohorts for each year. (06/15/2015)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Goal Met</p> <p>We continue to assertively pursue growth in faculty,</p>	<p>Actions for Improvement: Our goal is to admit 8-10 PhD students per year. In recent years, we only</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		<p>students, resources, and space.</p> <p>During 2012-2013 we hired a new, full-time faculty member in counseling: Dr. Michael Parent. During 2013-2014, we are recruiting another full-time faculty member in counseling, and also a diversity-focus post-doctoral fellow in either counseling or clinical psychology. Steve Richards (11/13/2013)</p> <hr/> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met 2005-2009: We have been unable to increase our number of faculty and subsequently the number of admissions to our graduate program due to lack of fiscal resources. However, in years when additional funding is available to support students we have increased enrollment to match those resources. Sheila Garos /</p> <p>2009-2014: We have increased our new faculty, and made a total of nine new faculty hires last year across the various doctoral specialty areas in the department. We are now admitting 8-9 new doctoral students in counseling each year, instead of the previous 5-7. We have recruited one new faculty member in counseling, and are recruiting another this 2013-2014 academic year. Our funding in most areas is up. But we still need more space. Steve Richards (11/13/2013)</p>	<p>admitted 6. (11/15/2013)</p> <p>Follow-Up: Evidence of Improvement: Seven (7) students were admitted to the Counseling Psychology for Fall, 2014. (10/01/2014)</p> <hr/> <p>Actions for Improvement: All students admitted for the 2017-2018 year will exceed the 30% rank in the three areas measured (04/26/2018 (04/26/2018))</p>
<p>Performance - Mean GRE scores for entering graduate students (if applicable and available) Criterion: We aspire to admit students with GRE scores that exceed the national average</p>		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met All students admitted exceeded the 30th percentile rank on the 3 GRE domains (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met All students in the 2017-2018 year exceeded the 30th percentile rank on the GRE domains (04/26/2018)</p>	<p>Actions for Improvement: All students admitted for the 2018-2019 year will exceed the 30th percentile on GRE domains (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Cannot yet be</p>

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assessed (04/26/2018)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

Of the 9 students admitted to this program, mean GRE scores were at the 68th, 58th, and 80th percentiles, respectively, for the Verbal, Quantitative, and Analytical Writing scales. All admitted students had all GRE scores for all three scales above the 50th percentile. (01/07/2017)

Actions for Improvement:

Students GRE scores will exceed the 30th percentile rank (04/26/2018)

Follow-Up: Evidence of

Improvement: All students admitted for the 2015-2016 year exceeded the 30% rank in the three areas measured (04/26/2018)

Assessment Cycle: Action In Progress (Prior to 2015-2016)

Result Type: Criterion Met

Of the 7 students admitted to this program, mean GRE scores were at the 66th, 62nd, and 59th percentiles, respectively, for the Verbal, Quantitative, and Analytical Writing scales. Five of these 7 admitted students had all GRE scores for all three scales above the 50th percentile. (06/15/2015)

Actions for Improvement: We will

work on continuing to attract high-quality applicants, as reflected with high GRE scores by hiring additional program faculty and updating information on current faculty within our department's website. (06/15/2016)

Assessment Cycle: Action In Progress (Prior to 2015-2016)

Result Type: Criterion Met

From 2005-2009 graduate student GRE scores have met or exceeded between the 50th and 80th percentile in the national rankings. Sheila Garos

For 2010-2013, we have occasionally admitted a doctoral student who has GRE scores below the 50th percentile, but most of our admission cases are above this. Our holistic emphasis on considering many variables in admission decisions, and our ongoing efforts to recruit talented and diverse graduate students lead us to these admission decisions. Steve Richards (11/13/2013)

Assessment Cycle: Action In Progress (Prior to 2015-2016)

Result Type: Criterion Met

See Student Data Folder for results.

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Survey - Student - Graduate student attrition rates Criterion: We aspire to a 0% attrition rate for each cohort over the course of their study.</p>	<p>Recent self-study reports for APA in 2013, in our Strategic Planning account, give extensive results on these issues, through spring 2013. Steve Richards (11/13/2013)</p> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Not Met One student left the program to work with a faculty who moved to another university (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met No student has left the program prematurely (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met During 2015-2016 year, none of the students in our program left the program prematurely before completing the program. (01/07/2017)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met During 2014, none of the students in our program left the program prematurely before completing the program. (06/15/2015)</p> <hr/> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met From 2005-2009 30 students were admitted to the doctoral program. One student left the program yielding an attrition rate of 3%. Sheila Garos</p> <p>Our attrition rate continues to be in the low range of 3% to 5%, for 2010-2013. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: We will have no student attrition in year 2017-2018 (04/26/2018)</p> <hr/> <p>Actions for Improvement: During the 2018-2019 year no students will leave the program prematurely (04/26/2018) Follow-Up: Evidence of Improvement: Cannot yet assess (04/26/2018)</p> <hr/> <p>Actions for Improvement: No action needed (04/26/2018) Follow-Up: Evidence of Improvement: NO students left the program prematurely. All graduated successfully (04/26/2018)</p> <hr/> <p>Actions for Improvement: No action needed. Criterion is the</p>
	<p>Employment - Number of students employed in applied or academic settings post graduation.</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 4 out of 4 students who graduated in 2017 secured</p>	<p>Actions for Improvement: No action needed. Criterion is the</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Criterion: 100% of graduates of the Counseling Psychology Ph.D. program will secure employment in applied or academic positions relevant to the practice of professional psychology within 1-2 year post-graduation.</p> <p>Performance - Time taken to obtain doctoral degree</p> <p>Criterion: We aspire to each cohort completing their Ph.D. in less than 6 years (including the 1 year internship)</p> <p>Related Documents:</p>		<p>employment in applied settings (04/26/2018)</p> <p>Assessment Cycle: 2017 - 2018 Result Type: Inconclusive Not yet known (04/26/2018)</p>	<p>same (04/26/2018)</p> <p>Actions for Improvement: No action needed. Criterion is unchanged (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Employment rate for 2018 not yet known (04/26/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Not Met 5 out of 6 students who graduated in 2016 secured employment in applied or academic positions. (01/07/2017)</p>	<p>Actions for Improvement: No action needed (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: 83% of students secured employment in applied or academic positions (04/26/2018)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Inconclusive No data gathered recently for this student learning outcome. (06/15/2015)</p>	<p>Actions for Improvement: A survey of recent graduates from our program will be conducted in the coming year to gather information on this specific learning outcome. (06/15/2016)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Not Met In a 2012 survey, 90% (n=27/30) graduates reported being employed in applied or academic professional counseling psychology positions. (05/15/2013)</p>	<p>Actions for Improvement: At least once a year, a presentation will be provided to current students regarding strategies for obtaining employment in applied or academic counseling psychology positions after receiving their degree from our program. (06/15/2016)</p>
		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Not Met One student out of 4 graduated in 7 years. The other 3 graduated in 5. (04/26/2018)</p> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Not Met 2 out of 4 students will graduate in 7 years by 2018</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	Student Date_time to complete degree	<p>(04/26/2018)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Of the 6 students who graduated with their Ph.D. in our program in 2015, all 6 students graduated in 6 years or less (including the 1 year internship). (01/07/2017)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met Of the 7 students who graduated with their Ph.D. in our program in 2014, all 7 students graduated in 6 years or less (including the 1 year internship). (06/15/2015)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Beginning with the 2005 graduate cohort, 100% of students have obtained their Ph.D. within the 6-year period. Sheila Garos /</p> <p>For 2010-2013, we have averaged one student per year who has needed more than 6 years to earn their Ph.D. degree in counseling psychology. Nevertheless, about 83% of our doctoral students complete their degree within the standard 6-year window. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: No action needed (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Criterion was met (04/26/2018)</p> <hr/> <p>Actions for Improvement: We have adjusted our curriculum so that all students should be able to complete their degree in 6 years. In future years, our plan is to have 100% of our students meeting this goal. (11/15/2013)</p> <p>Follow-Up: Evidence of Improvement: We are still working to have a a100% of our students graduate in 6 years. However, some students take longer than this because of additional obligations (e.g., rearing children) or more time-intensive professional goals (e.g., obtaining a graduate certificate in Women's Studies in order to make them more marketable when they graduate). The reality is, students who want to graduate in 6 years can do so relatively easily. It should be noted that we have several students with no previous graduate work in recent years who have completed their doctorate in 5 years (i.e., 2</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Discipline-Specific Certification/Licensure - Master's Graduation Rate Criterion: At least 80% of our students will obtain an optional MA degree.</p>		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 4 out of 5 students received their MA degree. One student came to our doctoral program with an MA degree (04/26/2018)</p>	<p>students in 2013-2014, 1 student in 2014-2015). (07/02/2015) Actions for Improvement: 100% of students who are not admitted with an MA degree will get their MA degree while matriculating for their PHD (04/26/2018) Follow-Up: Evidence of Improvement: Criterion was met (04/26/2018)</p>
		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 6 out of 6 students obtained their MA degree (04/26/2018)</p>	<p>Actions for Improvement: 100% of students from the 2018-2019 class will receive their MA degree (04/26/2018) Follow-Up: Evidence of Improvement: Not yet able to assess (04/26/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met During 2015, of 3students who became eligible for receiving a master's degree (i.e., successfully completed the comprehensive exam) and had not previously received a master's degree at another institution, all 3received their MA in Psychology from TTU. (01/07/2017)</p>	<p>Actions for Improvement: All students who matriculate in our program will receive their MA degree (04/26/2018) Follow-Up: Evidence of Improvement: 100% of students have received their MA degree (04/26/2018)</p>
		<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met During 2014, of five students who became eligible for receiving a master's degree (i.e., successfully completed the comprehensive exam) and had not previously received a master's degree at another institution, all five received their MA in Psychology from TTU. (06/15/2015)</p>	
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Between the years 2005 nad 2009, at least 80% of graduate students obtained an optional MA degree.</p>	<p>Actions for Improvement: Our goal is to have 100% of our students obtain an optional MA degree by year 2015 (12/21/2010)</p>

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During 2010-2013, at least 90% of our graduate students obtained an optional MA degree. Steve Richards (11/13/2013)

Follow-Up: Evidence of Improvement: We have not been able to reach the 100% goal as stated in the Action for Improvement. The only reason for this is understandable--we accept 1-2 students each year (among 5 - 9 students admitted) who have already obtained a master's degree in a similar area. Therefore, it is redundant and unnecessary for such students to put any effort to obtaining a second master's degree. Therefore, this Action for Improvement of obtaining 100% of students obtaining an MA at TTU is unrealistic, and this Action for Improvements should correspondingly be dropped. (07/02/2015)

Performance - Total degrees awarded (annual Fall, Spring and Summer) in the major or degree
Criterion: We will graduate at least two students during each academic year

Related Documents:
[Student Data_Grad Rates](#)

Assessment Cycle: 2016 - 2017
Result Type: Criterion Met
Six students graduated with their PhD this academic year (04/26/2018)

Assessment Cycle: 2017 - 2018
Result Type: Criterion Met
4 students will graduate with their PHD this academic year (04/26/2018)

Actions for Improvement: No action needed. Criterion is the same (04/26/2018)

Follow-Up: Evidence of Improvement: Unable to assess for 2018-2019 year at this time (04/26/2018)

Assessment Cycle: 2015 - 2016
Result Type: Criterion Met
Six students received their Ph.D. in the 2015-2016 academic year. (01/07/2017)

Actions for Improvement: All students who matriculate in our program will successfully complete their Ph.D. (04/26/2018)

Follow-Up: Evidence of Improvement: 100% of students

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successfully completed their Ph.D.
(04/26/2018)

Assessment Cycle: No Action Needed (Prior to 2015-2016)

Result Type: Criterion Met

During 2014, 7 students graduated with their Ph.D. in our program, and 3 students received their M.A. in Psychology while pursuing their doctorate in our program.
(06/15/2015)

Assessment Cycle: Action Complete (Prior to 2015-2016)

Result Type: Criterion Met

Between the years 2005 and 2009 at least 2 students have graduated during each academic year. Sheila Garos

We continue to meet this criterion, and exceed it, for 2010-2013. Indeed, in recent years, we have graduated at least four counseling PhD students per year. Steve Richards
(11/13/2013)

Actions for Improvement: Our revised curriculum should help us meet the goal of at least 6 students graduating per year.
(11/15/2013)

Follow-Up: Evidence of Improvement: While having to make changes in course requirements to conform to changes in our program's national accreditation requirements, we have been able to do this in ways that have resulted in the required course load remaining the same. For instance, we combined two courses that were previously required (PSY 5328 & PSY 5329) into a new combined course (PSY 5327), to compensate for having to add an additional requirement of a psychometrics course (i.e., PSY 5485 or EPSY 5349).
(07/02/2015)

Assessment Cycle: Action Complete (Prior to 2015-2016)

Result Type: Criterion Met

Between the years 2005 and 2009 at least 2 students have graduated during each academic year.

In 2010-2013, we graduate at least 4 PhD counseling students per year. Steve Richards (11/13/2013)

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Enhancement of Academic Quality - We will attract and retain the best faculty and graduate students possible in order to enhance our stature among nationally recognized programs. (TTU 2010-2020 Strategic Plan Priority 2). Outcome Status: Inactive Outcome Type: Strategic Start Date: 09/01/2005 End Date: 06/15/2015</p>	<p>Directly related to Objective</p>	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In the August 2011 University Commencement, the Psychology Department had 1/3 (N=12) of the entire College's (CAS) doctoral graduates. Sheila Garos</p> <p>Psychology continues to have a relatively high percentage of the CAS doctoral graduates for 2010-2013, sometimes with over 20% of the graduates. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: This result is now considered to be not directly relevant to the student learning outcome. (06/15/2015)</p>
	<p>Survey - Student - Total enrollment in the degree program will grow as program resources (e.g., funding, faculty lines, etc.) allow. Criterion: We aspire to obtain at least one more faculty line by year 2015</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Not Met The program decided not to grow this year due to budgetary constraints. Only 6 students were admitted. No faculty were hired (04/26/2018)</p>	
		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met The program is no longer set to expand. 6 students were admitted. We have one new faculty hire (04/26/2018)</p>	<p>Actions for Improvement: This action is no longer viable for the future (04/26/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met We obtained a new faculty line and have hired a new faculty for the upcoming academic year. (01/07/2017)</p>	<p>Actions for Improvement: No action needed. New faculty was hired (04/26/2018) Follow-Up: Evidence of Improvement: Criterion was met (04/26/2018)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met We added one new program faculty member in both Fall, 2013, and Fall, 2014, and the A&S Dean has approved the hiring of additional program faculty member to begin in Fall, 2016. (06/15/2015)</p>	<p>Actions for Improvement: We will recruit high quality applicants for our recently approved hire for a new faculty position in order to make an effective faculty hire to begin in Fall, 2016. (06/15/2016)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met We have been unable to increase our number of faculty due to lack of fiscal resources. Sheila Garos /</p> <p>In 2013, we now have one new faculty colleague in</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Discipline-Specific Certification/Licensure - Enrollment of new students in the counseling psychology doctoral program Criterion: Increase admission by 33% by the year 2015</p>	<p>counseling, and we are recruiting another one for 2014. Steve Richards (11/13/2013)</p> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met We are no longer increasing the size of our program. (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 6 students were admitted this academic year (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met After admitting an average of 6 students each year from 2006 through 2012, we have increased the number of students we have admitted and have admitted a total of 9 students (i.e., a 33% increase) for Fall, 2015. (01/07/2016)</p> <hr/> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met Inconclusive for 2005 to 2009. S. Garos</p> <p>For 2010-2014, we ARE admitting more students, with 8 admitted for fall 2013 and plans for 8-9 admissions for fall 2014. S. Richards (11/13/2013)</p>	<p>Actions for Improvement: We will admit as many students as our budget allows (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Due to budgetary constraints we have admitted 5-6 students in subsequent years (04/26/2018)</p>
	<p>Performance - Mean GRE scores for entering graduate students (if applicable and available) Criterion: We aspire to admit students with GRE scores that exceed the national average</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met All students admitted this academic year exceeded the 30th percentile in all three domains (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met All students admitted this academic year exceeded the 30th percentile in all three domains (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016</p>	<p>Actions for Improvement: All students admitted next year will exceed the 30th percentile in GRE scores (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Cannot assess at this time (04/26/2018)</p> <hr/> <p>Actions for Improvement: IN</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		<p>Result Type: Criterion Met Of the 9 students admitted to this program, mean GRE scores were at the 68th, 58th, and 80th percentiles, respectively, for the Verbal, Quantitative, and Analytical Writing scales. All admitted students had all GRE scores for all three scales above the 50th percentile. (01/07/2017)</p>	<p>future admissions we want to admit students who exceed the 30th percentile in all three domains (04/26/2018) Follow-Up: Evidence of Improvement: Criterion was met for 2015-2016 (04/26/2018)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met Of the 7 students admitted to this program, mean GRE scores were at the 66th, 62nd, and 59th percentiles, respectively, for the Verbal, Quantitative, and Analytical Writing scales. Five of these 7 admitted students had all GRE scores for all three scales above the 50th percentile. (06/15/2015)</p>	<p>Actions for Improvement: We will work on continuing to attract high-quality applicants, as reflected with high GRE scores by hiring additional program faculty and updating information on current faculty within our department's website. (06/15/2016)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met From 2005-2009 graduate student GRE scores have met or exceeded between the 50th and 80th percentile in the national rankings. Sheila Garos / We have continued with this success regarding GRE scores, although we occasionally admit a doctoral student below the 50th percentile, in alignment with our holistic and diversity emphases regarding admissions. Steve Richards (11/13/2013)</p>	
<p>Survey - Student - Ethnic diversity of incoming graduate cohorts. Criterion: We aim to increase the diversity representation of our graduate students by 33% by year 2015</p>		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 1 out of 6 students were from a minority group this academic year. (04/26/2018)</p>	
		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 2 out of 6 of our admitted students were from underrepresented groups this academic year (04/26/2018)</p>	<p>Actions for Improvement: We will continue to admit at least two students from underrepresented groups each year (04/26/2018) Follow-Up: Evidence of Improvement: 50% of our 2018</p>

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class is from an underrepresented group (04/26/2018)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

Two out of the 9 students (22%) admitted to our program for Fall, 2015, were from underrepresented groups. (01/07/2017)

Assessment Cycle: Action In Progress (Prior to 2015-2016)

Result Type: Criterion Not Met

Two out of the 7 students (28%) admitted to our program for Fall, 2014, were from underrepresented groups. (06/15/2015)

Actions for Improvement: Our department has a committee focusing on improving aspects related to diversity in our department. One thing members of this committee are doing is making trips to undergraduate colleges in Texas with large proportions of minority students, in an attempt to encourage more high quality students from underrepresented groups to apply to our program. (06/15/2015)

Assessment Cycle: Action In Progress (Prior to 2015-2016)

Result Type: Criterion Met

Though we have typically admitted at least one student from an underrepresented group each year, we have not been successful in continually doing so or increasing this number. Sheila Garos

During 2010-2013, we have admitted at least one (out of 6), and in some years 2-3, doctoral students from underrepresented groups. Steve Richards (11/13/2013)

Actions for Improvement: We are now actively recruiting applicants from underrepresented groups. For example, we send emails and make phone calls to colleagues at other universities, to encourage them to have their underrepresented students apply. (11/15/2013)

Follow-Up: Evidence of Improvement: Dr. Pina-Watson made a recruiting visit during the Spring, 2015, semester to University of Texas-Pan American to recruit applicants to our doctoral program from underrepresented groups. (07/02/2015)

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
	<p>Survey - Student - Graduate student attrition rates Criterion: We aspire to a 0% attrition rate for each cohort over the course of their study.</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Not Met One student left to join a faculty member who moved to another university (04/26/2018)</p>	<p>Actions for Improvement: No action needed. Criterion is the same (04/26/2018)</p>
		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met We have had 0 attrition rate this academic year (04/26/2018)</p>	<p>Actions for Improvement: No action needed. Criterion is the same (04/26/2018) Follow-Up: Evidence of Improvement: We have 0 attrition this academic year (04/26/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met During 2015-2016, none of the students in our program left the program prematurely before completing the program. (01/07/2017)</p>	<p>Actions for Improvement: WE will continue to have all students successfully complete their PH.D. and not leave the program prematurely (04/26/2018) Follow-Up: Evidence of Improvement: Criterion was met this academic year (04/26/2018)</p>
		<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met During 2014, none of the students in our program left the program prematurely before completing the program. (06/15/2015)</p>	
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met From 2005-2009 30 students were admitted to the doctoral program. One student left the program yielding an attrition rate of 3%. Sheila Garos</p> <p>For 2010-2013, we continue to have low attrition rates, in the range of 0-5%. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: We are improving our advising to further lower attrition rates. (11/15/2013) Follow-Up: Evidence of Improvement: - Based on feedback from students, program faculty are posting their hours of availability for advising particularly for doctoral students. - A yearly "Town Hall" meeting is held, attended by all students and core faculty in our doctoral program in which issues of concern are presented and</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
	<p>Employment - Number of students employed in applied or academic settings post graduation. Criterion: 100% of graduates of the Counseling Psychology Ph.D. program will secure employment in applied or academic positions relevant to the practice of professional psychology within 1-2 year post-graduation.</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 4 out of 4 graduates this year are employed in applied positions (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Inconclusive unable to assess at this time (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Not Met 5 out of 6 students who graduated in 2016 secured employment in applied or academic positions. (01/07/2017)</p>	<p>discussed. - The students select a representative to attend monthly program faculty meetings, which facilitates more effective communication between faculty and students. (07/02/2015)</p> <hr/> <p>Actions for Improvement: 100% of students who graduate will secure employment in applied or academic positions. (04/26/2018) Follow-Up: Evidence of Improvement: Not yet able to make this assessment (04/26/2018)</p>
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Inconclusive No data gathered recently for this student learning outcome. (06/15/2015)</p>	<p>Actions for Improvement: A survey of recent graduates from our program will be conducted in the coming year to gather information on this specific learning outcome. (06/15/2016)</p>
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Between the years 2005 and 2009 all graduates from the Counseling Psychology Program have secured employment withing 2 years of graduating. Sheila Garos</p> <p>This 100% success rate on securing employment within 2 years of graduating continues for the cohort graduating from 2010-2013. Steve Richards (11/13/2013)</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Performance - For doctoral programs only, total number of Ph.D.'s awarded (Fall, Spring, and Summer) in the report year, number of other doctorates awarded (Ed.D.'s, DMAs, etc.).</p> <p>Criterion: We will graduate at least two students during each academic year</p>	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Not Met In a 2012 survey, 90% (n=27/30) graduates reported being employed in applied or academic professional counseling psychology positions. (06/15/2013)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 4 students graduated this academic year (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 4 out of 4 students graduated this academic year (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met Six students received their Ph.D. in the 2015-2016 academic year. (01/07/2017)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met During 2014, 7 students graduated with their Ph.D. in our program, and 3 students received their M.A. in Psychology while pursuing their doctorate in our program. (06/15/2015)</p>	<p>Actions for Improvement: At least once a year, a presentation will be provided to current students regarding strategies for obtaining employment in applied or academic counseling psychology positions after receiving their degree from our program. (06/15/2016)</p> <hr/> <p>Actions for Improvement: No action needed (04/26/2018) Follow-Up: Evidence of Improvement: Criterion continues to be met (04/26/2018)</p>
<p>Appreciation - Students will exit our program with an ability to apply their knowledge of diverse groups and develop interventions to serve a pluralistic society.</p> <p>Outcome Status: Inactive Outcome Type: Student Learning Start Date: 07/01/2006 End Date: 06/15/2015</p>	<p>Qualifying Exam - Qualifying examination</p> <p>Criterion: In completion of the case study portion of the qualifying exam students must be able to: 1) demonstrate awareness of how the cultural identities of client and therapist impact evaluation of the case, identification of salient concerns and treatment planning;</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Not Met all 4 students who took the case study qual exam passed. One student failed the research portion of the exam and had to retake it the following year (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Not Met 3 out of 4 students passed the case study portion of the exam. Six out of 7 passed the research portion. The student</p>	

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
and 2) demonstrate knowledge of relevant cultural factors that might impact evaluation of the case, identification of salient concerns and treatment planning.	<p>(s) who did not pass will retake the exam. (04/26/2018)</p> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met</p> <p>100% of counseling students (4) passed all parts of PhD Qualifying Exams (met goal), over a 1-year period (01/07/2017)</p>	<p>Actions for Improvement: NO action needed (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Criterion was met (04/26/2018)</p> <p>Actions for Improvement: We will work to have our evaluation form reflect more specific criteria for each domain of interest this coming year (01/07/2017)</p> <p>Follow-Up: Evidence of Improvement: Faculty met and decided that changes were not necessary as specific feedback is provided to the student (04/26/2018)</p>	
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Criterion Met</p> <p>100% of counseling students (7 of 7) passed all parts of PhD Qualifying Exams (met goal), over a 1-year period (02/20/2015)</p>	
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p> <p>All students have successfully passed qualifying exams in this domain. S. Garos /</p>	
		<p>All but one of our counseling students passed qualify exams during 2010-2013. This is approximately a 96% passing rate. Steve Richards (11/13/2013)</p> <p>Related Documents: Inital Feedback Form_Case Study.pdf Indiv Rater Form_Case Study.pdf</p>	
<p>Course Level Assessment - PSY 5396 (Multicultural Counseling) PSY 5398 (Ethnic Minority and Community Interventions)</p>		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met</p> <p>100% of students who took the course passed with a B grade or better (04/26/2018)</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Criterion: Students will complete course requirements with a B average or better.</p> <p>Related Documents: 5396 syllabus 2009.pdf</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students who took the course passed with a B grade or better (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students completed the course with a grade of B or better (01/07/2017)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 100% of our students during 2014 passed this course with a grade of B or better. (06/15/2015)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 2006-2009 Students passed both courses with a B average or better. S. Garos /</p> <p>100% of our students during 2010-2013 have passed this course with a grade of B or better. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: 100% of students will complete the course with a grade of B or better (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: 100% of students passed the course with a grade of B or better (04/26/2018)</p> <hr/> <p>Actions for Improvement: 10% of our students will either publish manuscripts on topics of diversity in peer-reviewed professional journals or present papers on multicultural topics at professional conferences. (10/24/2010)</p> <p>Follow-Up: Evidence of Improvement: As a result of mentoring by, and collaboration with, program faculty, many students in our program have published manuscripts in this area in peer-reviewed, professional journals, and even more have presented papers in this area at professional conferences. (07/02/2015)</p>
<p>Professional Identity - Upon completion of their degree, students</p>	<p>Employment - Number of students employed in applied or academic</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met</p>	<p>Actions for Improvement: All</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>will have developed the requisite skills and knowledge necessary for effective practice as counseling psychologists. Outcome Status: Inactive Outcome Type: Student Learning Start Date: 07/01/2010 End Date: 06/15/2015</p>	<p>settings post graduation. Criterion: 100% or graduates of the Counseling Psychology Ph.D. program will secure employment in applied or academic positions relevant to the practice of professional psychology within 1-2 year post-graduation.</p>	<p>All 4 students who graduated secured employment in an applied setting (04/26/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Inconclusive Not yet known (04/26/2018)</p>	<p>graduates in 2018 will secure employment in an applied or academic setting (04/26/2018) Follow-Up: Evidence of Improvement: Cannot assess at this time (04/26/2018)</p>
		<hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Not Met 5 out of 6 students who graduated in 2016 secured employment in applied or academic positions. (01/07/2017)</p>	<hr/> <p>Actions for Improvement: 100% of students who graduate will secure employment in an applied or academic position (04/26/2018) Follow-Up: Evidence of Improvement: Too early to assess at this time (04/26/2018)</p>
		<hr/> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Inconclusive No data gathered recently for this student learning outcome. (06/15/2015)</p>	<hr/> <p>Actions for Improvement: A survey of recent graduates from our program will be conducted in the coming year to gather information on this specific learning outcome. (06/15/2016)</p>
		<hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met Between the years 2005 and 2009 all graduates from the Counseling Psychology Program have secured employment withing 2 years of graduating. S. Garos /</p> <p>For 2010-2013, all graduates who sought employment secured it within 2 years of graduating. Steve Richards (11/13/2013)</p>	
		<hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met Between 2005 and 2009 100% of graduates have secured employment in applied or academic settings within 1 year of graduation. S. Garos /</p>	

Student Learning Outcomes

Assessment Methods

Results

Actions for Improvement

For 2010-2013, we continue to experience 100% success rates on employment, but we also continue to place only about 10% of our doctoral graduates in counseling psychology in full-time academic jobs. Most go applied. Steve Richards (11/13/2013)

Assessment Cycle: Action In Progress (Prior to 2015-2016)

Result Type: Criterion Not Met

In a 2012 survey, 90% (n=27/30) graduates reported being employed in applied or academic professional counseling psychology positions. (06/15/2013)

Actions for Improvement: At least once a year, a presentation will be provided to current students regarding strategies for obtaining employment in applied or academic counseling psychology positions after receiving their degree from our program. (06/15/2016)

Course Level Assessment - PSY 5002 (Advanced Practicum in Counseling and Clinical Psychology)
PSY 5306 (Seminar in Contemporary Professional Issues)

Criterion: Students will complete course requirements with a B average or better.

Students will complete practicum competencies with no less than a rating of "intermediate" in all 7 domains assessed by the end of their practicum training.

Related Documents:

[Practicum PSY 5002 fall 09 FINAL.pdf](#)

Assessment Cycle: 2016 - 2017

Result Type: Criterion Met

All students successfully completed the course with a "pass" grade (04/26/2018)

Assessment Cycle: 2017 - 2018

Result Type: Criterion Met

All students successfully passed the course with a "pass" grade (04/26/2018)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

All students successfully passed the course (01/07/2017)

Actions for Improvement: 100% of students will pass the course with a B or better (04/26/2018)

Follow-Up: Evidence of Improvement: 100% of students passed the course with a B or better (04/26/2018)

Follow-Up: Evidence of Improvement: 100% of students passed the course with a grade of B or better (04/26/2018)

Actions for Improvement: 100% of students will pass the course with a grade of B or better

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
			(04/26/2018)
		<p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Inconclusive Information regarding ratings of practicum (PSY 5002) competencies not available at the time of this assessment. (06/15/2015)</p>	<p>Actions for Improvement: Data will be collected and analyzed from practicum competency rating forms to obtain an assessment of this student learning outcome. (06/15/2016)</p>
		<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met All (100%) of the students from our program enrolled in PSY 5306 in 2014 completed the course successfully (i.e., received a grade of "B" or above). (06/15/2015)</p>	
		<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met 2006-2009: Students completed internal and external practicum assignments successfully and with 95% approval rates from supervisors.</p> <p>2006-2009 Students completed internship placements successfully and with 95% approval rates from supervisors.</p> <p>2006-2009: 100% of students complete ethics course with B grade or better.</p> <p>2006-2009 Students passed PSY 5306 with a B average or better. S. Garos</p> <p>For 2010-2013, students continue with over 95% approval rates in practicum and internship, and virtually 100% success rates of B or better in relevant courses. Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: 100% of students will be student affiliates of the American Psychological Association.</p> <p>90% of graduates will obtain licensure in the first 3 years of post graduate work. (10/24/2010)</p> <p>Follow-Up: Evidence of Improvement: Program faculty have continued to encourage students to become student affiliates of the American Psychological Association. For instance, information has been made available in courses required of all students in our doctoral program (e.g., PSY 5316, PSY 5345, PSY 5334) regarding how students can do this. Similarly, program faculty continue to encourage students to pursue licensure after graduating with their doctorate. Information is provided in courses required of our students (e.g., PSY 5306, PSY</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Discipline-Specific Certification/Licensure - Number of students obtaining licensure as psychologists.</p> <p>Criterion: All students in applied positions will pass the EPPP and jurisprudence exams and obtain licensure within 2 years of securing employment.</p>	<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Inconclusive</p> <p>Students who have recently graduated are taking the exam needed prior to licensure (04/26/2018)</p>	<p>5002) regarding obtaining licensure as a psychologist. (07/02/2015)</p>	
	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Inconclusive</p> <p>STudents who graduated are not yet eligible for licensure (04/26/2018)</p>		
	<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Inconclusive</p> <p>Students who have recently graduated are not yet eligible for licensure. (01/07/2017)</p>		
	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Criterion Not Met</p> <p>88% of counseling students (22 of 25) passed the national exam for psychology licensing on their first try (met goal), over a 5-year period. National pass rate on first try is 76%. (02/20/2015)</p>	<p>Actions for Improvement:</p> <p>Information about the national exam for psychology licensing will be provided to students in order to better prepare them for successfully completing this exam after completing their degree. (06/15/2016)</p>	
	<p>Assessment Cycle: Action In Progress (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>For those students who graduate between 2005 and 2009 100% who are employed in applied positions have obtained their professional license within two years of graduation. S. Garos /</p> <p>We continue to enjoy 100% success rates on psychology licensure, within 2 years of graduation, for those students who seek licensure. (Some academic jobs do not require licensure.) Steve Richards (11/13/2013)</p>	<p>Actions for Improvement: We are improving our mentoring to yield 100% employment within 2 years of graduation. The last 2 years we met that goal. (11/15/2013)</p> <p>Follow-Up: Evidence of Improvement: Program faculty continue efforts to provide effective mentoring to our students, facilitating students' success at obtaining licensure and employment as psychologists. (07/02/2015)</p>	

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Collaboration - Students will experience a graduate training environment that is supportive of them and their work, that, fosters collaboration among students and between students and faculty, and that teaches and models ethical behavior.</p> <p>Outcome Status: Inactive</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 07/01/2005</p> <p>End Date: 06/15/2015</p>	<p>Dissertation - Completion of dissertation work chaired by the students' area advisor.</p> <p>Criterion: The ten "fundamental elements" used as criteria for evaluation of the dissertation must be passed at 100%. The remaining "additional elements" used as criteria for evaluation of the dissertation must be passed at 80%.</p>	<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>2 students defended their dissertation successfully this academic year (04/27/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>2 students successfully defended their dissertation (04/27/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>Five students from the program successfully defended (i.e., completed) their dissertation in 2015-2016. (01/07/2017)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016)</p> <p>Result Type: Criterion Met</p> <p>Five students from the program successfully defended (i.e., completed) their dissertation in 2014. (06/15/2015)</p> <p>Related Documents:</p> <p>Dissertation Evaluation Form fillable.pdf</p>	<p>Actions for Improvement: No action needed. Criterion is the same (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Criterion met (04/26/2018)</p>
	<p>Course Level Assessment - PSY 6000 (Masters Thesis) PSY 7000 (Research) Professional presentation of research.</p> <p>Criterion: All 11 of the "fundamental elements" used as criteria to evaluate students' 7000 projects must be satisfactorily present in order to attain competency and successful completion of the project. 80% of the "additional elements" used as criteria to evaluate students' 7000 projects must be satisfactorily present in order to attain competency and successful completion of the project.</p> <p>All students are required to present</p>	<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>In the 2016-2017 academic year, 7 students successfully completed their master's-level research project (PSY 7000) as indicated by being rated at or above the specified competency criteria, in addition to successfully conducting an oral presentation of this research project to faculty and student colleagues (04/27/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>In the 2017-2018 academic year, 4 students successfully completed their master's-level research project (PSY 7000) as indicated by being rated at or above the specified competency criteria, in addition to successfully conducting an oral presentation of this research project to faculty and student colleagues (04/27/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016</p>	<p>Actions for Improvement: No</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
	<p>their research to faculty and colleagues.</p>	<p>Result Type: Criterion Met In the 2015-2016 academic year, 8 students successfully completed their master's-level research project (PSY 7000) as indicated by being rated at or above the specified competency criteria, in addition to successfully conducting an oral presentation of this research project to faculty and student colleagues. (01/07/2017)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met In 2014, seven students successfully completed their master's-level research project (PSY 7000) as indicated by being rated at or above the specified competency criteria, in addition to successfully conducting an oral presentation of this research project to faculty and student colleagues. (01/15/2015)</p> <hr/> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In 2006: 5 students successfully completed their Master's Thesis; 4 students successfully completed their dissertation In 2007: 6 students successfully completed their Master's Thesis; 5 students successfully completed their dissertation In 2008: 6 students successfully completed their Master's Thesis; 5 students successfully completed their dissertation In 2009: 6 students successfully completed their Master's Thesis; 5 students successfully completed their dissertation In 2008: 4 students successfully completed their Master's Thesis; 5 students successfully completed their dissertation. S. Garos For 2010-2013, rates of completion on these research projects have continued at the same level or improved. Moreover, rates of successful performance, as reflected in our competency evaluation forms, are consistently over 95%. Steve Richards (11/13/2013)</p>	<p>action needed. Criterion is the same (04/26/2018) Follow-Up: Evidence of Improvement: Criterion was met (04/26/2018)</p> <hr/> <p>Actions for Improvement: We are adjusting our advising to get a 100% successful completion on competency forms. APA was here fall 2013 and was very impressed with our competency forms. (11/15/2013) Follow-Up: Evidence of Improvement: We have increased the successful completion on competency forms to 100%. Faculty now are very good about completing these forms, which provides better data in order to evaluate learning outcomes. (10/01/2014)</p>
<p>Representation of Diverse Groups - Increase the recruitment, retention, and representation of students of</p>	<p>Given that our typical enrollment of new doctoral students is 6 new students per year, we will make first</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Not Met 1 student from an underrepresented group was admitted</p>	

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>color, ethnic minorities, people with disabilities, and other underrepresented students. Outcome Status: Inactive Outcome Type: Program Start Date: 08/31/2007 End Date: 06/15/2015</p>	<p>time offers for admission to at least 2 qualified students of ethnic diversity (broadly defined) each academic admission period.</p>	<p>this year (04/27/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 2 students from an underrepresented group were admitted this year (04/27/2018)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 33% of students were from different ethnic backgrounds (01/07/2017)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met For the student cohort admitted for Fall, 2014, offers of admission were extended to 6 applicants who identified as being part of an ethnic/racial minority group. Two of these accepted the admissions offers and admitted to our program. (06/15/2015)</p>	<p>Actions for Improvement: No action needed. Criterion is the same (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: 33% of students were from different ethnic backgrounds (04/26/2018)</p> <hr/> <p>Actions for Improvement: No action required. Criterion is the same (04/26/2018)</p> <hr/> <p>Actions for Improvement: This data will be made available for the next reporting cycle (01/07/2017)</p>
<p>Theoretical Knowledge - Upon completion of the degree students will be able to identify and explain the major theories relevant to the science and practice of counseling psychology. Outcome Status: Inactive Outcome Type: Student Learning Start Date: 07/01/2005 End Date: 06/15/2015</p>	<p>Course Level Assessment - PSY 5334 Theories and Techniques of Psychotherapy PSY 5308 Vocational Psychology Criterion: Students will meet all course requirements with a B average or better.</p>	<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 100% of students passed the course with a B or better this year (04/27/2018)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students passed this course with a B or better this academic year (04/27/2018)</p>	<p>Actions for Improvement: No action item. Criterion remains the same (04/27/2018)</p> <p>Follow-Up: Evidence of Improvement: Criterion successfully met (04/27/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Qualifying Exam - On the Case Study portion of the qualifying exam, students must be able to: 1) apply relevant aspects of vocational assessment, theory, and interventions; 2) demonstrate the integration of science, critical thinking, and evidence-based practice and 3) develop a conceptualization for this client case that is clearly linked to at least one commonly known theoretical approach to psychotherapy.</p> <p>Criterion: Students will score either a 3 or 4 on these criteria on the Qualifying Examination Evaluation form.</p>		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met 100% of students passed the course with a B or better (01/07/2017)</p>	<p>Actions for Improvement: 100% of students will pass the PSY 5334 course with a B average or better (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: 100% of students passed the course with a B average or better (04/26/2018)</p>
		<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met Of the 7 students who graduated with their Ph.D. from our program in 2014, all 7 (100%) successfully completed PSY 5334 and PSY 5308 (final course average of at least a letter grade of "B"). (06/15/2015)</p> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met During 2016-2017, all 4 students (i.e., 100%) who attempted the Case Study portion of our program's qualifying examination successfully completed the exam as indicated by scoring at least an overall 3 or higher (more precisely, at least a 2.67) on the exam (04/27/2018)</p>	
		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Not Met During 2017-2018, all 4 out of 9 students) who attempted the Case Study portion of our program's qualifying examination successfully completed the exam as indicated by scoring at least an overall 3 or higher (more precisely, at least a 2.67) on the exam. 5 students had to repeat the exam with a new case and all passed (04/27/2018)</p>	
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met During 2015-2016, all 4 students (i.e., 100%) who attempted the Case Study portion of our program's qualifying examination successfully completed the exam as indicated by scoring at least an overall 3 or higher (more precisely, at least a 2.67) on the exam. (01/07/2017)</p>	<p>Actions for Improvement: No action needed. Criterion is the same (04/26/2018)</p> <p>Follow-Up: Evidence of Improvement: Criterion was met (04/26/2018)</p> <p>Actions for Improvement: This evaluation instrument will be redesigned to more specifically</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met During 2014, six students all 6 students (i.e., 100%) who attempted the Case Study portion of our program's qualifying examination successfully completed the exam as indicated by scoring at least an overall 3 or higher (more precisely, at least a 2.67) on the exam. (06/15/2015)</p>	<p>measure the criterion of interest. We will explore a new way of evaluating this outcome (01/07/2017)</p>
<p>2013-2014 Application for Internship - Application for internships for the 2013-2014 academic year Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2013 End Date: 05/10/2014</p>	<p>Field Placement/Internship - Numbers of students placed in internship</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met This outcome has been measured previously and will be phased out (01/07/2017)</p> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Inconclusive This student learning outcome is outdated and will be incorporated into new, revised student learning outcomes. (06/15/2015)</p> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In 2013-2014, 100% of students were placed in internships. (09/17/2014)</p>	<p>Actions for Improvement: This student learning outcome is outdated and will be incorporated into new, revised student learning outcomes. (06/15/2016)</p>
<p>2013-2014 Qualifying Exams - Qualifying Exam pass rate for 2013-2014 Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2013 End Date: 05/10/2014</p>	<p>Qualifying Exam - Qualifying exams</p>	<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met This outcome has been addressed previously and will be phased out (01/07/2017)</p> <p>Assessment Cycle: Action In Progress (Prior to 2015-2016) Result Type: Inconclusive This student learning outcome is outdated and will be incorporated into new, revised student learning outcomes. (06/15/2015)</p> <p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met</p>	<p>Actions for Improvement: This student learning outcome is outdated and will be incorporated into new, revised student learning outcomes. (06/15/2016)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
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In 2013-2014, 100% of students passed their qualifying exam. (09/17/2014)

2013-2014 EPPP Licensing Exam Performance - Performance on the EPPP Licensing Exam Performance
Outcome Status: Inactive
Outcome Type: Student Learning
Start Date: 09/01/2013
End Date: 05/10/2014

Standardized Test - EPPP Licensing Exam

Assessment Cycle: 2015 - 2016
Result Type: Criterion Met
 This outcome has been addressed previously and will be phased out (01/07/2017)

Assessment Cycle: Action In Progress (Prior to 2015-2016)
Result Type: Inconclusive
 This student learning outcome is outdated and will be incorporated into new, revised student learning outcomes. (06/15/2015)

Actions for Improvement: This student learning outcome is outdated and will be incorporated into new, revised student learning outcomes. (06/15/2016)

Assessment Cycle: Action Complete (Prior to 2015-2016)
Result Type: Criterion Met
 In 2013-2014, 88% of students passed this exam. The national pass rate is 76%; therefore, students exceeded the national pass rate. (09/17/2014)

Assessment: Account Information Four Column

Degree Program - AS - Psychology - General Experimental Psychology (PHD)

Disciplinary Accrediting Body: Texas HECB and SACS; Human Factors and Ergonomics Society, for human factors area

CIP Code: 42.2704.00

Next Program Review: 16-17

Degree Program Coordinator: Michael Serra

Degree Program Coordinator Email: michael.serra@ttu.edu

Degree Program Coordinator Phone: 806-834-5134

Degree Program Coordinator Mail Stop: 2051

Program Purpose Statement: Our educational purpose is the following: Our goal is to educate, mentor, and collaborate with graduate students in experimental psychology, who will become truly excellent and very professional experimental psychologists.

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Consume Research - Upon completion of the degree, students will be able to consume psychological research.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 06/15/2015</p> <p>End Date: 06/15/2016</p>	<p>Thesis - The percentage of students who pass the MA literature review section (from either the Second-Year Project write-up or MA Thesis).</p> <p>Criterion: 75%</p> <p>Schedule: Once per year.</p> <p>Related Documents: Rubric note</p>	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>100% of students who completed their MA or 7000 paper this year passed the literature review section, as determined by our rubric designed for this purpose. (09/12/2018)</p>	<p>Actions for Improvement: This year I will work with my faculty to consider whether this is a valuable thing to assess. We don't often have students who do not pass, so there isn't meaningful variance to consider. (09/12/2018)</p>
		<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>100% of students who completed their MA or 7000 paper this year passed the literature review section, as determined by our rubric designed for this purpose. (09/14/2017)</p> <p>Related Documents: ExperimentalRubricMPhDSpring2017.docx</p>	
		<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>For all analyses, we split graduate students into three</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Qualifying Exam - The percentage of students who pass the PhD qualifying exams. Criterion: 80% Schedule: Once per year Related Documents: Quals grading rubrics</p>	<p>groups:1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 33% of 1st & 2nd year students completed this outcome 83% of 3rd & 4th year students completed this outcome 100% of 5th year or above students completed this outcome This outcome is most applicable to students beyond the 2nd year, so this criterion was met. (06/28/2016)</p> <hr/> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students who completed the qualifying exam this year passed. (09/12/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 100% of students who attempted the qualifying exam this year passed the exam. (09/14/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met For all analyses, we split graduate students into three groups:1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 0% of 1st & 2nd year students completed this outcome 0% of 3rd & 4th year students completed this outcome 100% of 5th year or above students completed this outcome This outcome is most applicable to students beyond the 4th year, so this criterion was met. (06/28/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 100% of students (1 out of 1) who sat for their qualifying</p>	<p>directly evaluate the quality of our students' literature reviews. This is why we had to use overall passing rate for this assessment. We will create this rubric and utilize it going forward. (06/30/2016)</p> <hr/> <p>Actions for Improvement: We exceeded the criterion outcome for this goal, so we do not have further actions for improvement at this time. (06/28/2016)</p> <hr/> <p>Actions for Improvement: This year I will work with my faculty to consider whether this is a valuable thing to assess. We don't often have students who do not pass, so there isn't meaningful variance to consider. (09/12/2018)</p> <hr/> <p>Actions for Improvement: We exceeded the criterion outcome for this goal, so we do not have</p>

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
	<p>Dissertation - The percentage of students who pass the PhD dissertation literature review section. Criterion: 75% Schedule: Once per year. Related Documents: Rubric note</p>	<p>examinations during the 2014-2015 academic year passed those examinations. (06/13/2015) Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students who completed their dissertation this year passed the literature review section, as determined by our rubric designed for this purpose. (09/12/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 100% of students who proposed their dissertation this year passed the literature review section, as determined by our rubric designed for this purpose. (09/14/2017) Related Documents: ExperimentalRubricMPhDSpring2017.docx</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Not Met For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 0% of 1st & 2nd year students completed this outcome 0% of 3rd & 4th year students completed this outcome 20% of 5th year or above students completed this outcome This outcome is most applicable to students beyond the 4th year, so this criterion was not met. (06/28/2016)</p>	<p>further actions for improvement at this time. (06/28/2016) Actions for Improvement: This year I will work with my faculty to consider whether this is a valuable thing to assess. We don't often have students who do not pass, so there isn't meaningful variance to consider. (09/12/2018)</p> <hr/> <p>Actions for Improvement: We failed to create a rubric to use to directly evaluate the quality of our students' literature reviews. This is why we had to use overall passing rate for this assessment. We will create this rubric and utilize it going forward. (06/30/2016)</p> <hr/> <p>Actions for Improvement: Although this outcome is most applicable to students beyond the 4th year, this criterion was not met. In the coming year we will work to make sure more graduate students in their fifth or higher year have successfully proposed their dissertation. (06/28/2016)</p>
<p>Produce Research - Upon completion of the degree, students will be able to produce psychological research.</p>	<p>Thesis - The percentage of students who pass the MA method, results, and conclusions sections (from</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students who completed their MA or 7000 paper</p>	<p>Actions for Improvement: This year I will work with my faculty to consider whether this is a valuable</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>Outcome Status: Active Outcome Type: Student Learning Start Date: 06/15/2015 End Date: 06/15/2016</p>	<p>either the Second-Year Project write-up or MA Thesis). Criterion: 75% Schedule: Once per year. Related Documents: Rubric note</p>	<p>this year passed the latter sections, as determined by our rubric designed for this purpose. (09/12/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 100% of students who completed their MA or 7000 paper this year passed the methods, results, and conclusions sections, as determined by our rubric designed for this purpose. (09/14/2017) Related Documents: ExperimentalRubricMAPhDSpring2017.docx</p>	<p>thing to assess. We don't often have students who do not pass, so there isn't meaningful variance to consider. (09/12/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 33% of 1st & 2nd year students completed this outcome 83% of 3rd & 4th year students completed this outcome 100% of 5th year or above students completed this outcome This outcome is most applicable to students beyond the 2nd year, so this criterion was met. (06/28/2016)</p>	<p>Actions for Improvement: We failed to create a rubric to use to directly evaluate the quality of our students' methods, results, and conclusions. This is why we had to use overall passing rate for this assessment. We will create this rubric and utilize it going forward. (06/30/2016)</p> <hr/> <p>Actions for Improvement: We exceeded the criterion outcome for this goal, so we do not have further actions for improvement at this time. (06/28/2016)</p>
	<p>Performance - The percentage of students who present research at professional conferences. Criterion: 50% Schedule: Once per year.</p>	<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 77% of our graduate students presented their research at a professional conference(s) this past year. 93% of our graduate students have presented their research at a professional conference at some point in their career. (09/12/2018)</p>	
		<p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 73% of our graduate students presented their research at a professional conference(s) this past year. 92% of our graduate students have presented their research at a</p>	

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>professional conference at some point in their career. (09/14/2017)</p> <hr/> <p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Met For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 86% of 1st & 2nd year students completed this outcome 100% of 3rd & 4th year students completed this outcome 100% of 5th year or above students completed this outcome So, this criterion was met.</p> <p>Further, 1st & 2nd year students have an average of 4.8 conference presentations 3rd & 4th year students have an average of 9.3 conference presentations 5th year or above students have an average of 12.6 conference presentations (06/28/2016)</p> <hr/> <p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 70% of students presented research at professional conferences during the 2014-2015 academic year. (06/13/2015)</p>	<p>Actions for Improvement: We exceeded the criterion outcome for this goal, so we do not have further actions for improvement at this time. (06/28/2016)</p> <hr/> <p>Actions for Improvement: This year I will work with my faculty to consider whether this is a valuable thing to assess. We don't often have students who do not pass, so there isn't meaningful variance to consider. (09/12/2018)</p>
<p>Dissertation - The percentage of students who pass the PhD dissertation method, results, and conclusions sections. Criterion: 75% Schedule: Once per year. Related Documents: Rubric note</p>		<p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Met 100% of students who completed their dissertation this year passed the latter sections, as determined by our rubric designed for this purpose. (09/12/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017 Result Type: Criterion Met 100% of students who completed their PhD dissertation this year passed the methods, results, and conclusions sections, as determined by our rubric designed for this purpose. (09/14/2017)</p>	

Student Learning Outcomes

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Related Documents:

[ExperimentalRubricMPhDSpring2017.docx](#)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Not Met

For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present,

0% of 1st & 2nd year students completed this outcome

0% of 3rd & 4th year students completed this outcome

20% of 5th year or above students completed this outcome

This outcome is most applicable to students beyond the 4th year, so this criterion was not met. (06/28/2016)

Actions for Improvement: We failed to create a rubric to use to directly evaluate the quality of our students' methods, results, and conclusions. This is why we had to use overall passing rate for this assessment. We will create this rubric and utilize it going forward. (06/30/2016)

Actions for Improvement:

Although this outcome is most applicable to students beyond the 4th year, this criterion was not met. In the coming year we will work to make sure more graduate students in their fifth or higher year have successfully proposed their dissertation. (06/28/2016)

Performance - The percentage of students who publish research in academic journals.

Criterion: 50%

Schedule: Once per year.

Assessment Cycle: 2017 - 2018

Result Type: Criterion Not Met

33% of our graduate students published their research in an academic journal this past year. 50% of our graduate students have published their research in an academic journal at some point in their career. (09/12/2018)

Actions for Improvement: As in past years, I also completed this analysis for students in their third year or higher in the program. With the newer students eliminated, the numbers are 62% for the past year and 77% ever. (09/12/2018)

Assessment Cycle: 2016 - 2017

Result Type: Inconclusive

35% of our graduate students published their research in an academic journal this past year. 54% of our graduate students have published their research in an academic journal at some point in their career. (09/14/2017)

Actions for Improvement:

Although we are meeting the 50% criterion for getting our students published at all, we did not meet this criterion this past year. Part of the problem is likely calculating this value for the year across all of our graduate students, ignoring year in the program. When looking at 3rd years and above,

more than 50% of our students published this past year. For 1st and 2nd year students, however, only 22% published this past year. We actually think that this publishing rate is quite commendable; it is impressive that any of our graduate students were able to publish so early in their training! (09/14/2017)

Follow-Up: Evidence of Improvement: I have encouraged faculty to be more supportive of students regarding authorship. (11/30/2018)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 60% of 1st & 2nd year students completed this outcome 50% of 3rd & 4th year students completed this outcome 60% of 5th year or above students completed this outcome So, this criterion was met.

Further, 1st & 2nd year students have an average of 0.9 journal publications 3rd & 4th year students have an average of 1.8 journal publications 5th year or above students have an average of 1.2 journal publications (06/28/2016)

Assessment Cycle: Action To Be Defined (Prior to 2015-2016)

Result Type: Criterion Not Met

30% of students co-authored articles in professional research journals during the 2014-2015 academic year. (06/13/2015)

Actions for Improvement: We exceeded the criterion outcome for this goal, but just barely. In the next year we will work toward increasing the number of journal publications our students

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
			<p>contribute to. (06/28/2016)</p> <p>Actions for Improvement: Program faculty will discuss whether the criterion is set too high. (06/13/2015)</p>
<p>Communicate Research - Upon completion of the degree, students will be able to describe their psychological research in oral and written formats.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 06/15/2015</p> <p>End Date: 06/15/2016</p>	<p>Thesis - The percentage of students who complete the oral requirement for the MA (either from the Second-Year Project or MA Thesis)</p> <p>Criterion: 75%</p> <p>Schedule: Once per year.</p> <p>Related Documents: Rubric note</p>	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Not Met</p> <p>63% of our students have completed the oral requirement for the MA. (09/12/2018)</p>	<p>Actions for Improvement: We require our students to complete this by the end of their second year in the program. Only considering students who were in their third year or above, the percentage completing it is 100%, as would be expected. (09/12/2018)</p>
		<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>76% of our students have completed the oral requirement for the MA. (09/14/2017)</p>	
		<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present,</p> <p>60% of 1st & 2nd year students completed this outcome 100% of 3rd & 4th year students completed this outcome 100% of 5th year or above students completed this outcome</p> <p>This outcome is most applicable to students beyond the 2nd year, so this criterion was met. (06/28/2016)</p>	<p>Actions for Improvement: We exceeded the criterion outcome for this goal, so we do not have further actions for improvement at this time. (06/28/2016)</p>
	<p>Thesis - The percentage of students who complete the written requirement for the MA (from either Second-Year Project or MA Thesis)</p> <p>Criterion: 75%</p> <p>Schedule: Once per year.</p> <p>Related Documents:</p>	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Not Met</p> <p>57% of our students have completed the written requirement for the MA. (09/12/2018)</p>	<p>Actions for Improvement: We require our students to complete this by the end of their second year in the program. Only considering students who were in their third year or above, the percentage completing it is 100%,</p>

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[Rubric note](#)

as would be expected.
(09/12/2018)

Assessment Cycle: 2016 - 2017

Result Type: Inconclusive

68% of our students have completed the written requirement for the MA. (09/14/2017)

Actions for Improvement: The calculation above includes students in their first and second year in the program. We require students to have completed the 7000 / MA by the end of the second year. Looking at only 3rd-year students and higher, the completion rate is 100%.
(09/14/2017)

Follow-Up: Evidence of Improvement: Not much room to improve, although perhaps the goal here could be better phrased.
(11/30/2018)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 33% of 1st & 2nd year students completed this outcome 83% of 3rd & 4th year students completed this outcome 100% of 5th year or above students completed this outcome

This outcome is most applicable to students beyond the 2nd year, so this criterion was met. (06/28/2016)

Actions for Improvement: We exceeded the criterion outcome for this goal, so we do not have further actions for improvement at this time. (06/28/2016)

Dissertation - The percentage of students who complete the oral requirement for the PhD dissertation.

Criterion: 75%

Schedule: Once per year.

Related Documents:

[Rubric note](#)

Assessment Cycle: 2017 - 2018

Result Type: Criterion Not Met

Only 3% of our students have proposed their dissertation.
(09/12/2018)

Actions for Improvement: Only considering the students in their fourth or higher year in the program, we are still only at 11%. This is far below expectation and we will have to prioritize our students progressing through the dissertation stages faster.
(09/12/2018)

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Assessment Cycle: 2016 - 2017

Result Type: Criterion Not Met

Only 5% of our students have proposed their dissertation. By the 4th year in the program, this is up to 43%, but that still falls short of the criterion set. (09/14/2017)

Actions for Improvement: We need to change how this outcome is assessed. It does not make sense to expect 75% of all graduate students to have proposed their dissertation. Most of our students have not been in the program long enough for this to have been possible yet. (09/14/2017)

Follow-Up: Evidence of Improvement: We have not yet changed this assessment. (11/30/2018)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Not Met

For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present,
0% of 1st & 2nd year students completed this outcome
0% of 3rd & 4th year students completed this outcome
20% of 5th year or above students completed this outcome
This outcome is most applicable to students beyond the 4th year, so this criterion was not met. (06/28/2016)

Actions for Improvement: Although this outcome is most applicable to students beyond the 4th year, this criterion was not met. In the coming year we will work to make sure more graduate students in their fifth or higher year have successfully proposed their dissertation. (06/28/2016)

Dissertation - The percentage of students who complete the written requirement for the PhD dissertation.

Criterion: 75%

Schedule: Once per year.

Related Documents:

[Rubric note](#)

Assessment Cycle: 2017 - 2018

Result Type: Criterion Met

We graduated 7 PhD students this past year, but none are currently in the program. So, this measure doesn't really work as an assessment. (09/12/2018)

Actions for Improvement: This year I will work with my faculty to consider whether this is a valuable thing to assess. We don't often have students who do not pass, so there isn't meaningful variance to consider. Only students about to graduate will have defended the dissertation, so this is not really relevant for the day to day consideration of the program. (09/12/2018)

Assessment Cycle: 2016 - 2017

Actions for Improvement: This

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
<p>Performance - The percentage of students who present research at professional conferences.</p> <p>Criterion: 50%</p> <p>Schedule: Once per year.</p>		<p>Result Type: Criterion Not Met</p> <p>This past year, only one student graduated with the PhD from our program. That means the overall completion rate for this outcome is basically 0% (n students - 1). We will need to re-assess the logic of this assessment. (09/14/2017)</p>	<p>past year, only one student graduated with the PhD from our program. That means the overall completion rate for this outcome is basically 0% (n students - 1). We will need to re-assess the logic of this assessment. (09/14/2017)</p> <p>Follow-Up: Evidence of Improvement: We had 7 students graduate the next year! (11/30/2018)</p>
		<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Not Met</p> <p>For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 0% of 1st & 2nd year students completed this outcome 0% of 3rd & 4th year students completed this outcome 20% of 5th year or above students completed this outcome This outcome is most applicable to students beyond the 4th year, so this criterion was not met. (06/28/2016)</p>	<p>Actions for Improvement: Although this outcome is most applicable to students beyond the 4th year, this criterion was not met. In the coming year we will work to make sure more graduate students in their fifth or higher year have successfully defended their dissertation. (06/28/2016)</p>
		<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>77% of our graduate students presented their research at a professional conference(s) this past year. 93% of our graduate students have presented their research at a professional conference at some point in their career. (09/12/2018)</p>	
		<p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>73% of our graduate students presented their research at a professional conference(s) this past year. 92% of our graduate students have presented their research at a professional conference at some point in their career. (09/14/2017)</p>	
		<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>For all analyses, we split graduate students into three</p>	<p>Actions for Improvement: We exceeded the criterion outcome</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
		<p>groups:1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 86% of 1st & 2nd year students completed this outcome 100% of 3rd & 4th year students completed this outcome 100% of 5th year or above students completed this outcome</p> <p>So, this criterion was met.</p> <p>Further, 1st & 2nd year students have an average of 4.8 conference presentations 3rd & 4th year students have an average of 9.3 conference presentations 5th year or above students have an average of 12.6 conference presentations (06/28/2016)</p>	<p>for this goal, so we do not have further actions for improvement at this time. (06/28/2016)</p>
	<p>Performance - The percentage of students who publish research in academic journals. Criterion: 50% Schedule: Once per year.</p>	<p>Assessment Cycle: No Action Needed (Prior to 2015-2016) Result Type: Criterion Met 70% of students presented research at professional conferences during the 2014-2015 academic year. (06/13/2015)</p> <p>Assessment Cycle: 2017 - 2018 Result Type: Criterion Not Met 33% of our graduate students published their research in an academic journal this past year. 50% of our graduate students have published their research in an academic journal at some point in their career. (09/12/2018)</p>	<p>Actions for Improvement: As in past years, I also completed this analysis for students in their third year or higher in the program. With the newer students eliminated, the numbers are 62% for the past year and 77% ever. (09/12/2018)</p>
		<p>Assessment Cycle: 2016 - 2017 Result Type: Inconclusive 35% of our graduate students published their research in an academic journal this past year. 54% of our graduate students have published their research in an academic journal at some point in their career. (09/14/2017)</p>	<p>Actions for Improvement: Although we are meeting the 50% criterion for getting our students published at all, we did not meet this criterion this past year. Part of the problem is likely calculating this value for the year across all of our graduate students, ignoring year in the program. When looking at 3rd years and above,</p>

*Student Learning
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more than 50% of our students published this past year. For 1st and 2nd year students, however, only 22% published this past year. We actually think that this publishing rate is quite commendable; it is impressive that any of our graduate students were able to publish so early in their training! (09/14/2017)

Follow-Up: Evidence of Improvement: I have encouraged faculty to be more supportive in helping their students to earn authorship on papers. I have begun to explore the possibility of requiring a "first year talk" to require students to have collected data in their first year to hopefully speed the publication clock. (11/30/2018)

Assessment Cycle: 2015 - 2016

Result Type: Criterion Met

For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present,

60% of 1st & 2nd year students completed this outcome
50% of 3rd & 4th year students completed this outcome
60% of 5th year or above students completed this outcome
So, this criterion was met.

Further,
1st & 2nd year students have an average of 0.9 journal publications
3rd & 4th year students have an average of 1.8 journal publications
5th year or above students have an average of 1.2 journal publications (06/28/2016)

Student Learning Outcomes	Assessment Methods	Results	Actions for Improvement
		<p>Assessment Cycle: Action To Be Defined (Prior to 2015-2016)</p> <p>Result Type: Criterion Not Met</p> <p>30% of students co-authored articles in professional research journals during the 2014-2015 academic year. (06/13/2015)</p>	<p>Actions for Improvement: We exceeded the criterion outcome for this goal, but just barely. In the next year we will work toward increasing the number of journal publications our students contribute to. (06/28/2016)</p> <hr/> <p>Actions for Improvement: Program faculty will discuss whether the criterion is set too high. (06/13/2015)</p>
<p>Research Ethics - Upon completion of the degree, students will be able to demonstrate knowledge of psychological research ethics.</p> <p>Outcome Status: Active</p> <p>Outcome Type: Student Learning</p> <p>Start Date: 06/15/2015</p> <p>End Date: 06/15/2016</p>	<p>Professional Development Activities</p> <p>- The percentage of students who complete an approved research ethics training program.</p> <p>Criterion: 100%</p> <p>Schedule: Once per year.</p> <p>Related Documents:</p> <p>Program list note</p>	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Met</p> <p>97% of our students have completed an approved research ethics training program. Only 1 student reported not having completed one. (09/12/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017</p> <p>Result Type: Criterion Met</p> <p>97% of our students have completed an approved research ethics training program. Only 1 student reported not having completed one. (09/14/2017)</p>	
		<p>Assessment Cycle: 2015 - 2016</p> <p>Result Type: Criterion Met</p> <p>For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present,</p> <p>100% of 1st & 2nd year students completed this outcome</p> <p>100% of 3rd & 4th year students completed this outcome</p> <p>100% of 5th year or above students completed this outcome</p> <p>So, this criterion was met. (06/28/2016)</p>	<p>Actions for Improvement: We met the criterion outcome for this goal, so we do not have further actions for improvement at this time. (06/28/2016)</p>
	<p>Student Projects - The percentage of students who complete an Institutional Review Board application for human subjects research.</p> <p>Criterion: 100%</p>	<p>Assessment Cycle: 2017 - 2018</p> <p>Result Type: Criterion Not Met</p> <p>63% of our students have completed their own IRB proposal and 73% have helped a faculty member to complete one. (09/12/2018)</p> <hr/> <p>Assessment Cycle: 2016 - 2017</p>	<p>Actions for Improvement: We will probably be dropping this item as an assessment. (09/12/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
	Schedule: Once per year.	<p>Result Type: Inconclusive 78% of our students have completed their own IRB proposal and 89% have helped a faculty member to complete one. (09/14/2017)</p>	<p>Actions for Improvement: As previously noted, our program and the A&S IE committee have questioned the logic of this assessment and we are not likely to carry it forward for much longer. (09/14/2017)</p> <p>Follow-Up: Evidence of Improvement: We have yet to drop this requirement. (11/30/2018)</p>
		<p>Assessment Cycle: 2015 - 2016 Result Type: Criterion Not Met For all analyses, we split graduate students into three groups: 1st & 2nd year students (n = 15), 3rd & 4th year students (n = 6), and 5th year or above students (n = 5). At present, 67% of 1st & 2nd year students completed an HRPP proposal on their own 67% of 3rd & 4th year students completed an HRPP proposal on their own 100% of 5th year or above students completed an HRPP proposal on their own</p> <p>Further, 80% of 1st & 2nd year students completed an HRPP proposal with their adviser 100% of 3rd & 4th year students completed an HRPP proposal with their adviser 100% of 5th year or above students completed an HRPP proposal with their adviser (06/28/2016)</p>	<p>Actions for Improvement: The A&S IE committee criticized this outcome as potentially creating the need for our students to needlessly submit HRPP proposals just to meet this criterion. We will reconsider it as an outcome in the coming year. (06/30/2016)</p> <p>Actions for Improvement: We will have more of our students contribute to HRPP proposals in the coming year. (06/28/2016)</p>

Strategic Outcome 1 - Increase enrollment and promote student success: We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the

Student Learning Outcomes

Assessment Methods

Results

Actions for Improvement

State of Texas. (TTU 2010-2020 Strategic Plan Priority 1)
Outcome Status: Inactive
Outcome Type: Strategic
Start Date: 09/01/2009

Strategic Outcome 2 - Strengthen Academic Quality and Reputation: We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs. (TTU 2010-2020 Strategic Plan Priority 2)
Outcome Status: Inactive
Outcome Type: Strategic
Start Date: 09/01/2009

Visibility - Through their research and service to the field, our faculty will be recognized as international experts
Outcome Status: Inactive
Outcome Type: Strategic
Start Date: 09/01/2005

Directly related to Objective

Assessment Cycle: Action Complete (Prior to 2015-2016)
Result Type: Criterion Met
Starting in 2011, but beginning full-time in 2012, the department has hired Dr. Yi-Yuan Tang. Dr. Tang is a neuroscientist who will also be Director of the Texas Tech Neuroimaging Institute (TTNI). He is internationally recognized for his research on behavioral neuroscience. Dr. Tang completed a term as Director of the TTNI, and has now returned to full-time research and teaching at the University (fall 2013-present). (11/13/2013)

Assessment Cycle: Action Complete (Prior to 2015-2016)
Result Type: Criterion Met
In Summer 2011, the Human Factors program received full re-accreditation for six years (from the Human Factors and Ergonomics Society, U.S.A.).

This ongoing full accreditation by the HFES is an important aspect of our Human Factors Graduate Program (MA and Ph.D.), and it reflects well on all areas in the Experimental Psychology Graduate Programs. (11/13/2013)

Connections - We will establish and strengthen connections between our

Directly related to Objective

Assessment Cycle: Action Complete (Prior to 2015-2016)
Result Type: Criterion Met

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions for Improvement</i>
<p>areas and beyond our program Outcome Status: Inactive Outcome Type: Program Start Date: 09/01/2005</p>	Directly related to Objective	<p>In Summer 2011, the Human Factors program received full re-accreditation for six years (from the Human Factors and Ergonomics Society). /</p> <p>We continue in good standing and in good regard. (11/13/2013)</p>	
<p>Research Training - Graduates of our program will be able to conduct high-quality research Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2005</p>	Directly related to Objective	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In Summer 2011, the Human Factors program received full re-accreditation for six years (from the Human Factors and Ergonomics Society). /</p> <p>This program continues in good standing and in strong reputation with HRES, Nov. 2013. (11/13/2013)</p>	
<p>Teaching Experience - Graduates of our program will have gained training in the teaching of psychology and teaching experience Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2005</p>	Directly related to Objective	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In Summer 2011, the Human Factors program received full re-accreditation for six years (from the Human Factors and Ergonomics Society). /</p> <p>This program presently has four effective faculty members (Drs. DeLucia, Jones, Klein, and Gorman), and an effective specialty area director (Dr. DeLucia). (11/13/2013)</p>	
<p>Knowledge of Experimental Psychology - Through coursework, graduates of our program will develop expertise in the fields of experimental psychology Outcome Status: Inactive Outcome Type: Student Learning Start Date: 09/01/2005</p>	Directly related to Objective	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In Summer 2011, the Human Factors program received full re-accreditation for six years (from the Human Factors and Ergonomics Society). (09/30/2011)</p>	
<p>Preparation for Success - Our graduates will have developed the skilled needed to secure employment as experimental psychologists Outcome Status: Inactive Outcome Type: Student Learning</p>	Directly related to Objective	<p>Assessment Cycle: Action Complete (Prior to 2015-2016) Result Type: Criterion Met In the August 2011 University Commencement, the Psychology Department had 1/3 (N=12) of the entire College's (CAS) doctoral graduates. (09/30/2011)</p>	

*Student Learning
Outcomes*

Assessment Methods

Results

Actions for Improvement

Start Date: 09/01/2005

2013-2014 Internships - Student completion of professional internships

Outcome Status: Inactive

Outcome Type: Student Learning

Start Date: 09/01/2013

End Date: 05/10/2014

2013-2014 Doctoral Qualifying Exam

- Performance on doctoral qualifying exams

Outcome Status: Inactive

Outcome Type: Student Learning

Start Date: 09/01/2013

End Date: 05/10/2014

2013-2014 Percentage of Students

Seeking and Securing Full-Time

Positions - Percentage of students seeking and securing full-time positions

Outcome Status: Inactive

Outcome Type: Student Learning

Start Date: 09/01/2013

End Date: 05/10/2014

Internal Documents that Substantiate Program Improvements
Resulting from Analysis of Assessment Data

This document is the final plan for reducing the required courses for the experimental psychology Ph.D. This plan was approved by the department and will go into effect in Fall 2018.

Proposed Changes: Experimental Psychology Ph.D. Degree Plan

Tyler Davis & Miranda Scolari

Needed Vote: The Experimental Program voted unanimously (12-0) to approve this proposal in November 2017. A departmental vote is required to approve the changes to the core categories and allow added flexibility for the 3rd required statistics class. The specific proposed vote is **“The Experimental Program will drop the Biological category from the Experimental Core, change the applied category to be specifically courses in Human Factors, and allow the 3rd required statistics class to be any advanced statistics class taught in the Department of Psychological Sciences”.**

Summary

Problem: Currently, the EXPR Ph.D. degree plan requires 48 credits of organized courses (16 total courses), 15 credits of PSY 7000, and 12 credits of PSY 8000 (75 total credits). See attached “The Doctoral Degree – Current.” With the exception of PSY 5101 (typically taken in the first summer of a grad student’s time in our program), most EXPR grad students take two organized courses a semester, or four per year. This means that most graduate students in the program will take a full four years to complete the course work. This timeline not only delays the completion of other critical degree milestones (e.g., the qualifying exam), it also detracts from students’ time working on research (i.e., designing independent studies, collecting data, writing papers).

A second aspect of the degree plan that slows students’ progress is that our current breadth categories indicate specific courses that count toward each category while relegating others to only serve as electives. The result is that EXPR students must wait for specific courses to come up in the course rotation to meet these criteria, forcing them to either take other courses in the meantime that do not fit neatly into the degree plan or to take fewer (or zero) courses in a semester while waiting for needed courses to be offered. Related, breadth courses that are only infrequently offered sometimes meet or exceed maximum enrollments, leaving some students locked out from taking the very courses we require. Note that these common obstacles are not accounted for in our 4 year time-to-completion estimate.

Proposed Solution: Reduce the number of required courses to allow students more time for research and to complete the course requirements in a shorter amount of time, on par with many other EXPR programs. Our proposed change to the degree plan would require 39 credits of organized courses (13 total courses), 21 credits of PSY 7000, and 12 credits of PSY 8000 (72 total credits). See attached “The Doctoral Degree – Proposed.” Given that PSY 5101 is typically taken in the first summer of a grad student’s time in our program and assuming that most EXPR grad students will take two organized courses (four per year), students could complete the required course work in only three years.

The proposed plan also reduces the EXPR program’s version of the departmental breadth requirement to three categories: Cognition & Cognitive Neuroscience, Social, and Human Factors. As part of this reduction, there would no longer be a restricted list of courses that count or do not count for each category; the only requirement for a course to count in a category is for 1) the instructor to be a faculty member from the relevant area and 2) for the course to cover content in that domain (i.e., a statistics course would not count). This plan will still expose EXPR students to breadth in experimental psychology and help courses to make, but students will not be forced to wait for a specific course to come up in rotation; they can simply take the next available course that fits the criteria.

Potential Effects on Courses Making: This proposal should have a positive impact on courses making. Currently, fewer graduate courses are being offered than there is demand from the students, particularly in required core areas. As discussed above, when some courses (bio and social cores) are offered now, they tend to exceed the enrollment cap by hitting enrollments in the 20s. Spreading these enrollments out to other courses that are not in the current core will likely result in more courses hitting the minimum enrollments as students will take things they are interested in and fit with their schedule instead of waiting for a required course.

The Doctoral Degree (Ph.D.) - PROPOSED

Statistics (3 graduate-level courses)	11 Credits
Basic graduate statistics courses (both required)	
<i>PSY 5480 Experimental Design</i>	
<i>PSY 5447 Advanced Correlational Methods and Factor Analysis</i>	
Advanced/specialized courses – Any advanced statistics course taught in the Department of Psychological Sciences	
Department Breadth Requirement (3 courses)	9 Credits
Note: Statistics & Methods Courses CANNOT count as Breadth Courses, regardless of the instructor	
Cognitive Psychology	
<i>Take 1 cognitive or neuroscience seminar taught by a Cognition & Cognitive Neuroscience faculty member</i>	
Social Psychology	
<i>Take 1 social psychology seminar taught by a Social Psychology faculty member</i>	
Human Factors Psychology	
<i>Take 1 human factors seminar taught by a Human Factors faculty member</i>	
Specialization Courses (4 courses)	12 Credits
Note: Statistics & Methods Courses CAN count as Specialization Courses, regardless of the instructor	
<i>In collaboration with their advisors, each student will identify any four courses that serve his or her goal of becoming a cognitive, human factors, or social psychologist. These courses will typically be Experimental Psychology courses, but they can be from any area of psychology or any other field.</i>	
Experimental Electives (2 courses)	6 Credits
Note: Statistics & Methods Courses CAN count as Experimental Electives if taught by Experimental Faculty	
<i>An additional 2 courses taught by Experimental Psychology faculty, which may include further work in the specialization</i>	
Colloquium in the Teaching of Psychology	1 Credit
<i>Students must take the 1-credit PSY 5101 course (Colloquium in the Teaching of Psychology) before their second year in the program, unless they can verify equivalent prior training in teaching.</i>	

TOTAL: 39 Credits
+21 Credits of PSY 7000 = 60 Credits
+12 Credits of PSY 8000 = 72 Credits

The Doctoral Degree (Ph.D.) - CURRENT

Statistics (3 graduate-level courses)	11 Credits
Basic graduate statistics courses (both required)	
<i>PSY 5480 Experimental Design</i>	
<i>PSY 5447 Advanced Correlational Methods and Factor Analysis</i>	
Advanced/specialized courses (choose one)	
<i>PSY 5348 Advanced Multivariate Analysis for Psychologists</i>	
<i>PSY 5360 Structural Equation Modeling for Psychologists</i>	
<i>PSY 5367 Analysis of Repeated Measures and Intensive Longitudinal Designs</i>	
Department Core (4 courses)	12 Credits
Cognitive Bases of Behavior (choose one)	
<i>PSY 5356 Seminar in Cognition</i>	
<i>PSY 5354 Seminar in Perception</i>	
<i>PSY 5358 Seminar in Metacognition* (just added)</i>	
Biological Bases of Behavior (choose one)	
<i>PSY 5xxx Neuroscience of Vision* (just added)</i>	
<i>PSY 5301 Biological Bases of Behavior and Psychological Function</i>	
<i>PSY 5353 Cognitive Neuroscience</i>	
<i>PSY 5351 Psychophysiology</i>	
<i>PSY 5382 Psychopharmacology of Psychoactive Drugs</i>	
<i>IE 5303 Work Physiology</i>	
Social Bases of Behavior (choose one)	
<i>PSY 5328 Seminar in Social Psychology</i>	
<i>PSY 5330 Attitudes and Attitude Change</i>	
<i>PSY 5335 Group Processes and Intergroup Relations</i>	
Applications (i.e., Human Factors; choose one)	
<i>PSY 5370 Human Factors Psychology</i>	
<i>PSY 5372 Human Factors Methods</i>	
<i>PSY 5373 Cognitive Ergonomics</i>	
Specialization Courses (4 courses)	12 Credits
<i>In collaboration with their advisors, each student will identify any four courses that serve his or her goal of becoming a cognitive, human factors, or social psychologist. These courses will typically be Experimental Psychology courses, but they can be from any area of psychology or any other field.</i>	
Experimental Electives (3 courses)	9 Credits
<i>An additional 3 courses taught by Experimental Psychology faculty, which may include further work in the specialization</i>	
Free Elective (1 course)	3 Credits
<i>An additional course in any area of psychology or any other field</i>	
Colloquium in the Teaching of Psychology	1 Credit
<i>Students must take the lecture (1 unit) portion of PSY 5101 (Colloquium in the Teaching of Psychology) before their second year in the program, unless they can verify equivalent prior training in teaching.</i>	

TOTAL: 48 Credits
+15 Credits of PSY 7000 = 63 Credits
+12 Credits of PSY 8000 = 75 Credits

7000 Paper, MA Thesis, or Dissertation Assessment Rubric

Student: _____

Committee Member: _____

Date: _____

Project phase: 7000 MA Thesis Dissertation

Scoring & Criteria:

- Each committee member evaluates each item with a mark of 1 (pass) or 0 (fail) and calculates the summed score.
- For each section, the committee chair totals the scores and assigns an overall Pass/Fail score as follows:
Pass if total \Rightarrow (number of committee members) * 3 * 0.8.
- To pass the exam, a candidate must receive an overall score of **Pass** for each section.
- The committee chair reports the Pass/Fail status **of each section** to the Program Director.

THE LITERATURE REVIEW	Pass 1	Fail 0
1. provides a clear and well-organized description of the research problem and its scientific context		
2. provides thematic, comprehensive, and up-to-date coverage of the appropriate research literature		
3. includes an adequate critical analysis of the research literature		
SCORE (maximum = 3)		

THE METHOD SECTION	Pass 1	Fail 0
1. provides a balanced analysis of the methodology and experimental design required to attack the research problem		
2. provides clear and detailed descriptions of all methods, materials, procedures and subjects, with appropriate justifications		
3. identifies criteria for selection of analytic procedures and provides clear and detailed descriptions of the analytic plan and of all statistical and other analytical techniques, including criteria for omission of data		
SCORE (maximum = 3)		

THE RESULTS SECTION	Pass 1	Fail 0
1. appropriately applies the analytic techniques used to evaluate data		
2. reports the results of all studies conducted, and differentiates appropriately between exploratory studies and studies to test specific hypotheses		
3. contains sufficient, well-presented, and well-interpreted data		
SCORE (maximum = 3)		

THE CONCLUSION / DISCUSSION SECTION	Pass 1	Fail 0
1. summarizes the findings and suggested conclusions and alternative interpretations		
2. evaluates the strengths and limitations of the work, with suggestions for future approaches to overcome the latter		
3. integrates the findings with the appropriate literature and delineates how the work contributes to the body of knowledge		
SCORE (maximum = 3)		

Details Regarding the Clinical Psychology Program's Revised Approach to Mentoring Graduate Students Through the Internship Process

The Clinical Psychology program developed an elaborate mentoring system for internship applicants, which includes regular applicant meetings with Jason Van Allen for about three months before and during the application process. Students register for 1 credit in Jason's section of PSY 5001 in the fall semester that they apply. Every major aspect of applying and going to internship, along with doing the most-effective work on internship, is covered by Jason in an interactive, seminar format with the internship applicants. Usually there are 4-8 internship applicants in clinical per year. The mentor and the students meet every week and talk about relevant issues, share sample application materials, discuss sensible guidelines for internship selection, role-play interviews with internship personnel, and so forth. During the last few years that Jason has been mentoring students for internship applications and later internship performance, every internship applicant from clinical has been matched in Phase I (which is the best outcome). This last outcome is very impressive.

Thesis Proposal Checklist

Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency), Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program Texas Tech University

Student's Name _____ Year in Program _____ Semester/Year _____

Project Title:

*A NO on any of these items will result in not meeting expected level of competency for the Thesis Proposal

	Yes	No
Project Scope		
Student has identified an area of study that has relevance to clinical psychology and in which an original contribution can be made*	_____	_____
Scope of student's research study is appropriate for a thesis-level project*	_____	_____
Literature Review		
Student provides a concise, well organized, and integrated review of relevant literature in the Introduction section*	_____	_____
Student adequately evaluates existing literature	_____	_____
Student addresses strengths and limitations of existing literature	_____	_____
Student makes a clear argument for need to conduct research on proposed topic*	_____	_____
Purpose of Study		
The purpose of the study is clearly stated*	_____	_____
Research questions are appropriate and clearly articulated	_____	_____
Hypotheses are appropriate and clearly articulated	_____	_____
Supporting literature is provided for hypotheses	_____	_____
Student is able to clearly identify different types of variables (independent, dependent, mediators, moderators)	_____	_____
Research Design/Methods		
Research design is appropriate to address hypotheses*	_____	_____
Student demonstrates evidence that, when possible or relevant, s/he conducted a power analysis to estimate sample size	_____	_____
Number of participants is appropriate for study	_____	_____
Measures included in study are appropriate for study (i.e., valid measures of target constructs)	_____	_____
Description of measures used in study is provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)	_____	_____
Student recognizes limitations of proposed thesis research project	_____	_____

	Yes	No
Data Collection		
Data collection procedures are in accordance with TTU's IRB guidelines*	_____	_____
Data collection procedures are in accordance with <i>APA's Ethical Principles and Code of Conduct</i> *	_____	_____
Data Analysis		
Student identifies, provides rationale, and adequately describes statistical procedures chosen to analyze data*	_____	_____
Proposal Document		
Student adheres to guidelines set forth by the <i>APA Publication Manual</i> (6 th edition)	_____	_____
Document is well organized, written in a clear, concise, and grammatically correct manner*	_____	_____
Professionalism		
Student demonstrates mastery of relevant literature, research study, and is able to adequately answer questions in a thoughtful and scholarly manner	_____	_____
Student conducted him/herself in a professional manner*	_____	_____

A minimum of 20 out of 24 (83%) categories need to be marked 'Yes' to have the thesis proposal approved. Items designated with a * must be marked YES in order to meet expected level of competency.

_____ Yes, student meets or exceeds expected level of competency for the thesis proposal.

_____ No, student does not meet expected level of competency for the proposal.

Comments:

_____	_____	_____	_____
Student	Date	Chair, Thesis Committee	Date
_____	_____	_____	_____
Thesis Committee Member	Date	Thesis Committee Member	Date
_____	_____		
Director of Clinical Training	Date		

Thesis Defense Checklist

Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),
Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program Texas Tech University

Student's Name _____ Year in Program _____ Semester/Year _____

Project Title: _____

*A NO on any of these items will result in not meeting expected level of competency for the Thesis Defense

	Yes	No
Project Scope		
Student has identified an area of study that has relevance to clinical psychology and in which an original contribution can be made*	_____	_____
Scope of student's research study is appropriate for a thesis-level project*	_____	_____
Literature Review		
Student provides a concise, well organized, and integrated review of relevant literature in the Introduction section*	_____	_____
Student adequately evaluates existing literature	_____	_____
Student addresses strengths and limitations of existing literature	_____	_____
Student makes a clear argument for need to conduct research on proposed topic*	_____	_____
Purpose of Study		
The purpose of the study is clearly stated*	_____	_____
Research questions are appropriate and clearly articulated	_____	_____
Hypotheses are appropriate and clearly articulated	_____	_____
Supporting literature is provided for hypotheses	_____	_____
Student is able to clearly identify different types of variables (independent, dependent, mediators, moderators)	_____	_____
Research Design/Methods		
Research design is appropriate to address hypotheses*	_____	_____
Student demonstrates evidence that, when possible or relevant, s/he conducted a power analysis to estimate sample size	_____	_____
Number of participants is appropriate for study	_____	_____
Measures included in study are appropriate for study (i.e., valid measures of target constructs)	_____	_____
Description of measures used in study is provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)	_____	_____
Student recognizes limitations of proposed thesis research project	_____	_____

	Yes	No
Data Collection		
Data collection procedures are in accordance with TTU's IRB guidelines*	_____	_____
Data collection procedures are in accordance with <i>APA's Ethical Principles and Code of Conduct</i> *	_____	_____
Data Analysis		
Student identifies, provides rationale, and adequately describes statistical procedures chosen to analyze data*	_____	_____
Student states and tests most important assumptions of statistical tests	_____	_____
Document		
Student adheres to guidelines set forth by the <i>APA Publication Manual</i> (6 th edition)	_____	_____
Document is well organized, written in a clear, concise, and grammatically correct manner*	_____	_____
Communication of Findings		
Student clearly communicates general findings of study	_____	_____
Student clearly communicates significant and non-significant findings*	_____	_____
Student develops tables and figures to summarize and communicate results	_____	_____
Student places own research in context of existing research	_____	_____
Student identifies limitations of study*	_____	_____
Student identifies clinical, training, methodological, and/or theoretical implications of study*	_____	_____
Professionalism		
Student demonstrates mastery of relevant literature, research study, and is able to adequately answer questions in a thoughtful and scholarly manner	_____	_____
Student conducted him/herself in a professional manner*	_____	_____

A minimum of 27 out of 31 (87%) categories need to be marked 'Yes' to have the thesis proposal approved. Items designated with a * must be marked YES in order to meet expected level of competency.

_____ Yes, student meets or exceeds expected level of competency for the thesis proposal.

_____ No, student does not meet expected level of competency for the proposal.

Comments:

Student

Date

Chair, Thesis Committee

Date

Thesis Committee Member

Date

Thesis Committee Member

Date

Director of Clinical Training

Date

2nd Year Research Project Checklist

Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency), and Ethical Legal Standard & Policy (Foundational Competency)

Clinical Psychology Program
Texas Tech University

Student's Name _____ Year in Program _____ Semester/Year _____

Project Title:

*A marked NO on any of these items will result in not meeting expected level of competency for the 2nd year research project

	Yes	No
Project Scope		
Student has identified an area of study that has relevance to clinical psychology and in which an original contribution can be made*	_____	_____
Scope of student's research study is appropriate for a Psy 7000-level project*	_____	_____
Literature Review		
Student provides a concise, well organized, and integrated review of relevant literature in the Introduction section*	_____	_____
Student adequately evaluates existing literature	_____	_____
Student addresses strengths and limitations of existing literature	_____	_____
Student has made a clear argument for need to conduct research on topic	_____	_____
Purpose of Study		
The purpose of the study is clearly stated*	_____	_____
Research questions are appropriate and clearly articulated*	_____	_____
Hypotheses are appropriate and clearly articulated*	_____	_____
Supporting literature is provided for hypotheses	_____	_____
Student is able to clearly identify different types of variables* (independent, dependent, mediators, moderators)	_____	_____
Research Design/Methods		
Research design is appropriate to address hypotheses*	_____	_____
Student understands number of participants needed for study	_____	_____
Measures included in study are appropriate for study (i.e., valid measures of target constructs)	_____	_____
Description of measures used in study is provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)	_____	_____

	Yes	No
Data Collection		
Procedures are appropriate and clearly articulated	_____	_____
Data collection is in accordance with TTU's IRB guidelines*	_____	_____
Data collection is in accordance with <i>APA's Ethical Principles and Code of Conduct*</i>	_____	_____
Data Analysis		
Student identifies and provides rationale for statistical procedures chosen to analyze data	_____	_____
Student describes statistical procedures used to analyze data	_____	_____
Procedures for handling missing data are described (when appropriate)	_____	_____
Student states and tests most important assumptions of statistical tests	_____	_____
Student clearly communicates significant and non-significant findings*	_____	_____
Student develops tables and figures to summarize and communicate results	_____	_____
Communication of Findings		
Student clearly communicates general findings of study*	_____	_____
Student places own research in context of existing research	_____	_____
Student identifies limitations of study*	_____	_____
Student identifies clinical, training, methodological, and/or theoretical Implications of study	_____	_____
Student adheres to guidelines set forth by the <i>APA Publication Manual</i> (6 th edition)	_____	_____
Document is well organized, written in a clear, concise, and grammatically correct manner	_____	_____

A minimum of 25 out of 30 (85%) categories need to be marked 'Yes' to have Psy 7000 research project approved. Items designated with a * must be marked YES in order to meet expected level of competency.

_____ Yes, student meets or exceeds expected level of competency for Psy 7000 research project

_____ No, student does not meet expected level of competency for Psy 7000 research project

Comments:

Student

Date

Research Advisor

Date

2nd Reader

Date

Director of Clinical Training

Date

Assessment Competency Evaluation Form
Assessment (Functional Competency), Supervision (Functional Competency), Professionalism (Foundational Competency), Individual and Cultural Diversity (Foundational Competency), & Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program
Texas Tech University

Student's Name _____ **Year in Program** _____ **Semester/Year** _____

The Clinical Psychology division will adhere to the criteria outlined by the *Association of Psychology Postdoctoral & Internship Centers (APPIC)* when evaluating an assessment proficiency attempt by a student. The following should be included in an integrated report: a history, interview, and at least two tests or organized strategies of data collection from one or more of the following categories: personality/psychopathology assessments (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, behavioral assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient/client.

Students will be rated on the following scale for their assessment competency evaluation:

2 – Demonstrates expected level of competency

1 – Some progress observed toward expected level of competency but need improvement

0 – Unsatisfactory progress

Please note: Any '0' will lead to the student not passing the assessment proficiency exam

Assessment Competency Criteria

- _____ A. Student understands and is able to articulate the referral question (e.g., diagnosis, treatment planning).
- _____ B. Student clearly explains the rationale of the assessment procedures to the client.
- _____ C. Student selects assessment methods appropriate for the referral question and client (e.g., behavioral observation, self-report, testing).
- _____ D. Student selects measures/tests appropriate to the referral question and the client assessed (e.g., the measures used are reliable and valid for the purposes for which they are used and the client with which they are used).
- _____ E. Student chooses *at least two* assessment tools from one or more of the following categories: personality assessments (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, behavioral assessment, and/or neuropsychological assessment.
- _____ F. Student considers issues of individual, cultural, and other group differences that could influence case presentation, test data, utility of recommendations, etc.
- _____ G. Student conducts an appropriately extensive interview with client and/or other informants and collects appropriate and relevant historical and current information across different domains (e.g., medical, education, social, work, relationships).
- _____ H. Student accurately administers measures/tests.
- _____ I. Student accurately scores measures/tests.
- _____ J. Student accurately interprets measures/tests.
- _____ K. Student appropriately integrates the quantitative data from tests and other measures in assessment report.

- ___ L. Student appropriately summarizes and synthesizes background and interview information in the report.
- ___ M. Student develops an appropriate diagnostic formulation, case formulation, and/or treatment plan based on assessment information and referral questions/issues.
- ___ N. Student writes a comprehensive and integrated report that is clear, well organized, coherent, and grammatically correct.
- ___ O. Student summarizes the important findings, integrating test and other data in an appropriate brief *Conclusions* section.
- ___ P. Student appropriately addresses the referral question and makes useful recommendations in the report.
- ___ Q. Student provides accurate and useful feedback to the client.
- ___ R. Student clearly articulates general findings of the report to supervisor and provides relevant information when requested.
- ___ S. Student keeps appointments with the client, is prompt, and completes the assessments and report in a reasonable amount of time.
- ___ T. Student appropriately consults with supervisor regarding assessment procedures and is responsive to supervisory comments and suggestions.
- ___ U. Student carries out the assessment in accordance with APA's Ethical Principles and Code of Conduct.
- ___ V. Student demonstrates knowledge about practicing within one's competence.
- ___ W. Report meets the AAPIC criteria for a comprehensive and integrated assessment report.

Total Points: _____ (Points can range from 0-46)

Students need a minimum total of **42 points** (91%) to pass an assessment competency exam.

Student: _____ Passed Assessment Competency Exam _____ Did Not Pass Assessment Competency Exam

The student is expected to continue developing assessment skills related to the following criteria:

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T

Comments:

Student

Date

Supervisor

Date

Director of Clinical Training

Date

Dissertation Defense Checklist

Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),
Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program Texas Tech University

Student's Name _____ Year in Program _____ Semester/Year _____

Project Title: _____

*A marked NO on any of these items will result in not meeting expected level of competency for the Dissertation Defense

	Yes	No
Project Scope		
Student has identified an area of study that has relevance to clinical psychology and in which an original contribution can be made*	_____	_____
Scope of student's research study is appropriate for a Psy 8000-level project*	_____	_____
Student level of independence in developing, carrying out, and overseeing all aspects of dissertation research project is appropriate*	_____	_____
Literature Review		
Student provides a concise, well organized, and integrated review of relevant literature in the Introduction section*	_____	_____
Student provides a more extensive review of research related to the project or some relevant part of the project in an Extended Literature Review*	_____	_____
Extended literature review is integrative, thorough, and well organized	_____	_____
Student adequately evaluates existing literature	_____	_____
Student addresses strengths and limitations of existing literature	_____	_____
Student has made a clear argument for need to conduct research on topic	_____	_____
Purpose of Study		
The purpose of the study is clearly stated*	_____	_____
Research questions are appropriate and clearly articulated*	_____	_____
Hypotheses are appropriate and clearly articulated*	_____	_____
Supporting literature is provided for hypotheses	_____	_____
Student is able to clearly identify different types of variables* (independent, dependent, mediators, moderators)	_____	_____
Research Design/Methods		
Research design is appropriate to address hypotheses*	_____	_____
Student demonstrates evidence that, when possible or relevant, s/he conducted a power analysis to estimate sample size	_____	_____
Number of participants is appropriate for study	_____	_____
Measures included in study are appropriate for study (i.e., valid measures of target constructs)	_____	_____
Description of measures used in study is provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)	_____	_____

Dissertation Proposal Checklist

Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),
Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program Texas Tech University

Student's Name _____ Year in Program _____ Semester/Year _____

Project Title: _____

*A NO on any of these items will result in not meeting expected level of competency for the Dissertation Proposal

	Yes	No
Project Scope		
Student has identified an area of study that has relevance to clinical psychology and in which an original contribution can be made*	_____	_____
Scope of student's research study is appropriate for a Psy 8000-level project*	_____	_____
Student's level of independence in developing dissertation research project is appropriate*	_____	_____
Literature Review		
Student provides a concise, well organized, and integrated review of relevant literature in the Introduction section*	_____	_____
Student provides a more extensive review of research related to the project or some relevant part of the project in an Extended Literature Review*	_____	_____
Extended literature review is integrative, thorough, and well organized	_____	_____
Student adequately evaluates existing literature	_____	_____
Student addresses strengths and limitations of existing literature	_____	_____
Student makes a clear argument for need to conduct research on proposed topic*	_____	_____
Purpose of Study		
The purpose of the study is clearly stated*	_____	_____
Research questions are appropriate and clearly articulated*	_____	_____
Hypotheses are appropriate and clearly articulated*	_____	_____
Supporting literature is provided for hypotheses	_____	_____
Student is able to clearly identify different types of variables* (independent, dependent, mediators, moderators)	_____	_____
Research Design/Methods		
Research design is appropriate to address hypotheses*	_____	_____
Student demonstrates evidence that, when possible or relevant, s/he conducted a power analysis to estimate sample size	_____	_____
Number of participants is appropriate for study	_____	_____
Measures included in study are appropriate for study (i.e., valid measures of target constructs)	_____	_____

	Yes	No
Description of measures used in study is provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)	_____	_____
Student recognizes limitations of proposed dissertation research project	_____	_____
Data Collection		
Data collection procedures are in accordance with TTU's IRB guidelines*	_____	_____
Data collection procedures are in accordance with APA's <i>Ethical Principles and Code of Conduct</i> *	_____	_____
Data Analysis		
Student identifies, provides rationale, and adequately describes statistical procedures chosen to analyze data*	_____	_____
Proposal Document		
Student adheres to guidelines set forth by the <i>APA Publication Manual</i> (6 th edition)	_____	_____
Document is well organized, written in a clear, concise, and grammatically correct manner*	_____	_____
Professionalism		
Student demonstrates mastery of relevant literature, research study, and is able to adequately answer questions in a thoughtful and scholarly manner	_____	_____
Student conducted him/herself in a professional manner	_____	_____

A minimum of 24 out of 27 (89%) categories need to be marked 'Yes' to have Psy 8000 proposal approved. Items designated with a * must be marked YES in order to meet expected level of competency.

_____ Yes, student meets or exceeds expected level of competency for Psy 8000 (Dissertation) proposal.

_____ No, student does not meet expected level of competency for Psy 8000 (Dissertation) proposal.

Comments:

Student

Date

Research Advisor

Date

Committee Member

Date

Committee Member

Date

Committee Member

Date

Director of Clinical Training

Date

Qualifying Examination Checklist

Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency)
Professionalism (Foundational Competency), Individual and Cultural Diversity (Foundational Competency), and
Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program Texas Tech University

Student's Name _____ Year in Program _____ Semester/Year _____

Date of Defense: _____ 1st Attempt _____ 2nd Attempt _____

Title: _____

*A marked NO on any of these items will result in not meeting expected level of competency for the Qualifying Exam

	Yes	No
Written Document:		
Student has identified a specialty area relevant to Clinical Psychology*	_____	_____
Student has identified three domains that are related to the specialty area*	_____	_____
Literature review is integrative, thorough, and well organized*	_____	_____
Student adequately evaluates existing literature	_____	_____
Student demonstrates the ability to integrate and synthesize ideas, theory, and previous research findings	_____	_____
Student addresses strengths and limitations of existing literature	_____	_____
The document contains the following:		
A. Questions to be addressed	_____	_____
B. History & Background	_____	_____
C. Review of Empirical & Theoretical Literature	_____	_____
D. Research Implications	_____	_____
E. Clinical Implications	_____	_____
Student wrote paper in accordance to <i>APA's Ethical Principles and Code of Conduct</i> *	_____	_____
Student adheres to guidelines set forth by the <i>APA Publication Manual</i>	_____	_____
Document is written in a clear, concise, and grammatically correct manner	_____	_____
Student adheres to 60-page limit	_____	_____

A minimum of 13 out of 15 (87%) categories need to be marked 'Yes' to pass written portion of Qualifying Exam. Items designated with a * must be marked YES in order to meet expected level of competency.

Student: _____ Passed Written Portion of Qualifying Examination
 _____ Failed Written Portion of Qualifying Examination

Comments: _____

	Yes	No
Oral Presentation:		
Student gave a 10-20 minute summary presentation of specialty paper	_____	_____
Student presents specialty area and domains in a coherent manner*	_____	_____
Student discusses specialty area in a scholarly, critical, and integrative manner*	_____	_____
Student demonstrates knowledge of foundational skills in Clinical Psychology*	_____	_____
Student applies knowledge of psychological science to chosen specialty area that is related to the following breadth courses:		
A. History & Systems	_____	_____
B. Social bases of behavior	_____	_____
C. Developmental bases of behavior	_____	_____
D. Biological bases of behavior	_____	_____
E. Cognitive & Affective bases of behavior	_____	_____
Student integrates and synthesizes information from chosen specialty area	_____	_____
The Qualifying Examination committee posed questions related to:		
A. Questions & Issues addressed	_____	_____
B. History & Background Issues	_____	_____
C. Review of Empirical & Theoretical Literature	_____	_____
D. Research Implications & Issues	_____	_____
E. Clinical Implications & Issues	_____	_____
Student demonstrates basic knowledge of literature on individual and cultural differences from chosen specialty area	_____	_____
Student demonstrates mastery of relevant literature, research study, and is able to adequately answer questions in a thoughtful and scholarly manner	_____	_____
Student conducted him/herself in a professional manner	_____	_____

A minimum of 16 out of 18 (89%) categories need to be marked 'Yes' to pass written portion of Qualifying Exam. Items designated with a * must be marked YES in order to meet expected level of competency.

Student: _____ Passed Oral Portion of Qualifying Examination
 _____ Failed Oral Portion of Qualifying Examination

Comments:

_____	_____	_____	_____
Student	Date	Chair, Qualifying Exam	Date
_____	_____	_____	_____
Quals Committee Member	Date	Quals Committee Member	Date
_____	_____		
Director of Clinical Training	Date		

Qualifying Examination Checklist

Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency)
Professionalism (Foundational Competency), Individual and Cultural Diversity (Foundational Competency), and
Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program Texas Tech University

Student's Name _____ Year in Program _____ Semester/Year _____

Date of Defense: _____ 1st Attempt _____ 2nd Attempt _____

Title: _____

*A marked NO on any of these items will result in not meeting expected level of competency for the Qualifying Exam

	Yes	No
Written Document:		
Student has identified a specialty area relevant to Clinical Psychology*	_____	_____
Student has identified three domains that are related to the specialty area*	_____	_____
Literature review is integrative, thorough, and well organized*	_____	_____
Student adequately evaluates existing literature	_____	_____
Student demonstrates the ability to integrate and synthesize ideas, theory, and previous research findings	_____	_____
Student addresses strengths and limitations of existing literature	_____	_____
The document contains the following:		
A. Questions to be addressed	_____	_____
B. History & Background	_____	_____
C. Review of Empirical & Theoretical Literature	_____	_____
D. Research Implications	_____	_____
E. Clinical Implications	_____	_____
Student wrote paper in accordance to <i>APA's Ethical Principles and Code of Conduct</i> *	_____	_____
Student adheres to guidelines set forth by the <i>APA Publication Manual</i>	_____	_____
Document is written in a clear, concise, and grammatically correct manner	_____	_____
Student adheres to 60-page limit	_____	_____

A minimum of 13 out of 15 (87%) categories need to be marked 'Yes' to pass written portion of Qualifying Exam. Items designated with a * must be marked YES in order to meet expected level of competency.

Student: _____ Passed Written Portion of Qualifying Examination
 _____ Failed Written Portion of Qualifying Examination

Comments: _____

	Yes	No
Oral Presentation:		
Student gave a 10-20 minute summary presentation of specialty paper	_____	_____
Student presents specialty area and domains in a coherent manner*	_____	_____
Student discusses specialty area in a scholarly, critical, and integrative manner*	_____	_____
Student demonstrates knowledge of foundational skills in Clinical Psychology*	_____	_____
Student applies knowledge of psychological science to chosen specialty area that is related to the following breadth courses:		
A. History & Systems	_____	_____
B. Social bases of behavior	_____	_____
C. Developmental bases of behavior	_____	_____
D. Biological bases of behavior	_____	_____
E. Cognitive & Affective bases of behavior	_____	_____
Student integrates and synthesizes information from chosen specialty area	_____	_____
The Qualifying Examination committee posed questions related to:		
A. Questions & Issues addressed	_____	_____
B. History & Background Issues	_____	_____
C. Review of Empirical & Theoretical Literature	_____	_____
D. Research Implications & Issues	_____	_____
E. Clinical Implications & Issues	_____	_____
Student demonstrates basic knowledge of literature on individual and cultural differences from chosen specialty area	_____	_____
Student demonstrates mastery of relevant literature, research study, and is able to adequately answer questions in a thoughtful and scholarly manner	_____	_____
Student conducted him/herself in a professional manner	_____	_____

A minimum of 16 out of 18 (89%) categories need to be marked 'Yes' to pass written portion of Qualifying Exam. Items designated with a * must be marked YES in order to meet expected level of competency.

Student: _____ Passed Oral Portion of Qualifying Examination
 _____ Failed Oral Portion of Qualifying Examination

Comments:

_____	_____	_____	_____
Student	Date	Chair, Qualifying Exam	Date
_____	_____	_____	_____
Quals Committee Member	Date	Quals Committee Member	Date
_____	_____		
Director of Clinical Training	Date		

Therapy Competency Evaluation Form
Intervention (Functional Competency), Assessment (Functional Competency), Supervision (Functional Competency), Professionalism (Foundational Competency), Individual and Cultural Diversity (Foundational Competency), & Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program
Texas Tech University

Student's Name _____ Year in Program _____ Semester/Year _____

_____ 1st Therapy Competency

_____ 2nd Therapy Competency

Students will be rated on the following scale for their therapy competency evaluation:

2 – Demonstrates expected level of competency

1 – Some progress observed toward expected level of competency but need improvement

0 – Unsatisfactory progress

Please note: Any '0' will lead to the student not passing the therapy competency exam

A. Treatment Planning:

Points: _____

- _____ a. Student uses an appropriate theoretically-driven framework(s) to organize relevant information related to assessment of problem (what is the problem, what behavioral, cognitive, and environmental factors are relevant to the problem).
- _____ b. Students chooses and uses appropriate assessment measures and methods to obtain additional information to assist and guide case conceptualization.
- _____ c. Student demonstrates knowledge of different empirically supported treatment options for target problem(s) that are consistent with theoretical framework used to conceptualize client problem(s).
- _____ d. Student is able to identify theoretically-driven mechanisms of action that may be contributing to client problem(s).
- _____ e. Student engages in evidence-based practice by accounting for different individual and cultural diversity factors (e.g., culture, client values, preferences, and expectations, best evidence on diagnosis and treatment, and own clinical experience) that may impact client outcomes.
- _____ f. Student is able to use the DSM in a competent manner to develop multi-axis diagnosis.
- _____ g. Student is able to develop a coherent, theoretically-grounded and data-driven treatment plan.

B. Treatment Implementation:

Points: _____

- _____ a. Student adheres to treatment plan by implementing techniques that are consistent with the treatment chosen.
- _____ b. Student develops a range of techniques or procedures to deal differentially with a range of situations in the treatment process that are theoretically consistent.

C. Treatment Progress Monitoring:

Points: _____

- _____ a. Student continuously monitors progress toward attainment of treatment goal(s) and re-evaluates the treatment plan with the client when appropriate.
- _____ b. Student monitors treatment progress by using relevant and appropriate assessment data (e.g., self-report, test information observations, feedback from client) at appropriate intervals.
- _____ c. Student makes adjustments to treatment plan(s) when necessary.
- _____ d. Student effectively implements termination plan when appropriate.

D. Relationships: **Points:** _____
 _____ a. Student sets up and maintains a working relationship with the client within which effective therapeutic intervention is possible. A professional rather than social relationship is established.
 _____ b. Student is involved in the therapeutic relationship in a way which communicates his/her genuine interest, empathy, and respect for the client.

E. Professionalism: Ethical & Administrative Considerations **Points:** _____
 _____ a. Student engages in professional behavior in accordance with *APA's Ethical Principles and Code of Conduct*.
 _____ b. Student keeps client record(s) up-to-date in accord with Psychology Clinic procedures.
 _____ c. Student behaves in a professional and appropriate manner with client(s).
 _____ d. Student demonstrates knowledge about practicing within one's competence.

F. Supervision **Points:** _____
 _____ a. Student is open and responsive to supervisor feedback
 _____ b. Student integrates supervisor feedback into intervention

G. Case Presentation: **Points:** _____
 _____ a. Student presented case(s) in a coherent manner by clearly communicating information from Domains A, B, & C.
 _____ b. Student answered case-related questions in a coherent and logical manner.

Total Points: _____ (Points can range from 0-46)

Student needs a minimum of **37 points (80%)** to pass the 1st therapy competency exam.
 Student needs a minimum of **42 points (91%)** to pass the 2nd therapy competency exam.

Student: _____ Passed Therapy Competency Exam _____ Did Not Pass Therapy Competency Exam

The student is expected to continue developing clinical skills related to the following domains:

- A: Treatment Planning
- B: Treatment Implementation
- C: Treatment Progress Monitoring
- D: Therapeutic Relationship
- E: Professional Development: Ethical & Administrative Considerations
- F: Supervision
- G: Case Presentation

Comments:

Student

Date

Supervisor

Date

Director of Clinical Training

Date

Qualifying Examination Individual Rater Evaluation Form: Case Study
Counseling Psychology Program
Texas Tech University

Student's Name _____

Date of exam _____

(The average of all individual raters, form scores will be reported on students' feedback forms)

Criterion					Evaluation
1	2	3	4	--	
Unacceptable	Marginal	Adequate	Excellent	NA	
Student applied diagnostic nomenclature and criteria from the current DSM relevant to the case to formulate a differential diagnosis.					
Student demonstrated awareness of additional information (e.g., tests, observations, interview data, and collateral sources) that could be utilized in the evaluation of the case.					
Student was able to develop a conceptualization for this client case that is clearly linked to at least one commonly known theoretical approach to psychotherapy.					
Student was able to devise and implement a treatment plan consistent with his or her case conceptualization.					
Student demonstrated awareness of how the cultural identities of client and therapist impact evaluation of the case, identification of salient concerns and treatment planning.					
Student demonstrated knowledge of relevant cultural factors that might impact evaluation of the case, identification of salient concerns and treatment planning.					
Student demonstrated an ability to address important issues and respond to critical situations that may be present in the case study.					
Student was able to articulate and apply current APA ethical guidelines.					
Student was able to articulate and apply relevant federal, state and local laws and regulations that may apply in the professional practice of psychology.					
Student was able to apply relevant aspects of vocational assessment, theory, and interventions.					
Student was able to demonstrate the integration of science, critical thinking, and evidence-based practice.					
Student was able to demonstrate professional behavior and an understanding of professional liability issues.					

Criterion					Evaluation
1	2	3	4	--	
Unacceptable	Marginal	Adequate	Excellent	NA	
Student was able to recognize limitations of competence and suggest appropriate referrals or consultations when applicable.					
Student provided clear criteria for evaluations made and conclusions reached.					
Student consistently and effectively related theory to practice whenever appropriate.					

Note that the above ratings may be used to guide the evaluator's determination of the overall score for the student's answer, but it is not expected that the evaluator's overall score will simply be an average of the above ratings. This is because the relevance / importance of each criterion will vary depending on the specific case assigned and the particular expertise / theoretical orientation of the evaluator. Thus, the overall score for the student's response reflects the evaluator's assessment of the overall gestalt of the answer. The evaluator will provide qualitative comments that highlight the factors that influenced his or her final overall rating.

Signature of Faculty Evaluator

Date

Completion of Written Prequalifying Examination Form (7000)
Department of Psychology

Upon satisfactory completion of the Written Prequalifying Examination Research (7000) Requirement, this form is to be signed by the student's research advisor and the 7000 project reader. It should then be submitted to the student's program director. The program director will place this form in the student's departmental file.

Student Name:

Title of 7000 Research Project:

The Following Faculty Members Have Approved the Written 7000 Research Project:

Research Advisor

Date

Second Reader

Date

Received by:

Program Director

Date

TTU: COUNSELING PSYCHOLOGY PROGRAM
PRACTICUM STUDENT EVALUATION & COMPETENCY FORM

(This form is to be filled out each semester by all practicum supervisors and returned to Dr. Erin Hardin)

Student

Semester

Agency:

Supervisor:

* We have found that it is important to recognize that competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be substantially attained very early in training. These differences in the rate of development are reflected in the level of competence expected at the conclusion of practicum training.

We utilize the following categories in describing the level of competence expected at each level of practicum student development.

0. Pre-novice (PN): Indicates a level of competence below that of a Novice therapist; used to denote competence below the baseline at which we would expect a beginning practicum student to be.

***1. Novice (N):** Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. They learn general principles or specific techniques to use, but the student's beginning level of experience limits the flexible use of these skills. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given patient may move from where he/she is to a place of better functioning.

***2. Intermediate (I):** Psychology students at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of diagnostic and intervention skills to new situations and patients is limited, and support is needed to guide performance.

***3. Advanced (A).** At this level, the student can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the psychologist at this level of competence, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem (including review of scholarly/research literature as needed). The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organization. At this level, the psychologist is less flexible in these areas than the proficient psychologist [the next level of competence]but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work. Recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape.

***4. Proficient.** The proficient psychologist perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient psychologists understand a situation as a whole because they perceive its meaning in terms of longer-term goals. The proficient psychologist learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient psychologist can recognize when the expected normal picture does not materialize and takes steps to address these situations (including seeking supervision, reviewing research literature). This holistic understanding improves the proficient psychologist's decision making; it becomes less labored because the psychologist now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones – the psychologist has developed a nuanced understanding of the clinical situation.

***5. Expert.** The expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action. The expert psychologist, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The expert operates from a deep understanding of the total situation. This is not to say that the expert never uses analytic tools. Highly skilled analytic ability is necessary for those situations with which the psychologist has had no previous experience. Analytic tools are also necessary for those times when the expert gets a wrong grasp of the situation and then finds that events and behaviors are not occurring as expected. When alternative perspectives are not available to the clinician, the only way out of a wrong grasp of the problem is by using analytic problem solving.

It is expected that an upward developmental trajectory of competencies will be demonstrated by the practicum student throughout training. **Thus, only in extremely rare instances would a student be expected to demonstrate competence at the Proficient or Expert level prior to completion of their pre-doctoral internship. Rather, students are expected to be at the Intermediate or Advanced level of competency by the time they begin internship.**

Please mark each item on this form using the following scale: NA = not applicable in this setting; PN = Pre-novice; N = Novice; I = Intermediate; A = Advanced; P = Proficient; E = Expert

Domain I: RELATIONSHIP/INTERPERSONAL SKILLS W/ COLLEAGUES		Rating
1. Works collegially with fellow professionals (e.g., smooth working relationships; handles differences openly, tactfully and effectively).		
2. Is prompt for meetings, supervision, client appointments.		
3. Dresses appropriately and professionally.		
4. Polite and respectful with office staff.		
5. Polite and respectful with office peers.		
6. Progress and contact notes are legible, complete, in order, signed and charted on time.		
7. Able to plan and make case presentation concisely.		
8. Able to provide helpful feedback to peers and receive feedback non-defensively from peers.		
9. Able to understand and observe agency operating procedures.		
10. Communicates professionally and works collaboratively with community professionals.		
11. Ability to participate fully in team's work.		
Comments:		
Domain II: PROFESSIONAL BEHAVIOR WITH CLIENTS		Rating
1. Takes a respectful, helpful professional approach to patients/clients/families.		
2. Is able to form a working alliance with the client.		
3. Is able to deal with conflict, negotiate differences throughout the course of therapy.		
4. Is able to understand and maintain appropriate professional boundaries.		
Comments:		
Domain III: EFFECTIVE USE OF SUPERVISION		Rating
1. Works collaboratively with the supervisor.		
2. Is prepared for supervision (e.g., case notes ready for review, tape cued).		
3. Ability/willingness to accept supervisory input, including direction.		
4. Follows through on recommendations.		
5. Is able to negotiate needs for autonomy from and dependency on supervisors.		
6. Is able to self-reflect regarding clinical skills (e.g., examines and considers ones' own motives, attitudes, behaviors and one's effect on others).		
7. Is able to self-evaluate regarding clinical skills (e.g., knowing the extent and the limits of one's own skills).		
8. Uses good judgment as to when supervisory input is necessary.		
9. Can summarize case history and treatment plan in 10 - 15 minutes.		
10. Is polite and respectful with supervisor.		

Please mark each item on this form using the following scale: NA = not applicable in this setting; PN = Pre-novice; N = Novice; I = Intermediate; A = Advanced; P = Proficient; E = Expert

Comments:

Domain IV: SKILLS AND APPLICATION OF RESEARCH	Rating
1. Seeks and applies theoretical and research knowledge relevant to practice of psychology in the clinical setting including accessing and applying scientific knowledge bases.	
2. Understands and applies theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, etc.	
3. Demonstrates knowledge of empirically supported treatment methods and activities (e.g., CBT, empirically supported relationships).	
4. Demonstrates ability to apply specific empirically supported treatment methods.	

Comments:

Domain V: INTERVENTION SKILLS	Rating
1. Has knowledge of facilitative skills (warmth, empathy, genuineness).	
2. Applies facilitative skills competently.	
3. Recognizes and values different points of view.	
4. Makes interpretive comments effectively.	
5. Is able to effectively and appropriately act on client issues.	
6. Facilitates client's self-exploration.	
7. Recognizes and responds to client's verbal and nonverbal positive affect.	
8. Recognizes and responds to client's verbal and nonverbal negative affect.	
9. Begins and ends sessions smoothly and on time.	
10. Establishes continuity from session to session.	
11. Addresses problems of continuity and attendance with clients.	
12. Recognizes implications of case material.	
13. Is aware of client/therapist interaction and its impact on therapy.	
14. Is able to formulate a clinical hypothesis (e.g., can formulate and conceptualize cases).	
15. Demonstrates ability to test and revise a clinical hypothesis.	
16. Is able to articulate a therapeutic orientation or theory of change.	
17. Demonstrates ability to apply theoretical perspective to client issues.	
18. Has effective communication skills with clients (e.g., can communicate ideas feelings and information articulately).	
19. Is able to apply theoretical perspective to treatment plans.	
20. Demonstrates an ability to formulate treatment plans.	
21. Demonstrates ability to implement developmental, preventive and "remedial" interventions (e.g., psycho-education, crisis management, emergency interventions).	

Please mark each item on this form using the following scale: NA = not applicable in this setting; PN = Pre-novice; N = Novice; I = Intermediate; A = Advanced; P = Proficient; E = Expert

22. Routinely assesses treatment progress and outcomes.	
23. Can link concepts of therapeutic process and change to intervention strategies and tactics.	
24. Demonstrates knowledge of psychotherapy theory, research and practice.	
25. Is able to identify predisposing factors (e.g., developmental, biological, psychological and social vulnerabilities) and perpetuating factors (e.g., substance use) that contribute to the client's symptom presentation.	
26. Student is able to develop a differential diagnosis derived from the collection and synthesis of assessment and clinical data.	
27. Student makes appropriate referrals to other health care professionals and community resources for individuals and families when needed.	
Comments:	
Domain VI: PROFESSIONAL ETHICS	
	Rating
1. Demonstrates an awareness of ethical guidelines and concerns in accordance with APA's <i>Ethical Principles and Code of Conduct</i> .	
2. Demonstrates knowledge of jurisprudence and local regulations.	
3. Demonstrates knowledge of ethical standards for psychological tests and intervention	
4. Recognizes and analyzes ethical and legal issues across the range of professional activities in the practicum setting.	
5. Seeks appropriate information and consultation when faced with ethical issues.	
6. Deals appropriately with ethical dilemmas.	
7. Demonstrates knowledge of factors that may influence the professional relationship (e.g., boundary issues).	
8. Is aware of and deals appropriately with the ethical dimensions/features of own biases and beliefs concerning such issues as gender, race, cultural bias, classism, ageism, and homophobia.	
9. Respects client confidentiality.	
10. Informs the client of agency policies (e.g., training, setting, observations, taping).	
11. Discusses confidentiality and its limits with clients.	
Comments:	
Domain VII: MULTICULTURAL AWARENESS	
	Rating
1. Is able to discuss cultural similarities and differences with supervisor.	
2. Is able to appropriately discuss cultural similarities and differences with clients.	
3. Considers and integrates clients' cultural values and context as part of case conceptualizations.	
4. Demonstrates knowledge of the values and cultural influences inherent in different theories, interventions, and applications with clients.	
5. Is willing to openly and non-defensively examine and challenge one's attitudes, assumptions, and	

Please mark each item on this form using the following scale: NA = not applicable in this setting; PN = Pre-novice; N = Novice; I = Intermediate; A = Advanced; P = Proficient; E = Expert

stereotypes of different clients and client contexts.	
6. Understands influence of one's own cultural values, attitudes, and assumptions related to application of theory and intervention with clients (e.g., impact of client and therapist race, ethnicity, gender, age, etc).	
Comments:	
Domain VIII: Assessment Skills	
	Rating
1. Is able to utilize systematic approaches to gathering data to inform clinical decision making.	
2. Demonstrates good working knowledge of diagnoses (e.g., is thorough in consideration of relevant patient data, and diagnostic accuracy is typically good).	
3. Demonstrates knowledge of psychometric issues and bases of assessment methods.	
4. Demonstrates knowledge of test interpretation.	
5. Scores test protocols accurately.	
6. Is able to integrate information from multiple data sources.	
7. Written reports are comprehensive, clear, and well written.	
8. Is able to effectively communicate test results to clients and respond to client questions.	
9. Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups.	

Comments:

Please list any additional comments you may have for the student.

Supervisor Signature:

Date:

Student Signature:

Date:

Updated: March 28, 2010

This document contains material adopted from the Report of Practicum Competencies by The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup
 Robert L. Hatcher, Ph.D. & Kim Dudley Lassiter, Ph.D.
 Sections beginning with an asterisk (*) are verbatim quotes from this source.

Counseling Psychology Doctoral Program
Direct Observation Evaluation Form
Texas Tech University
Profession-Wide Competencies

Student's Name

Date of Observation

Agency

Supervisor

APA instituted new Standards of Accreditation for Health Service Psychology (as of January 1, 20117) that mandates that part of your evaluation of practicum students must be based on **direct observation**. This can include watching videotapes or live observations of the student's performance.

* We have found that it is important to recognize that competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be substantially attained very early in training. These differences in the rate of development are reflected in the level of competence expected at the conclusion of practicum training. We utilize the following categories in describing the level of competence expected at each level of practicum student development.

0. Pre-novice: Indicates a level of competence below that of a Novice therapist; used to denote competence below the baseline at which we would expect a beginning practicum student to be.

***1. Novice (N):** Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. They learn general principles or specific techniques to use, but the student's beginning level of experience limits the flexible use of these skills. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given patient may move from where he/she is to a place of better functioning.

***2. Intermediate (I):** Psychology students at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of diagnostic and intervention skills to new situations and patients is limited, and support is needed to guide performance.

***3. Advanced (A).** At this level, the student can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the psychologist at this level of competence, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem (including review of scholarly/research literature as needed). The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organization. At this level, the psychologist is less flexible in these areas than the proficient psychologist [the next level of competence but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work. Recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape.

***4. Proficient.** The proficient psychologist perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient psychologists understand a situation as a whole because they perceive its meaning in terms of longer-term goals. The proficient psychologist learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient psychologist can recognize when the expected normal picture does not materialize and takes steps to address these situations (including seeking supervision, reviewing research literature). This holistic understanding improves the proficient psychologist's decision making; it becomes less labored because the psychologist now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones – the psychologist has developed a nuanced understanding of the clinical situation.

***5. Expert.** The expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action. The expert psychologist, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The expert operates from a deep understanding of the total situation. This is not to say that the expert never uses analytic tools. Highly skilled analytic ability is necessary for those situations with which the psychologist has had no previous experience. Analytic tools are also necessary for those times when the expert gets a wrong grasp of the situation and then finds that events and behaviors are not occurring as expected. When alternative perspectives are not available to the clinician, the only way out of a wrong grasp of the problem is by using analytic problem solving.

It is expected that an upward developmental trajectory of competencies will be demonstrated by the practicum student throughout training. **Thus, only in extremely rare instances would a student be expected to demonstrate competence at the Proficient or Expert level prior to completion of their pre-doctoral internship. Rather, students are expected to be at the Intermediate or Advanced level of competency by the time they begin internship.**

Please rate the student on each of the domains listed below using the following scale:

0=Pre-novice 1=Novice 2=Intermediate 3=Advanced 4=Proficient 5=Expert NO=Not observed

Domain I: Relationship/Interpersonal skills with colleagues

Domain II: Professional behavior with clients

Domain III: Effective Use of supervision

Domain IV: Use of empirically based research

Domain V: Intervention skills

Domain VI: Professional ethics

Domain VII: Multicultural awareness

Domain VIII: Assessment skills

Supervisor's Signature

Counseling Psychology Program: Texas Tech University
PSY 8000 Dissertation Evaluation Form
Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),
Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)

Student's Name

Year in Program

Semester/Year

Project Title:

This form is to be filled out by each committee member when he/she is ready to sign off on the dissertation document. Please use the following scale when evaluating the student.

0=NA 1=poor 2=fair 3=satisfactory 4= good 5=excellent

Fundamental Elements

All 10 of these elements must be rated as satisfactory or better in order to attain competency on the dissertation.

Student identified an area of study that has relevance to professional psychology and in which a meaningful contribution can be made.

Student placed his or her study in the context of previous work in the area.

Student made a clear argument for need to conduct research on his or her proposed topic.

Hypotheses / research questions were appropriate and clearly articulated.

Student described in detail how the study was executed.

Data collection procedures were in accordance with APA's Ethical Principles and Code of Conduct.

Data collection procedures are in accordance with TTU's IRB guidelines.

Research design was appropriate to address hypotheses / research questions.

Data collection procedures were appropriate and clearly articulated.

Student provided a more extensive review of research related to the project or some relevant part of the project in an Extended Literature Review.

Additional Elements

80% (18) of the relevant elements must be rated satisfactory or better in order to attain competency on the dissertation.

Project Scope

Scope of student's research study is appropriate for a PSY 8000-level project.

Student's level of independence in developing dissertation research project was appropriate (*answered by Chair of committee only*)

Literature Review

Student stated theoretical implications of his or her study.

Student provided a concise, well organized, and integrated review of relevant literature (e.g., introduces major and sub- headings that guide the review).

The student demonstrated a thorough understanding of, and critical approach to the literature in his or her area.

Student addressed strengths and limitations of existing literature.

Student cited and referenced works pertinent to the area of study.

This form is to be filled out by each committee member when he/she is ready to sign off on the dissertation document. Please use the following scale when evaluating the student.

0=NA 1=poor 2=fair 3=satisfactory 4= good 5=excellent

Purpose of Study

The purpose of the study was clearly stated.

Supporting literature was provided for hypotheses / research questions

Research Design/Methods

Student demonstrated understanding of relevant constructs and variables to be utilized in his or her study.

If possible / relevant, student conducted a power analysis to estimate sample size.

Estimated number of participants was appropriate for the study.

Measures, if utilized, were appropriate for the study (i.e., valid measures of target constructs).

Description of measures used in the study is provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)

Data Analysis

Student identified and adequately described proposed statistical procedures used to analyze data.

Procedures for handling missing data were described (when appropriate).

Student addressed need to test most important assumptions of proposed statistical tests.

Dissertation Document

Student adhered to guidelines set forth by the APA Publication Manual (6th edition).

Document was well organized, written in a clear, concise, and grammatically correct manner.

Professionalism

Student conducted him/herself in a professional manner during the defense.

Student's answers to questions reflected knowledge of his or her area of study.

Student's answers to questions reflected knowledge of the statistical procedures used in his or her study.

Yes, student meets or exceeds expected level of competency for Psy 8000 Dissertation (*100% of fundamental elements present along with at least 80% of relevant additional elements*).

No, student does not meet expected level of competency for Psy 8000 Dissertation (*one or more fundamental elements inadequate or less than 80% of relevant additional elements adequate*).

Comments:

Signatures:

Dissertation Chair Committee Member

Date

**TEXAS TECH UNIVERSITY
COUNSELING PSYCHOLOGY PROGRAM
INTERNSHIP SURVEY**

You have been sent this form because you supervised _____ who is graduating from the PhD Program in Counseling Psychology at TTU. It is vital to our reaccreditation that we obtain information from internship supervisors about the competency of our graduates. Your comments will be treated confidentially and will only be used in an aggregate form. Please note the extent to which the intern demonstrated the following abilities and skills by circling the appropriate number. NA indicates that this skill/ability is not applicable to your setting. **Please return the survey to: sheila.garos@ttu.edu or Sheila Garos, Ph.D., Box 42051, Lubbock, TX 79409-2051 by**

Thank you for providing this immensely useful feedback.

	Poor	Less than Adequate	Adequate	More than Adequate	Excellent	NA
1. Overall “generalist” skills as a professional psychologist						
2. Assessment/diagnostic/evaluation skills						
3. Evaluating the efficacy of programs/interventions						
4. Ability to implement a variety of counseling strategies and modalities appropriately and flexibly						
5. Abilities as a clinical supervisor						
6. Knowledge/respect for cultural and individual diversity						
7. Conceptualizing/theoretical skills						
8. Teaching/presentation skills						
9. Scientific thinking						
10. Knowledge/adherence to ethical code of psychologists						
11. Overall research skills						
12. Consulting skills and interdisciplinary communication						

This form was modified from an employee survey developed by the Counseling Psychology Program at New Mexico State University

If you wish, on the back of this form or an additional page, please provide information regarding the student’s other strengths, areas of needed improvement, and suggestions for the professional development. Thank you.

Setting/Type of Facility

Director of Training or Supervisor’s Signature

Texas Tech University
Counseling Psychology Program
Presentation Evaluation Form
Department of Psychological Sciences

Student Name

Year in Program

Date

Title of Project

The purpose of this form is to critically evaluate your presentation skills in the spirit of helping you become a more confident and effective presenter. Your ratings are expected to improve as you move through the important milestones of the program; in particular, the second-year project presentation, the dissertation proposal presentation and the dissertation presentation. Thus, ratings are intended to reflect your skill level at a particular point in your matriculation.

Please rate each item according to the following scale:

1=poor

2=fair

3=good

4=very good

5=excellent

The presenter delivered the material clearly

The presenter was knowledgeable about the topic

The presenter maintained my interest
during the presentation

The presenter was enthusiastic about the study

The presenter presented information in an
organized manner

The presentation was concise and informative

The visual aids were effective

Presenter responded to questions effectively

Advisor's Signature

PSY 8000 (Dissertation Proposal) Evaluation Form
Scientific Knowledge and Methods (Foundational Competency), Research/Evaluation (Functional Competency),
Professionalism (Foundational Competency), and Ethical Legal Standards and Policy (Foundational Competency)
Counseling Psychology Program
Texas Tech University

Student's Name

Year in Program

Semester/Year

Project Title:

This form is to be filled out by each committee member when he/she is ready to sign off on the proposal. Please use the following scale when evaluating the student.

0=NA 1=poor 2=fair 3=satisfactory 4= good 5=excellent

Fundamental Elements

All 7 of these elements must be rated satisfactory or better in order to attain competency on the proposal.

Student identified an area of study that has relevance to professional psychology and in which an original contribution can be made.

Student stated the relationship between the study and previous work in the area.

Student made a clear argument for need to conduct research on his or her proposed topic.

Hypotheses / research questions were appropriate and clearly articulated.

Student described in detail how the study would be executed.

Proposed data collection procedures are in accordance with APA's Ethical Principles and Code of Conduct.

Student provided a more extensive review of research related to the project or some relevant part of the project in an Extended Literature Review.

Additional Elements

80% of the relevant elements must be rated satisfactory or better in order to attain competency on the proposal.

Project Scope

Scope of student's research study is appropriate for a PSY 8000-level project.

Student's level of independence in developing dissertation research project was appropriate **(answered by Chair of committee only)**

Literature Review

Student stated theoretical implications of his or her study.

Student provided a concise, well organized, and integrated review of relevant literature (e.g., introduces major and sub- headings that guide the review).

The student demonstrated a thorough understanding of, and critical approach to the literature in his or her area.

Student addressed strengths and limitations of existing literature.

Student cited and referenced works pertinent to the area of study.

This form is to be filled out by each committee member when he/she is ready to sign off on the proposal. Please use the following scale when evaluating the student.

0=NA 1=poor 2=fair 3=satisfactory 4= good 5=excellent

Purpose of Study

The purpose of the study was clearly stated.

Supporting literature was provided for hypotheses / research questions

Research Design/Methods

Research design is appropriate to address hypotheses / research questions.

Student demonstrated understanding of relevant constructs and variables to be utilized in his or her study.

Student recognized that, when possible or relevant, s/he would conduct a power analysis to estimate sample size.

Estimated number of participants is appropriate for the study.

Measures, if utilized, are appropriate for the study (i.e., valid measures of target constructs).

Description of measures to be used in the study are provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)

Data Collection

Proposed data collection procedures are appropriate and clearly articulated.

Proposed data collection procedures are in accordance with TTU's IRB guidelines.

Data Analysis

Student identified and adequately described proposed statistical procedures to be used to analyze data.

Procedures for handling missing data are described (when appropriate).

Student addressed need to test most important assumptions of proposed statistical tests.

Proposal Document

Student adhered to guidelines set forth by the APA Publication Manual (6th edition).

Document is well organized, written in a clear, concise, and grammatically correct manner.

Professionalism

Student conducted him/herself in a professional manner during the proposal.

Student's answers to questions reflected knowledge of his or her proposed area of study.

Student's answers to questions reflected knowledge of the statistical procedures to be used in his or her study.

Yes, student meets or exceeds expected level of competency for Psy 8000 (Dissertation) proposal (*100% of fundamental elements present along with at least 80% of relevant additional elements*).

No, student does not meet expected level of competency for Psy 8000 (Dissertation) proposal (*one or more fundamental elements inadequate or less than 80% of relevant additional elements adequate*).

Comments

Signatures:

Dissertation Chair

Committee Member

Date

**PSY 7000 (2nd year) Research Project Evaluation Form:
Scientific Knowledge and Methods (Foundational Competency) & Research/Evaluation (Functional Competency)
and Ethical Legal Standards and Policy (Foundational Competency)
Counseling Psychology Program
Texas Tech University**

Student's Name

Year in Program

Semester/Year

Project Title:

Please use the following scale when evaluating the student. Students must obtain a "satisfactory" or better in order to meet criteria for passing.

0=NA 1=poor 2=fair 3=satisfactory 4= good 5=excellent

Fundamental Elements

All 10 of these elements must be rated satisfactory or better in order to attain competency on the second-year project

Student identified an area of study that has relevance to psychology.

Supporting literature was provided for hypotheses / research questions

Hypotheses / research questions were appropriate and clearly articulated.

Student described in detail how the study would be executed.

Data collection was in accordance with APA's Ethical Principles for Psychologists.

Data collection procedures were in accordance with TTU's IRB guidelines.

Student clearly communicated significant and non-significant findings.

Document was well organized, written in a clear, concise, and grammatically correct manner.

Student clearly communicated general findings of his or her study.

Student identified implications of the study (e.g., clinical, training, methodological, theoretical).

Additional Elements

80% (19) of the relevant elements must be rated satisfactory or better in order to attain competency on the second-year project.

Project Scope

Scope of student's research study is appropriate for a PSY 7000-level project.

Literature Review

The literature review had an appropriate focus.

Student provided a concise, well organized, and integrated review of relevant literature.

The literature review included attention to relevant multicultural issues.

The student addressed strengths and limitations of existing literature.

The student cited and referenced works pertinent to the area of study.

Purpose of Study

The purpose of the study was clearly stated.

The student made a clear argument for the need to conduct research on the topic.

Research Design/Methods

Research design was appropriate to address hypotheses / research questions.

The student demonstrated understanding of current research design and its use in the study.

Participants were adequately described.

Measures, if utilized, are appropriate for the study (i.e., valid measures of target constructs).

Description of measures to be used in the study was provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies).

Data Collection

Student described materials used to collect data.

Procedures were appropriate and clearly articulated.

Data Analysis

Student identified and adequately described proposed statistical procedures to be used to analyze data.

Procedures for handling missing data are described (when appropriate).

Student stated and tested most important assumptions of proposed statistical tests.

Student developed accurate tables and figures to summarize and communicate results.

Interpretation of Findings

The student placed own research in the context of existing research.

The student understood and identified the possible pitfalls and limitations of his or her study.

The student presented alternate approaches or modifications for future research based on the results of his or her findings.

General Writing Style

Student adhered to guidelines set forth by the APA Publication Manual (6th ed.).

Yes, the student meets or exceeds expected level of competency for Psy 7000 research project.
(100% of fundamental elements present along with at least 80% of relevant additional elements).

No, the student does not meet expected level of competency for Psy 7000 research project.
(One or more fundamental elements inadequate; or less than 80% of relevant additional elements adequate).

Comments

Signatures: (check which applies)

Research Advisor

Second Reader

Date

**Qualifying Examination FINAL Student Feedback Form: Research
Counseling Psychology Program
Texas Tech University**

Student's ID

Date of exam

This form is to be distributed to students only after all students have completed the quals process in its entirety (i.e., after all oral examinations for students who received a marginal pass have been completed).

Your response was evaluated by three faculty members, each of whom assigned an overall rating to your response. The average of these overall ratings is your final score on the qualifying examination.

YOUR SCORE:

Below are the average ratings of your response for each criterion.

Note that the ratings of these individual criteria were used to guide the evaluator's determination of the overall score for your answer; however, your final overall score for the qualifying exam is not simply an average of the individual ratings. This is because the relevance / importance of each criterion will vary depending on the specific research project and the particular expertise of the evaluator. Thus, your overall score for the qualifying exam reflects the average of each evaluator's assessment of the overall gestalt of the answer. The qualitative comments highlight the factors that influenced each evaluator's final overall rating. The average ratings below are provided to you as information about the relative strengths and weaknesses of the individual components of your overall performance.

CRITERION				
1	2	3	4	--
Unacceptable	Marginal	Adequate	Excellent	NA

INTRODUCTION	Evaluation
<u>Literature Review</u>	
Student stated theoretical implications of his or her study.	
Student provided a concise, well organized, and integrated review of relevant literature (e.g., introduces major and sub- headings that guide the review).	
The student demonstrated a thorough understanding of, and critical approach to the literature in his or her area.	
Student addressed strengths and limitations of existing literature.	
Student cited and referenced works pertinent to the area of study.	
<u>Purpose of Study</u>	
The purpose of the study was clearly stated.	
Supporting literature was provided for hypotheses / research questions	

CRITERION

1	2	3	4	--
Unacceptable	Marginal	Adequate	Excellent	NA

<u>Significance of the Study</u>	
Student identified an area of study that has relevance to professional psychology and in which an original contribution can be made.	
Student placed his or her study in the context of previous work in the area.	
Student made a clear argument for need to conduct research on his or her proposed topic.	
<u>Research Questions / Hypotheses</u>	
Hypotheses / research questions were appropriate and clearly articulated.	
<u>METHODOLOGY</u>	
<u>Participants</u>	
Estimated number of participants is appropriate for the study.	
<u>Design</u>	
Research design is appropriate to address hypotheses / research questions.	
Student demonstrated understanding of relevant constructs and variables to be utilized in his or her study.	
<u>Materials / Measures</u>	
Measures, if utilized, are appropriate for the study (i.e., valid measures of target constructs).	
Description of measures to be used in the study are provided (e.g., dimensional/factorial structure; relevant forms of reliability, validity studies)	
<u>Procedure</u>	
Proposed data collection procedures are appropriate and clearly articulated.	
Proposed data collection procedures are in accordance with TTU's IRB guidelines.	
<u>Data Analysis / Power Analysis</u>	
Student identified and adequately described proposed statistical procedures to be used to analyze data.	
Procedures for handling missing data are described (when appropriate).	
Student addressed need to test most important assumptions of proposed statistical tests.	
Student recognized that, when possible or relevant, s/he would conduct a power analysis to estimate sample size.	
<u>FUNDAMENTAL ELEMENTS</u>	
Student identified an area of study that has relevance to professional psychology and in which an original contribution can be made.	
Student stated the relationship between the study and previous work in the area.	
Student made a clear argument for need to conduct research on his or her proposed topic.	
Student described in detail how the study would be executed.	

CRITERION

1	2	3	4	--
Unacceptable	Marginal	Adequate	Excellent	NA

Proposed data collection procedures are in accordance with APA's Ethical Principles and Code of Conduct.	
<u>QUALITY OF DOCUMENT</u>	
Student adhered to guidelines set forth by the APA Publication Manual (6th edition).	
Document is well organized, written in a clear, concise, and grammatically correct manner.	

Texas Tech University
Counseling Psychology Program
Readiness for Internship Form
Department of Psychological Sciences

Student Name

Year in Program

Date

Rate each item by responding yes or no to the following questions:

Professional Identity: Displays emerging professional identity as counseling psychologist; uses resources (e.g., supervision, literature) for professional development
Individual and Cultural Diversity: Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation with diverse others.
Ethical Legal Standards and Policy: Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations and can apply ethical decision-making models.
Affective Skills: Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively
Relationships: Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines
Scientific Knowledge and Methods: Values and applies scientific methods to professional practice.
Evidence-Based Practice: Demonstrates knowledge, understanding, and application of the concept of evidence-based practice.

Self-Assessment: Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills.
10. Intervention: Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.
Consultation: Seeks consultation regarding complex ethical and legal dilemmas
Skills: Displays clinical, therapeutic, and psychoeducational skills.
Supervision: Effectively participates in supervision and provides helpful supervisory input in peer and group supervision.
Assessment: Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity.

Student demonstrates readiness for internship placement.

Yes

No

Program Director Signature

Date

Adapted from the APA Counseling Psychology Core Competencies, Essential Components, Behavioral Anchors and Examples

Relevant Documents that Illustrate the Department of Psychological
Sciences' Commitment to Academic Assessment

Minutes of Counseling Faculty Meeting

January 13, 2009

Attending: Drs. Cook, Garos, Hardin, Hendrick, Richards, Robitschek, and Graduate Student Rep: Erin Logue

Modifications to the process of grading written qualifying examinations were discussed, and some changes were confirmed. Additional changes were discussed and will be discussed again at a later time.

Admissions matters were discussed, including the number of advisees that each faculty member was interested in having.

The new uniform Chancellors' Fellowships form was approved. Thanks to Chris Robitschek!

External research and service practica supervised by counseling faculty were verified.

Counseling faculty who are not supervising practicum this semester will supervise first-year students in doing screenings and will send their schedules to Drs. Morgan and Richards. Each faculty member will supervise one of the five first-year students.

In 2009, students will be able to submit paperwork to receive their MA in Psychology in May or after Summer II. Thereafter, MA degrees will only be awarded after Summer II.

Faculty discussed the number of credit hours required for registration in practica after the initial five required practica are completed. This matter will be discussed at a later time.

The counseling faculty supports the opportunities afforded students for experience in group observation and facilitation at the Student Counseling Center. Information has been circulated to counseling faculty and students.

The faculty discussed an issue regarding teaching of research methods, and suggestions were offered.

Sheila informed the faculty that Banner training is no longer required. She also reminded faculty that they have access to eLearning, an on-line course management system, through Raiderlink. She can provide more specific information for anyone interested.

Minutes provided by Susan Hendrick with help from Erin Hardin.

Nov 24, 2009
Counseling Division Meeting Minutes

Notes: Erin

Present: Stephen Cook, Sheila Garos, Erin Hardin, Julie Harris Heston, Steve Richards, Chris Robitschek

The meeting commenced at 3:30 when Steven Richards made everyone, but especially Erin, happy by providing very tasty cookies.

Student Rep Issues

The student representative indicated that there is some confusion among students about registering for 5001, 5001, and 8000 credits for spring after an email from Roman Taraban. Sheila Garos will ask Dr. Taraban for clarification, as well as for faculty to be cc'd on such future emails to students

Old Business

- 1) Supervision and consultation course
 - Erin provided updates about the structure of the supervision and consultation course for spring. All faculty present agreed that beginning Spring 2010, all first-year students would be expected to see a recruited client as part of their spring pre-practicum experience, which would be supervised by an advanced student in the supervision course.
 - Students in the 1-credit didactic course, which will eventually be required of all students, will receive a letter grade for the course (as opposed to P/NP).
- 2) Diversity statement
 - Chris and Erin have been working on drafting this. They reported that the statement will focus on process (e.g., valuing engagement with self-exploration, struggling with challenging questions, etc.). A draft statement will be provided soon.
- 3) Discussion of completing the procedure for Qualls in the handbook was tabled for a future meeting.
- 4) Sheila is still working on the internship evaluation form and will have a draft for review soon.

New Business

- 1) Review drafts
 - Faculty agreed that the program brochure should state the program takes “5 – 6 years” to complete.
 - We discussed changes to the degree plan Bob and Steve have been working on. Specifically:
 - i. Concern was raised about all counseling psychology students taking PSY 5338 Psychopathology in their first semester in the program, as well as concern about students taking it after their first year. As a compromise, Sheila will explore the possibility of offering 5338 in

the Spring, rather than the fall. In this case, PSY 5334 Theories would likely be moved to fall.

- ii. Given students' need to take a multicultural course before quals, and the fact that 5396 Multicultural Counseling Seminar is only offered every other year, the degree plan will be altered so that Spring of Years 2 and 3 lists *ADV STATS (e.g., SEM or MANOVA) or 5396/5398*. PSY 5309, Clinical Neuropsych. Assessment will be removed from the plan, as it is not a required course.
 - The therapy competency forms Sheila sent out by email were briefly discussed. Erin and Chris will incorporate these into their drafts of practicum competency forms, which will be sent out soon.
 - Sheila asked all faculty to look over the 7000 / 8000 competency forms and provide feedback.
- 2) Needs for program expansion were discussed.
 - a. It was agreed that at a bare minimum, we would need increased TA funding in order to bring in even one additional student; to bring in 2 students would require TA funding and a new faculty line.
 - b. Ideally, we would also want additional space.
- 3) The question of whether we needed a uniform standard for considering applications from students who want to do additional paid externships was discussed. We decided no such standard is needed, as it would only box in students and faculty, and we are satisfied with the current process of reviewing petitions on a case by case basis.
- 4) Discussion of having students as part of faculty hire committees was tabled for a future meeting.
- 5) Applications for two new practicum sites will be distributed by email for approval.

The meeting adjourned at approximately 5:10pm.

September 16, 2010
Division Meeting Minutes

Present: Cook, Garos, Gross, Hardin, Morgan, Richards, Robitschek

We welcomed this year's student representative, Nicole Gross.

Old Business

- 1) We continued our discussion of better communicating to students in practicum the limits of confidentiality on information shared in supervision.
 - a. Faculty agreed these limits extended to all courses, private conversations outside of courses, etc.
 - b. Faculty agreed that any information relevant to a student's performance, professional behavior, or development could be shared with the full division faculty, but that the involved student(s) would be informed first.
 - c. Sheila will draft a statement for the handbook and circulate by email.
 - d. Bob will draft a statement that could be included in course syllabi and will circulate by email.
- 2) Stephen made a motion that the SCC practicum no longer be required for students. After some discussion, the motion failed (5:2).
- 3) The issues of how many credits students must register for and when they carry those credits when enrolled in the clinic practicum in the summer were discussed.
 - a. Program faculty agreed that beginning summer 2011, all students enrolled in practicum in the psychology department clinic must enroll for a total of 6 credits.
 - b. The number of credits per session (3-3, 5-1, 1-5, etc.) was determined to be a departmental, not program issue. Sheila will follow-up.
 - c. The faculty noted that Bob did good. We expect he has one more left this academic year.

New Business

- 1) Sheila reminded us to keep issues related to the recent law suit regarding religious beliefs and student remediation on our radar. She is following on the CCPTP and other listserves.
- 2) Sheila reported the form students will use to evaluate their internships placements is now complete and ready for use.
- 3) Sheila reported that she is working on converting all program forms to a fillable pdf format.
- 4) Sheila reported that she is compiling our program data for the past 10 years and we are actually in pretty good shape. Faculty should expect emails in the near future requesting information.
- 5) We briefly discussed whether or not to include statements in our handbook about appropriate use of social networking sites such as Facebook and decided not to.

- 6) We briefly discussed students' legitimate desire for more specific information about what to expect from the new Qualifying exam process. This issue is tabled while the faculty work on making sure we understand what to expect from the new process.
- 7) Sheila will circulate an email requesting feedback on strengths and weaknesses for the students applying for internship.

Student Rep Issues?

None

Counseling Psychology Program
Division Meeting Minutes
October 25, 2011

Present: Sheila, Stephen, Susan, Steve, Chris

Absent: Erin H (on leave), Erin M-M, Bob

Guest: Lee Cohen

Minutes: Chris

Old Business

1. Sheila shared feedback she received from students regarding the new qualifying exam procedures and the cohort meetings at the end Spring 2011.
2. Discussed the CRSPP report; this is aspiration regarding specializations within psychology
3. Discussed the possibility of formalizing/standardizing a statement to include in all internship letters from program director regarding readiness – similar to CUDCP statement; Sheila will explore if CCPTP has anything comparable.
4. Sheila informed us that the EC will be discussing the issue of possible waiver of work study for internship applicants
5. Faculty voted unanimously to drop the Completion of Written Prequalifying Examination (7000) Form from our paperwork, due to replication of documentation.
6. We discussed the topic of when to start prac with students who enter the program with a relevant and applied masters degree. It was determined that students can petition the Counseling faculty if they would like to start practicum earlier than the Fall of their second year OR if they would like to waive the 1 credit prepracticum Spring of the first year.

New Business

7. We discussed a confidential program process issue.
8. Sheila reported that the EC is considering an increase in course fees for some courses.
9. Chris will be adding a lab to PSY 5308: Vocational Psychology. This lab is already on the books. Chris will work with Lee to make the needed changes to the course number and work with Roman to secure a TA for the lab section.
10. Reviewed existing procedures on qualifying exams. Tabled discussion until full Counseling faculty are available to participate.

Counseling Psychology Faculty Meeting
November 18, 2014

Present: Kevin Harmon (Student Representative), Stephen Cook, Sheila Garos, Robert Morgan, Mike Parent, Steve Richards, Chris Robitschek, Brandy Piña-Watson.

Follow-ups from last meeting

1. Victoria Henderson gathered data on the graduation rate of the program over the past 50 years. (A few days after this meeting, Stephen announced that 285 people have graduated with Ph.D.'s in Counseling Psychology from Texas Tech University since this doctoral program was first accredited by APA.) Stephen suggested possibly having a cake at the department holiday feast. It was suggested that this information be sent to Lee.

New Business

1. Counseling Psychology Colloquium—Stephen brought up the topic and solicited feedback on the interest of the faculty and students on hosting a colloquium in coming semesters. Faculty were interested in reinstating the colloquium, Kevin reported that there would also be student interest. Mike volunteered to “host” in future semesters. Bob and Chris stated they were willing to help Mike in planning/hosting since they have done so in the past. Chris proposed that we postpone the discussion until we are able to decide on a suitable person who would be a good fit. Discussion will be postponed.
2. Discussion about counseling psychology program files and library—Thank you to Sheila for maintain the library. Currently it is housed in the clinic for counseling psychology student use. It was decided that these resources will continue to be housed in the clinic and will be available for all students (across divisions) use. In terms of the program files, student misconduct files will be kept for a minimum of 6 years (as per university policy). Stephen will work with Sheila to determine which files should be maintained.
3. Procedure for reviewing a petition to transfer developmental psychology course—Stephen will contact the current instructor of the course (Malinda Colwell) to determine if she would be willing to review the syllabus based on course mandates. (After being contacted following this meeting, Dr. Colwell graciously agreed to review the petition.)
4. Forensic Practicum Issue—Bob proposed developing a specialized program for his students who are interested in forensic internships. He stated that his students are at a disadvantage in terms of the number of assessment hours they have when applying to internship, which prohibits them from applying to top sites in the area. The faculty was supportive of him moving forward in the development of a graduated/developmental assessment track for his students to be proposed in a future faculty meeting.
5. Proposed changes in policy around competency rating forms for PSY 7000 project and dissertation:
 - a. “The faculty member serving as chair of the research project (i.e., first reader for the 2nd year project, chair of the dissertation committee), or the student’s

designated academic advisor if the dissertation chair is from another division, shall complete the identifying information at the top of these forms (i.e., student's name, year in program, title of project) and forward to other committee members (i.e., second reader for the 2nd year project, dissertation committee members for the dissertation) for them to complete." Stephen motion to accept; Sheila seconds. 6 approve, 0 oppose, 1 abstain. Passed.

- b. "For the PSY 7000 project, the chair shall complete the associated competency form at the point of determining whether the written manuscript meets the associated competency requirements. The second reader shall complete the associated competency form whenever a draft of the manuscript is reviewed in order to determine whether the manuscript meets the associated competency requirements." Stephen motion to accept; Bob seconds. 3 approve, 4 oppose, 0 abstain. Does not pass.
- c. "For the dissertation proposal and defense, the forms shall be completed during the respective committee meetings after the student has been excused from the room, in order to determine whether the dissertation proposal or final project has satisfied the associated competency requirements." Stephen motion to accept; Bob seconds. 7 approve, 0 oppose, 0 abstain. Unanimously passes.
- d. "The completed forms (title page, graduate school signature page, program competency forms) will be collected by the faculty chair of the research project, who shall provide copies to the student (if not done already) and forward a set of original hard copies to the program director." Stephen motion to accept; Chris seconds. 7 approve, 0 oppose, 0 abstain. Unanimously passes.
- e. Sheila will consider drafting a policy about the number of times students can revise their research comps.

Issues from the Students (via Kevin)

1. Kevin stated that students are interested in having more classes offered in the fall/summer due to a lot of classes being offered in spring semesters. The department's executive committee is currently looking into the structure of when courses are offered to help with this issue.
2. A student inquired about the feasibility of student counselor availability when assigning clients. Sheila stated this is not something that the co-directors will manage, and it is acceptable for students to decline clients that do not fit their availability.

Student excused for confidential discussion

1. Discussed the number of students enrolled for spring practicum. Still need one student to split the practicum class.

Executive Committee Meeting
Department of Psychological Sciences
September 5, 2017
Minutes: Steve Richards

- I. Approval of May EC Meeting minutes
- II. Announcements (Morgan)
- III. Graduate Student Numbers
- IV. Summer Funding for Graduate Students (Morgan)
- V. Graduate Student Workload (Morgan)
- VI. Organizing Second Year Talks
- VII. Discussion of Department Core/Breadth Courses (Serra)
 - a. **Clarification needed:** Is the intent "breadth" or "core"?
 - i. If "core", why isn't a clinical course required?
 - b. I do recall that we previously voted as a department to allow each program to determine which course(s) counts in each category for their students. But, I do not think this policy fits with a departmental level requirement. As a departmental requirement, the courses that count should be determined by a full faculty vote or by a representative body of the department (i.e., the GPC). There should be clear criteria that courses that count as core need to meet. For example, if the Cognition & Cog Neuro course counts as the cognitive core, why does perception also count for exp students? Cog & Cog Neuro covers a broad range of topics, whereas perception only covers perception - a single topic within the cognitive umbrella. How is it therefore a core or breadth course? **I propose that we take back the power to decide the courses from the three programs and return them to the department or a department level committee.**
 - c. The department handbook (page 8) lists the following four "breadth" (not core) topics: Biological Bases of Behavior, Cognitive Bases of Behavior, Social Bases of Behavior, and Applications. However, only the experimental program uses these four categories. The clinical and counseling programs replace applications with developmental. When was this voted on by the full faculty? Again, as a departmental requirement, there should be some consistency. **I propose that all three programs should have the same core/breadth topics required.**

(This item was a pre-cursor discussion regarding the later reduction of courses for the Experimental Psychology Program)

Executive Committee Meeting
Department of Psychological Sciences
January 16, 2018
Minutes: Keith Jones

- I. PSY1300 Research Requirements this semester (Serra)
 - a. Zach, Lindsay, and Kelly will participate in this discussion
- II. Approval of November EC Meeting minutes (submitted by Roman Taraban)
- III. Announcements (Morgan)
- IV. Classrooms/research space problem-solving (Morgan)
- V. Fall Courses (Amelia)
(This item pertained to reducing the teaching load of our graduate students from 2 per semester to 1 per semester)
- VI. Student Petition (Richards)
- VII. Admissions (Morgan)
- VIII. Admissions Applications – Grad School Application System (Serra, Garos & Richards)

Experimental Faculty Meeting Agenda – 10/31/2017

Present: Alquist, Davis, DeLucia, E. Greenlee, L. Greenlee, Hohman, Ireland, Jones, Klein, Marshall, Scolari, Serra, Sherman, Talley, Tang, Taraban, Young

Absent:

Minutes: L. Greenlee

1. Deadline for Fall 2018 Applications?

- a. Currently there are different due dates throughout the system.
- b. Need to agree upon and set one date.

2. Continued Business: Setting Reasonable Deadlines for Completion of Degree Milestones

- a. Draft text for the handbook for approval:

Recommended Timeline for the Completion of Major Milestones for the Ph.D.

As noted elsewhere in the handbook, experimental graduate students are required to complete both the presentation and written components of the second-year project by the end (August) of their second year in the program and can be dismissed from the program for not meeting this expectation. The completion of the Ph.D. within a reasonable amount of time, however, requires that students meet *all* of the milestones for the degree in a timely fashion—not just the second-year project—regardless of whether or not there are explicit consequences noted for not doing so. To this end, the experimental faculty *recommend* the following timeline for the completion of the major degree requirements:

1. Complete the presentation for your second-year project during the Fall semester of your 2nd year in the program
2. Complete the written paper and have it approved by two readers (or defend your formal thesis) for your second-year project during the Spring semester of your 2nd year in the program
3. Pass your qualifying exam by the end of your 3rd year in the program
4. Propose your dissertation by the end of your 4th year in the program
5. Defend your dissertation by the end of your 5th year in the program

Although currently there are no formal consequences for missing any of the above deadlines, the experimental faculty consider your timely progress through the program as part of their annual evaluation of your performance. Students who fall behind several of the milestones noted above can be dismissed from the program for failure to make timely progress. Further, you are expected to complete the degree requirements and graduate before accumulating 99 graduate credit hours. The major consequence for failing to graduate before accumulating 99 credit hours is that the university will charge you out-of-state tuition for any additional credits.

This topic refers to continued discussion of setting a clearer timeline for the completion of our degree program milestones.

3. Further Discussion of Breadth Requirements

This topic refers to continued discussion of the idea of reducing the course requirements for the Ph.D. in experimental psychology.

Experimental Faculty Meeting Agenda – 11/21/2017

Present: Alquist, Davis, DeLucia, E. Greenlee, L. Greenlee, Hohman, Ireland, Jones, Klein, Marshall, Scolari, Serra, Sherman, Talley, Tang, Taraban, Young

Absent:

Minutes: Ireland

1. Continued Business: Setting Reasonable Deadlines for Completion of Degree Milestones

- a. The idea to suggest milestones and timelines and including them in the handbook was approved last meeting
- b. Our discussion of the specific milestones and timelines was perhaps rushed; we will continue to refine them next semester, well ahead of the next version of the handbook for Fall 2018

This topic refers to continued discussion of the idea of setting a clearer timeline for the completion of degree program milestones.

2. Update: Inconsistent degree auditing of EXPR PhD students

- a. PSY 7000 can count as coursework; 6000 and 8000 cannot (PSY 7000 was not initially counted)
- b. EXPR PhD requires “90-120 credits” based on records (Grad School, TTU Catalog, SACS, THECB), so that is what our students get audited against
 - i. Our current plan actually requires 75 credits – students need an additional 24+ credits of courses (or PSY 7000) to pass an audit
 - ii. Grad school recommends we submit a request for a reduction, for example to “60-90 credits”
 - iii. Grad school also recommends we request an exemption to the 99-credit rule as CLIN and COUN have

3. Student Petition – Reduced 7000 Enrollment

- a. See separate letter

4. Presentation and Discussion of Degree Plan Proposal(s)

- a. Davis & Scolari Proposal – see distributed proposal

This topic indicates that the final draft of our plan for reducing the course requirements for the Ph.D. in experimental psychology was presented at this meeting, discussed, and voted on for approval. It then went on to be approved at the next full-department faculty meeting.

Experimental Faculty Meeting Agenda – 1/30/2018

Present: Alquist, Davis, DeLucia, E. Greenlee, L. Greenlee, Hohman, Ireland, Jones, Klein, Marshall, Scolari, Serra, Sherman, Talley, Tang, Taraban, Young

Absent:

Minutes: Jones

1. Degree Plan Proposal

- a. Passed the department vote!
- b. Will show up in the Fall 2018 handbooks
- c. Will review changes with the expr students in the meantime

(This item is evidence that the proposal to reduce our courses was approved by the department faculty at the previous department meeting and will go into effect in Fall 2018)

2. Proposal: language for 7000 enrollment (Alquist)

- a. See handout

3. Admissions for Fall 2018

- a. When should visit/interview day be held?
- b. We have 5 admission slots, 2 recruitment fellowships (\$16k each)
 - i. These fellowships CANNOT be taken away once offered
 1. If offer is turned down, CAN be offered to someone else
 - ii. CANNOT be offered to a student who has accepted admission
- c. We seemingly want to admit more than 5 new students
 - i. Updated count?
- d. How can we decide the rank-order for admissions?
 - i. Admission and fellowship ranking: the same?
 - ii. At least 1 admission must be HF

4. Changes to the admissions materials

- a. Any changes we'd like made for next year?
- b. Now is the time to discuss these ideas

5. Continued Business: Setting Reasonable Deadlines for Completion of Degree Milestones

- a. The idea to suggest milestones and timelines and including them in the handbook was approved last semester

b. Our discussion of the specific milestones and timelines was perhaps rushed; we can continue to refine them before Fall 2018

(This item regards our discussion of setting reasonable milestones to help guide our graduate students in making timely progress through the program)

Wording for 7000 enrollment requirements:

Current statement copied from handbook

Pre-Dissertation Research

In addition to continuous involvement in research is expected as evidenced by (a) a minimum of 15 hours of enrollment in PSY 7000, and (b) enrollment in PSY 7000 for 3 credit hours during each long semester and one summer term each year.

When organized courses total 7 credit hours (e.g., a 4-credit stat course and a 3-credit content course) in a given semester, it is permissible for the student to enroll in 2 credits of 7000 (or 6000) instead of 3 credits. This reduction, however, does not reduce the expected amount of time or effort the student should spend on research, which should always be a primary focus

Proposed new statement

In addition to organized coursework, continuous involvement in research is expected. This will include registering for (a) a minimum of 15 hours of enrollment in PSY 7000 before graduation, and (b) enrolling in PSY 7000 for 3 credit hours during each long semester and one summer term each year.

There are two potential exceptions to enrolling for 3 credit hours of PSY 7000 each semester.

1. When organized courses total 7 credit hours (e.g., a 4-credit stat course and a 3-credit content course) in a given semester, it is permissible for the student to enroll in 2 credits of 7000 (or 6000) instead of 3 credits.
2. Sometimes course schedules may result in three infrequently-offered classes being offered in the same semester. In rare circumstances, a student may register for three 3-credit organized courses and no PSY 7000 credits in a semester. Students who wish to do this must discuss it with their advisor and obtain written permission (an email record is fine).

Students should only undertake these options if they can do so with no decrease to their research productivity. A reduction in 7000 credit hours does not reduce the expected amount of time or effort the student should spend on research, which should always be a primary focus.

Experimental Faculty Meeting Agenda – 2/20/2018

Present: Alquist, Davis, DeLucia, E. Greenlee, L. Greenlee, Hohman, Ireland, Jones, Klein, Marshall, Scolari, Serra, Sherman, Talley, Tang, Taraban, Young

Absent:

Minutes: Hohman

1. Admissions for Fall 2018

- a. Interview Day is scheduled for Monday, February 26
- b. We have 5 admission slots, 2 recruitment fellowships (\$4k per year for 4 years), and 3 small scholarships (\$1,000 for one year)
 - i. These fellowships CANNOT be taken away once offered
 - ii. CANNOT be offered to a student who has accepted admission
- c. How can we decide admission / money rank order? **Proposal:**
 - i. For any faculty member who plans to admit a student, I will need a blurb (200 words maximum) that highlights the strengths of that applicant. It's up to you to decide what the strengths of your applicant are. We all have access to all applicants in the system, so we can refer to other aspects of their materials if need be. Blurbs can of course reference interview day impressions or relevant info. Blurbs due to Mike on Thursday, March 1, by 5 pm. Voting will occur thereafter online via Qualtrics.
 - ii. For every applicant, even those who will be supported by grants, we will need a simple vote on acceptability for the program.
 - iii. We will also need a rank-order vote of all acceptable applicants. For students who would be supported by the department (not by grants), this will serve two purposes: this will determine the order of admissions offers as well as the priority ordering for fellowships and scholarships. I will not maintain two orders, and all students voted acceptable will be in the running for fellowships and scholarships. For students who would be supported by grants, this ranking will only determine priority for fellowships or scholarships.
 - iv. One caveat is that we must guarantee that the HF area gets at least one student, as determined by the department chair. So, at all times, at least one accepted or outstanding offer must be to an HF applicant. This means we *might* have to skip someone in order for the next HF applicant to receive an offer. Given the numbers we are dealing with, however, it seems likely that at least one HF applicant would naturally have an offer without having to jump one up the list. Just for simplicity and given the need to obtain at least one HF student, any jumping of order would include a jump in the priority for both fellowships and scholarships.

2. Changes to the admissions materials

- a. Any changes we'd like made for next year?
- b. Now is the time to discuss these ideas
 - i. Changes to what is requested / required in the system?
 - 1. Personal statement
 - 2. Résumé or CV
 - ii. Pre-selecting interview day date?

3. Continued Business: Setting Reasonable Deadlines for Completion of Degree Milestones

- a. The idea to suggest milestones and timelines and including them in the handbook was approved last semester
- b. Our discussion of the specific milestones and timelines was perhaps rushed; we can continue to refine them before Fall 2018
 - i. **Current Suggested Deadlines:**
 - 1. Complete presentation for your second-year project during the Fall semester of 2nd year in the program
 - 2. Complete written paper and have it approved by two readers (or defend your formal thesis) for your second-year project during the Spring semester of 2nd year in the program
 - 3. Pass qualifying exam by the end of 3rd year in the program
 - 4. Propose dissertation by the end of 4th year in the program
 - 5. Defend dissertation by the end of 5th year in the program

(This item involves further discussion of our setting a timeline for program milestones to help guide our graduate students in completing the degree requirements in a timely fashion).

4. New Business: Eliminating Summer Requirement for Enrollment?

- a. Departmental, not grad school, requirement
- b. Potential Plusses:
 - i. Boosts SCH to the department
 - ii. Conveys importance of summer research
 - iii. Might take organized courses, finish requirements sooner
- c. Potential Negatives:
 - i. Credits count against 99 credit rule
 - ii. Students complain that they must register yet we really don't offer organized experimental grad courses in the summer
 - iii. Students might take courses in the other areas or in other departments of lesser value to them (training wise) instead

iv. Would require a departmental vote, if experimental passed it

Faculty Meeting
Department of Psychological Sciences
September 19, 2017
Minutes: Roman Taraban

I. Introduction of Guest

II. Approval of minutes (April meeting)

III. Recognitions

IV. Announcements

V. Graduate Student Workload and Summer Funding

VI. Graduate Student Recruitment (Morgan & Jones)
a. 13 year trend

VII. CL Requirement (Greenlee)

VIII. NIH and Clinical Trials Research (Delucia and Young)

IX. Course Proposals (Van Allen/Borrego and Scolari)

X. Department Breadth Requirement (Serra) – Time Permitting

This topic refers to the first presentation of a plan to reduce the course requirements for the Ph.D. in experimental psychology to the full department faculty. Time was limited, so the basic idea was discussed but no vote occurred.

XI. 5-Minute Exercise

Faculty Meeting
Department of Psychological Sciences
October 24, 2017
Minutes: Joaquin Borrego

I. Approval of minutes (September meeting)

II. Announcements (Morgan)

III. Summer Teaching (Morgan)

IV. Retention (Morgan)

V. Psychology Core (Serra)

This topic refers to the first presentation of a full plan to reduce the course requirements for the Ph.D. in experimental psychology to the full department faculty. This version of the plan was not approved, but the plan was further refined in experimental program meetings and later was approved by the full department. See other agenda files for later occurrences.

VI. Course proposal (L. Greenlee)

VII. PSY240 (Stats) Pre-Reqs (L. Greenlee)

VIII. Approach to student requests for independent or directed course of study (Young)

IX. 5-Minute Exercise

Faculty Meeting
Department of Psychological Sciences
December 12, 2017
Minutes: Pat DeLucia

I. Approval of minutes (December meeting)

II. Announcements (Morgan)

III. Lab section added to PSY4380: Intermediate Statistics (Klein)

IV. Excused absences and exam make-ups (Borrego)

V. Committee Reports (no more than 2 min per report)

- a. Research Committee (Littlefield)
- b. UG Program Committee (L. Greenlee)
- c. Grad Program Committee (Klein)
- d. Diversity Committee (Robitschek)
- e. Awards/Recognition Committee (Marshall)
- f. Psych Club/PSI CHI (Cribbet and Schmidt)
- g. Scholarship Committee (Epkins)

VI. Experimental Core (Davis)

This topic indicates when the plan for reducing the course requirements for the Ph.D. in experimental psychology was presented, discussed, and approved by the full department faculty.

Supplemental Evidence that Department of Psychological Sciences'
Faculty Members are Engaged in Academic Assessment

PSY 1300: "Closing the Loop" Course-Assessment Report (SACSCOC)

Michael J. Serra (PhD), *Assistant Professor, Department of Psychology*
Faculty Supervisor, PSY 1300

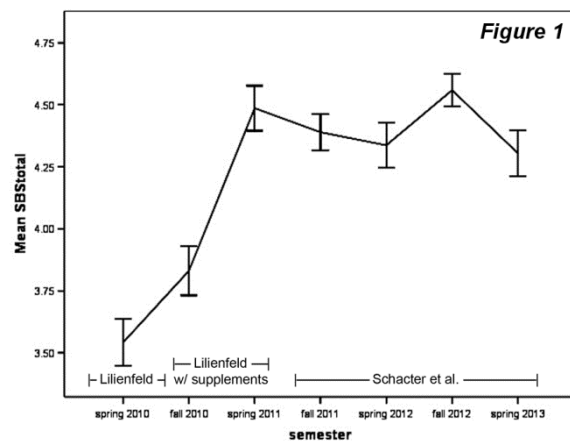
This report to SACSCOC details several outcomes stemming from my assessment of PSY 1300 (General Psychology) since I began supervising the course in Fall 2009. More specifically, I describe outcomes, changes, and future directions for the development and improvement of this course in response to my ongoing assessment of the course. SACSCOC refers to this process as "closing the loop".

Assessment Focus. Since taking over supervision of PSY 1300 in Fall 2009, I have had three major goals for the course: (1) to increase students' understanding of all sciences and the scientific method employed in research, (2) to increase students' understanding of psychology as a scientific field that focuses on empirical research, and (3) to increase students' interest in psychology and enjoyment of the PSY 1300 course as an introduction to that topic. Towards these ends, I made these outcomes the focus of my assessment and reaching them the reason for changes to the course across semesters.

Below, I report end-of-semester course-assessment data from the seven most recent long semesters (Spring 2010 through Spring 2013).¹ Responses are from 3,965 students enrolled in PSY 1300 across those semesters who opted to complete the end-of-semester course assessment. Of greatest relevance to the above goals are (1) these students' performance on test questions designed by members of the university's social and behavioral science (SBS) core-curriculum committee to assess understanding of social-science research methodology, (2) their responses to the psychology as a science (PAS) questionnaire (Friedrich, 1996), and (3) their responses to questions about their level of satisfaction with the course and their instructor. I discuss outcomes relevant to each of these measures below in turn.

First, however, there are some important events that should be noted. During AY2009-10, I used *Psychology: From Inquiry to Understanding* by Lilienfeld, Lynn, Namy, & Woolf (henceforth, "Lilienfeld") as the main textbook for the course (as had the previous course supervisor). For AY2010-11, I continued to use this textbook as the main textbook for the course, but supplemented it with several outside chapters (provided by the publisher) that focused on psychology as a science (*How to Think Straight About Psychology* by Stanovich) and that explained the difference between science and pseudoscience (*Scientific Perspectives on Pseudoscience and the Paranormal* by Lawson). Since AY2011-12, I have been using *Psychology* by Schacter, Gilbert, & Wegner (henceforth, "Schacter") as the main textbook for the course (without any additional supplements). My reason for these changes in course material was to increase the amount of content in the course that focused on psychological research methods and psychology as a science. I will discuss the target outcome measures in the temporal context of these changes to the course materials. These phases are indicated above the x-axis on all figures.

SBS Questions. I first report the sample's performance on 20 multiple-choice questions developed by members of the university's SBS core-curriculum committee to assess students' understanding of social-science research methodology. As part of the end-of-semester course assessment for PSY 1300, each student answered 10 of these 20 questions (a set of 10 was randomly-selected for each student by the survey software I used to administer the assessment). Figure 1 presents the mean number of questions (out of 10) answered correctly by students in each of the seven semesters (the error bars are one standard error of the mean). Although the overall performance on these questions is modest,² it is nevertheless apparent that students' performance on these questions has

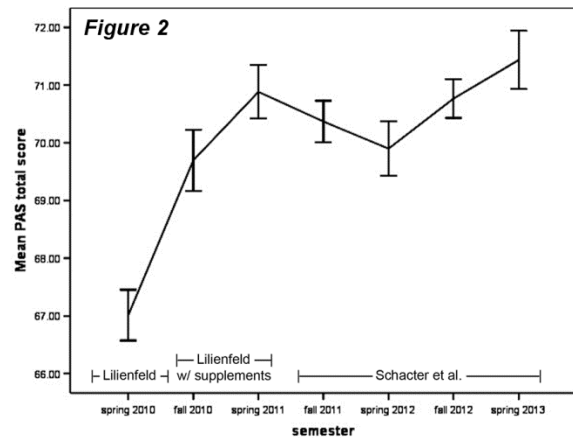


¹ Note that although I assumed supervision of PSY 1300 in Fall 2009, the course assessment I conducted in that semester utilized different measures than those reported here. As such, it was not informative to present those data in the present report, as they were not directly compatible with the data from later semesters.

² These questions are quite difficult in terms of wording and scenarios, so the level of performance is perhaps not surprising.

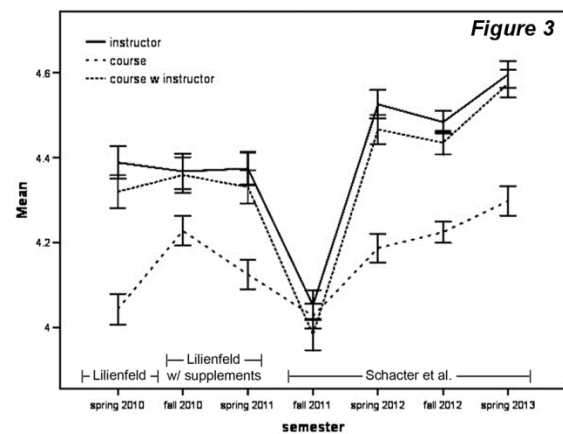
improved over the semesters. Further, these improvements in performance have coincided with my changes in the course materials towards textbooks and readings with greater coverage of psychological research methods and the findings of empirical research. For example, students performed significantly better on the SBS questions when Schacter was the textbook than when Lilienfeld (with supplements or not) was the textbook ($p < .001$). That said, additional comparisons revealed that students performed just as well on these questions when Schacter was the textbook as when Lilienfeld with supplements was the textbook, and in both of these cases performed better than with Lilienfeld alone. Therefore, using materials with a greater emphasis on science and research methodology was associated with an increase in students' objective understanding of research methodology as measured by these questions.

PAS Questionnaire. The psychology as a science (PAS) questionnaire (Friedrich, 1996) is designed to assess how strongly respondents feel that psychology is a science, that training in research methodology is important, and that behavior can be determined or predicted. Higher scores on this measure indicate greater agreement with these ideas (scores can range from 15 to 105). Figure 2 presents the mean PAS score for PSY 1300 students in each of the seven semesters (the error bars are one standard error of the mean). The pattern observed in Figure 2 closely mimics that in Figure 1: students' scores on the PAS have increased over the semesters, and these increases have coincided with my changes in the course materials.



More specifically, students had higher scores on the PAS questionnaire when Schacter was the textbook than when Lilienfeld (with supplements or not) was the textbook ($p < .001$). That said, additional comparisons revealed that students had equally-high scores on the PAS questionnaire when Schacter was the textbook as when Lilienfeld with supplements was the textbook, and in both of these cases had higher scores than with Lilienfeld alone. Therefore, using materials with a greater emphasis on science and research methodology was associated with an increase in students' endorsement that psychology is a science and that learning about research methodology is important. The concordance between the patterns in Figures 1 and 2 is especially noteworthy when one considers that the PAS questions measure students' *subjective endorsement* of issues related to psychological research methodology, whereas the SBS questions measure students' *objective understanding* of issues related to psychological research methodology.

Course and Instructor Ratings. To gauge students' satisfaction with PSY 1300, as part of the course assessment I had them rate their instructor, the course, and the course *with that instructor* each on a 5-point Likert scale (5 = Excellent, 4 = Good, 3 = Average, 2 = Poor, 1 = Terrible)³. Figure 3 presents the mean course and instructor ratings for PSY 1300 in each of the seven semesters (the error bars are one standard error of the mean). The dip in numbers in Fall 2011 co-occurred with my switch to Schacter as the main textbook, and most likely reflected a period of adjustment for the course, as all instructors were using a new book with new resources that they were less familiar with⁴. That said, ratings returned to their apparently-normal levels by the next semester. More importantly, if we ignore Fall 2011 (when I switched to Schacter) and compare the three most recent semesters with



³ Although these ratings are likely comparable to the official university course/teaching evaluations, these are *not* the official course evaluations. These are simply ratings of the course and instructor as rated by the students at the time of the assessment.

⁴ No such "dip" is apparent in either Figure 1 or 2, however, which suggests that students' ratings of the course and their instructor were largely independent of their performance on the SBS questions and of their response to the PAS questionnaire.

Schacter as the textbook (Spring 2012 through Spring 2013) to the last three semesters with Lilienfeld as the textbook (Spring 2010 through Spring 2011), students were significantly more satisfied with the course ($p < .001$), with their instructor ($p < .001$), and with the course with that instructor ($p < .001$) when Schacter was the textbook than when Lilienfeld was the textbook (with supplements or not). Further, additional comparisons revealed that students liked the course more when I included supplements with Lilienfeld (and liked the course just as much as with Schacter) than before I included them, but students continued to like their instructor and the course with that instructor more when Schacter was the textbook than when Lilienfeld was the textbook (regardless of whether supplements were included or not).

Correlations between Measures. To consider how the present assessment measures related to each other, I calculated the correlation (*Pearson r*) between them; see Table 1. Students' performance on the SBS questions was positively correlated with their scores on the PAS questionnaire. This suggests that students' understanding of research methodology (SBS) is associated with their endorsement of psychology as a science and of the importance of research training (PAS). Therefore, any changes in the course that might have affected one of these measures likely also affected the other, although the direction of such a relationship cannot fairly be determined from the present analysis. Logically, however, increases in students' understanding of research methodology might be hypothesized to affect their endorsement that psychology is a science and that research is important (rather than vice versa).

Table 1. Pearson correlations between measures

Measure	2	3	4	5
Full Sample (n = 3965)				
1. SBS Total Score	.37***	.03*	.04*	.03*
2. PAS Total Score	--	.19***	.20***	.20***
3. Rating of Instructor		--	.52***	.88***
4. Rating of Course			--	.58***
5. Course w/ Instructor				--
Non-Psychology Majors (n = 3155)				
1. SBS Total Score	.36***	.03	.04*	.02
2. PAS Total Score	--	.21***	.21***	.22***
3. Rating of Instructor		--	.51***	.88***
4. Rating of Course			--	.58***
5. Course w/ Instructor				--
Psychology Majors/Minors (n = 806)				
1. SBS Total Score	.36***	.04	-.01	.06
2. PAS Total Score	--	.10*	.07	.11**
3. Rating of Instructor		--	.56***	.88***
4. Rating of Course			--	.61***
5. Course w/ Instructor				--

* = $p < .05$, ** = $p < .01$, *** = $p < .001$

Interestingly, although students' ratings of the course and their instructor were correlated with each other and with the SBS and PAS scores (see first section of Table 1), the correlations of these ratings with the SBS scores were of a smaller magnitude than were the correlations of these ratings with the PAS scores. This suggests that students' *beliefs* about psychology and research are more closely related to their opinions about the quality of the PSY 1300 course than is their *knowledge* about psychology and research. Importantly, the students who enroll in PSY 1300 are typically not psychology majors (e.g., about 80% of the present sample), which might help explain why students' beliefs about psychology as a science were more important for course (and instructor) ratings than were students' actual abilities to answer questions about research methodology. When I considered these correlations *without* the students who indicated that psychology was their major or minor (middle of Table 1), the overall pattern

and magnitude of the correlations did not change. For the students who indicated that psychology was either their major or their minor (bottom of Table 1), however, PAS was less-related to their ratings of the course and instructor than for the non-psychology majors.

Additional Course Changes. Changing the textbook has not been the only change to PSY 1300 across the semesters under consideration here (although it was the major change). The change in textbook to Schacter also included access to the publisher's online course supplements for both instructors and students. For students this included an electronic version of the textbook, additional online supplemental materials (e.g., videos), and several online study and practice-test resources. Although I do not currently require PSY 1300 instructors or students to utilize these resources, many instructors and students do this on their own, and their use of these materials could have affected the present results in ways that are not accounted for in the present analysis.

Since Summer 2010, I have been teaching a graduate seminar on the teaching of psychology that PSY 1300 instructors usually take before they teach the course (prior to that, the course was taught by the previous faculty supervisor for PSY 1300). Although this course focuses on teaching in general and does *not* focus on the teaching of General Psychology specifically, changes and improvements I have made to that course over the past three years could have also had an effect on the present measures.

Summary. As previously noted, I have three major goals for the continued assessment and development of PSY 1300 as a course: (1) to increase students' understanding of science, (2) to increase students' understanding of psychology as a scientific field, and (3) to increase students' enjoyment of PSY 1300. Based on the present analysis of almost 4,000 PSY 1300 students' responses to the SBS questions, PAS questionnaire, and course/instructor ratings, I have made significant improvements (albeit small in size) in all three of these areas. To summarize the data I presented above, my changes to the course materials (to materials that better explain scientific methodology and depict psychological research in more detail) have been associated with increases in students' performance on test questions designed to measure understanding of scientific research (SBS questions), with increases in students' endorsement that psychology is a science (PAS questionnaire), and with increases in how much they like their instructors and like PSY 1300 as a course. I feel that this is especially important for the field given that PSY 1300 is taken mostly by non-psychology majors. For these students, this might be the only psychology course they ever take. Although other researchers have also been able to demonstrate increases in students' understanding of research methodology, these increases did not co-occur with an increase in students' beliefs that psychology is a science (cf. Holmes & Beins, 2009) as in the present analysis.

Although these improvements have admittedly been numerically small (i.e., small effect sizes), note that they have nevertheless been consistent across semesters and across thousands of students. Here, it is especially important to consider that PSY 1300 is taught every semester *by different graduate students*, with the largest changeover occurring each Fall semester (i.e., mostly graduate students who have never taught the course before). Further, for the graduate students teaching the course each Fall, this is often the first course they have ever taught. Yet, despite the constant changeover in instructors and the level of inexperience many of them have for teaching, I have still managed to demonstrate changes in students' responses to my end-of-semester course assessment as described here across the semesters.

It is also important to note that at no point did I change the content of PSY 1300 to *directly* address the content of the SBS questions or PAS questionnaire. Put differently, I have made no attempt to "teach to the test" for either of these measures. Therefore, the changes in students' responses to these measures across the semesters have presumably occurred indirectly based on the changes I made to the course. I believe that this makes the improvements more valid and meaningful because it suggests that the changes I have made to the course actually had an influence on students' understanding and beliefs about research methodology, rather than that I was simply able to teach them to answer some test questions correctly without understanding what the questions meant or that I convinced them to answer a questionnaire differently without influencing their actual beliefs (cf. Amsel et al., 2009).

Future Directions. In future semesters I will continue to assess the present constructs (understanding of research methodology, endorsement that psychology is a science, course satisfaction) in PSY 1300. Importantly, however, the core curriculum at Texas Tech University is currently under revision. Assuming that PSY 1300 remains a part of the SBS core-curriculum category, I have been informed that multiple-choice measures will no longer be accepted as valid assessments of course learning outcomes. As such,

I will at least need to create a version of the SBS questions used here that do not involve multiple-choice answers, and that better address the SBS committee's new standards for core courses. In the immediate semester(s) after this change, I will first need to validate the new versions of these questions, perhaps by having some students answer the multiple-choice versions and compare their level of performance to students answering the non-multiple-choice versions. After this, I will ask the psychology department's undergraduate curriculum committee to help me set reasonable benchmark standards that students enrolled in PSY 1300 will be expected to achieve each semester (e.g., "80% of students will be able to answer 75% of the assessment questions correctly"). Given the difficulty of the present questions, however, they might not be ideal for such a purpose.

Regardless of the specific measure(s) used, the present results indicate there is plenty of room for growth and improvement in PSY 1300. The present results are informative here, as they suggest that focusing on research methodology in terms of course content (i.e., textbooks or outside readings) is associated with increases in students' responses on the present measures. It might be possible to further increase such responses by increasing coverage of these topics, not only via lecture/discussion/readings, but also by assigning projects or papers that are more related to research methodology than to other content.

Further, the psychology department's undergraduate curriculum committee might consider assessing measures similar to those I used in the present analysis across our majors and minors as they take more courses in psychology. Past research suggests that students are more likely to consider psychology to be a science if they have taken more psychology courses (Bartels, Hinds, Glass, & Ryan, 2009), but this conclusion is likely confounded by students' existing interest in psychology. Further, the present analysis suggests that students who have already selected psychology as their major or minor at the time they take their first psychology course already have a greater belief that psychology is a science than do non-psychology majors/minors. Perhaps a more telling comparison would be to compare students' beliefs that psychology is a science across majors (especially other sciences) and across their college career. If training in research methodology is associated with increases in the belief that psychology is a science, then all students should show increases in this belief as they take more of any type of science course (i.e., regardless of their major). If, however, psychology's "questionable" status as a science reflects a more substantial misunderstanding of both psychology and science in our culture (cf. Stanovich, 2009), then such a change should only obtain for psychology majors/minors; majors in other sciences and especially majors outside of the sciences should show no increase in their belief that psychology is a science over time, and might even show decreases over time as their college training progresses.

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email: michael.serra@ttu.edu

Department Faculty Members' Assessment-Related Accomplishments:

- Dr. Michael Serra (current Director of the Experimental Psychology Graduate Program) serves on the College of Arts & Sciences' IE committee, which performs an annual quality check on the assessment plans for all of the units in the College. He has chaired the Social Sciences Subcommittee two of the three years that he was a part of that committee. The major task of this committee is to perform meta-assessments of the college's degree programs to help ensure and improve the quality of each program's assessment plans.
- In 2014, Dr. Michael Serra (then the supervisor of PSY 1300) was recognized as an "Assessment Champion" by the TTU OPA for his assessment of core-course learning outcomes in that course. We have included the "Closing the Loop" report that he submitted at that time which likely resulted in this recognition.
- In 2015, Dr. Michael Serra (then the department's Undergraduate Director) completely revised our department's assessment plan for our B.A. program. His efforts to this end were acknowledged by the TTU OPA, who later informed us that they use the assessment plan for this program as a "gold standard" example for other departments.
- From 2014-2015, Dr. Michael Serra was selected to serve on the (unfortunately short-lived) Provost's Task Force on Student Success and Retention. As part of his work on this task force, he co-chaired the working group on Academic Enhancements and Interventions along with Dr. Patrick Hughes. Although the scope of this task force was at the university level rather than the department level, the goals of the larger task force and this subcommittee in particular were highly related to student success and to program assessment. In fact, one of the major accomplishments of this subcommittee during the time it was active was to compile a report which pointed out that (1) the university at the time did not keep a list or record of every student intervention program available and what the focus or method of each intervention program was and (2) the university did not require adequate assessment data from these programs and therefore could not demonstrate that any of the programs were effective for enhancing student learning or retention, and did not know if any were ineffective or even had a deleterious effect on student retention or academic performance. It is unknown, however, what changes the university made to address this problem after the Task Force was disbanded.

Student Admissions, Outcomes, and Other Data

Disclosure of Education and Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students

Clinical Psychology Doctoral Program Texas Tech University

The following information is provided to give prospective students, current students, and other interested parties accurate information about our training program. This information is updated on a yearly basis with an update made by October 1st of each year. For prospective students, the information we provide is meant to assist you in making an informed-decision about applying to our doctoral program.

Below, you will find information related to time of completion, program costs, internships, attrition and licensure. In addition, we also include information related to the general characteristics of students who are admitted to our program including number of students who apply, number of offers made, GPA, and GRE scores.

The Clinical Psychology doctoral program at Texas Tech University is accredited by the American Psychological Association (APA) and is a member of the Council of University Directors of Clinical Psychology (CUDCP). The [CUDCP website](#) states: "The member programs of CUDCP support the provision of full disclosure about operations and outcomes of our educational endeavors." In compliance with APA public disclosure guidelines (Implementing Regulation IR C-20) and Responding to the recommendation of the CUDCP Board of Directors, the TTU Clinical Psychology doctoral program provides the following performance and outcome data pertaining to the education of its graduate students:

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred																					
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Total	
Total number of students with doctoral degree conferred on transcript	1		5		6		4		7		3		6		6		4		2		44	
Mean number of years to complete the program	8		6.1		6.8		6.5		6.6		7		6.5		7.2		6.8		6.8		6.8	
Median number of years to complete the program	8		6.5		6.9		7		7		7		6		7.3		6.5		6.8		6.9	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in 5 years	0	0	0	0	0	0	1	25	1	14	0	0	0	0	0	0	0	0	0	0	2	4
Students in 6 years	0	0	4	80	3	50	0	0	1	14	1	33	4	67	2	33	2	50	1	50	18	41
Students in 7 years	0	0	1	20	0	0	3	75	5	71	1	33	1	17	1	17	1	25	0	0	13	30
Students in more than 7 years	1	100	0	0	3	50	0	0	0	0	1	33	1	17	3	50	1	25	1	50	11	25

Course Transfer

It may be that some graduate students have graduate level work completed already in some of the departmental core areas before enrolling in one of our programs, and they wish to present such work in lieu of taking courses at TTU. In such cases the procedure is as follows:

1. Consistent with Graduate School policy, transfer credit will not ordinarily be given for courses completed more than seven years prior to admission to a TTU Psychology graduate program. A student who nevertheless wants such a course considered, should include with the Course Transfer Petition form a memo justifying why the information in this course should still be considered up to date. Approval by the Department and Graduate School is required in addition to the usual Course Transfer petition procedure.

2. The student will submit one original and one copy of the *Petition to Transfer Course Credit* form and the requested documentation (syllabus, papers, etc.) to the DCT. The DCT will forward the transfer petition for review by one or more faculty who teach the course for which the transfer is requested. Upon receipt of the review(s) by the course appropriate faculty, the DCT will notify the student of the decision and place a copy of the petition in the student's Departmental file. Students can submit transfer forms to the DCT for up to twelve (12) credits. Students attempting to transfer more than twelve credits need to petition the clinical faculty.

Students in the Clinical Psychology doctoral program who are considering transferring a course that is considered to be part of the clinical core (e.g., Psychopathology) are encouraged to first consult with their advisor and the DCT. Students need to be aware that for purposes of getting licensed, some state may require that specific courses be taken at the APA-accredited program granting the doctoral degree. This information is provided so that students can make the best informed decision when deciding whether to transfer courses that are part of the clinical core.

Program Costs

Description	2016-2017 1 st -year Cohort Cost
Tuition for full-time students (in-state, w/o TA)	\$3,950 per year*
<u>Actual</u> tuition/fee costs for students with TAs (which is virtually 100% of clinical psychology graduate students in years 1-4)	\$1,898 per year
Tuition for full-time students (out-of-state) (TAs qualify for <u>in-state rates</u> , above, @ \$1,898 per year)	\$7,805 per year**
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	N/A
University/institution fees or costs	Included in tuition (above)
Additional fees or costs to students (e.g. textbooks, conference travel, computer costs, class supplies, etc.)	\$1,050 per year

The proceeding information is based on at least 9-credits (full-time) per semester.

*Students admitted into the Clinical Psychology doctoral program are guaranteed an assistantship (e.g., TA) for the first four years of training (contingent upon good standing in the program and in the department). Given this, a student will not pay the larger out-of-state or in-state w/o TA amounts. With a graduate assistantship (e.g., TA), students qualify for department tuition and fee waivers that cover the majority of the tuitions costs. **For example, during the 2016-2017 academic year, a Clinical Psychology graduate student with TA support paid \$949 per (academic-year) semester in tuition costs.**

**Students with a graduate assistantship (e.g., TA) qualify for in-state tuition costs.

Internship Placement - Table 1

Outcome	Year Applied for Internship																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	7	100	3	100	5	71	8	100	3	100	7	88	7	100	4	100	3	100	5	100
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	7	100	3	100	5	71	8	100	3	100	7	88	7	100	4	100	3	100	5	100
Students who sought or applied for internships including those who withdrew from the application process	7	-	3	-	7	-	8	-	3	-	8	-	7	-	4	-	3	-	5	-

Attrition

Variable	Year of First Enrollment																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	7	-	6	-	5	-	6	-	6	-	6	-	8	-	8	-	7	-	6	-
Students whose doctoral degrees were conferred on their transcripts	6	86	5	83	4	80	2	33	1	17	0	0	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	0	0	1	17	4	67	5	83	7	88	7	88	7	100	6	100
Students no longer enrolled for any reason other than conferral of doctoral degree	1	14	1	17	1	20	3	50	1	17	1	17	1	13	1	13	0	0	0	0

Licensure

Outcome	2007-2017
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	39
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	34
Licensure percentage	87%

Applicant Information: 2007-2017

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Number of Applicants	138	151	124	140	143	126	113	127	141	132	129
Number Accepted for Admission	8	11	7	10	8	8	9	15	10	10	10
Number Actually Admitted	7	6	5	6	6	6	8	8	7	7	9
% offered financial aid in 1 st year	100	100	100	100	100	100	100	100	100	100	100

Incoming Student Qualifications: GREs

	2007	2008	2009	2010	2011	2012	2013*	2014*	2015*	2016*	2017*
GRE Verbal (Mean)	536	548	534	545	592	550	156	159	158	156	157
GRE Verbal (Median)	560	550	530	555	600	570	157	158	159	157	158
GRE Quantitative (Mean)	594	632	628	613	625	668	152	156	156	155	154
GRE Quantitative (Median)	580	630	630	635	635	665	152	156	155	154	155
GRE Analytical (Mean)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Analytical (Median)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRE Writing (Mean)	4.9	4.9	4.4	4.2	4.5	4	4	4	4.4	4.4	4.3
GRE Writing (Median)	4.8	4.5	4.5	4	4.5	4	4	4.5	4.5	4.5	4.5
GRE Advanced (Psychology)	We do not require the GRE Advanced (Psychology) for admission into the TTU Clinical Psychology doctoral program.										

*Reporting new GRE Scores

Incoming Student Qualifications: GPAs

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Undergraduate GPA (Mean)	3.75	3.74	3.75	3.75	3.65	3.79	3.84	3.73	3.74	3.71	3.66
Graduate GPA (Mean)	N/A	N/A	3.98	3.79	4	3.96	3.8	4	4	3.77	3.70

Internship Match Sites: 2010-2011 to 2017-2018

2017-2018:

Children's Hospital of Philadelphia
University of Arkansas for Medical Sciences
VA Western New York Healthcare System
Center for Behavioral Medicine
South Texas VA Health Care System

Philadelphia, PA
Little Rock, AR
Buffalo, NY
Kansas City, MO
San Antonio, TX

2016-2017:

VA Portland Health Care System
Center for Behavioral Medicine
VA St. Louis Health Care System

Portland, OR
Kansas City, MO
St. Louis, MO

2015-2016:

Captain James A. Lovell Federal Health Care Center
University of Oklahoma Health Sciences Center
VA Medical Center-Denver
Rogers Memorial Hospital

North Chicago, IL
Oklahoma City, OH
Denver, CO
West Allis, WI

2014-2015:

Baylor College of Medicine/Texas Children's Hospital
VA Medical Center-Durham
Texas Tech University Student Counseling Center
University of Washington
North Florida/South Georgia VA Health System
Mississippi State Hospital
Baylor College of Medicine

Houston, TX
Durham, NC
Lubbock, TX
Seattle, WA
Gainesville, FL
Whitfield, MS
Houston, TX

2013-2014:

Nebraska Internship Consortium
Wasatch Mental Health
VA Medical Center-Denver
VA Medical Center-Durham
UCSD Consortium/VA Medical Center
University of Miami/Jackson Memorial Hospital
Northwestern University Feinberg School of Medicine

Lincoln, NE
Provo, UT
Denver, CO
Durham, NC
San Diego, CA
Miami, FL
Chicago, IL

2012-2013:

Children's Mercy Hospital
Tripler Army Medical Center

Kansas City, MO
Honolulu, HI

Marcus Autism Center

Atlanta, GA

2011-2012:

Louisiana State University Health Sciences Center
University of Texas-Dallas Student Counseling Center
Baylor College of Medicine
University of Texas Health Sciences Center
VA Sepulveda Ambulatory Care Center
Alpert Medical School of Brown University
VA University of Mississippi Medical Center
VA Cincinnati Medical Center

New Orleans, LA
Dallas, TX
Waco, TX
San Antonio, TX
Los Angeles, CA
Providence, RI
Jackson, MS
Cincinnati, OH

2010-2011:

University of Texas Health Sciences Center
University of Oklahoma Health Sciences Center
VA Cincinnati Medical Center
VA South Texas-Primary Healthcare/Health Psychology
Phoenix Children's Hospital

San Antonio, TX
Oklahoma City, OK
Cincinnati, OH
San Antonio, TX
Phoenix, AZ

Student Admissions, Outcomes, and Other Data

Counseling Psychology Doctoral Program Texas Tech University

The Implementing Regulations for Accreditation of Programs in Professional Psychology directs doctoral graduate programs to provide the public with current information about selection criteria, education and training outcomes and other program data of interest to potential applicants. This information can help students make comparisons between programs when making decisions about where to apply for graduate training.

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred																					
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Total	
Total number of students with doctoral degree conferred on transcript	4		5		7		6		4		7		8		5		6		4		56	
Mean number of years to complete the program	6.5		5.8		5.7		6.8		6.5		6.6		5.8		6.4		5.7		5.5		6.2	
Median number of years to complete the program	7		5		6		6.5		6		6		6		6		6		5		6	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in 5 years	1	25	3	60	3	43	0	0	1	25	0	0	3	38	1	20	2	33	3	75	17	30
Students in 6 years	0	0	1	20	3	43	3	50	2	50	4	57	4	50	3	60	4	67	0	0	24	43
Students in 7 years	3	75	0	0	1	14	1	17	0	0	2	29	1	13	0	0	0	0	1	25	9	16
Students in more than 7 years	0	0	1	20	0	0	2	33	1	25	1	14	0	0	1	20	0	0	0	0	6	11

Students with prior graduate training may be admitted to this doctoral program and are able to transfer up to 15 credit hours for required departmental courses and up to 15 hours for required program courses. All requested course transfers are reviewed by a relevant course instructor and a Counseling Psychology faculty member on a case-by-case basis and must satisfy stated course requirements. Any such courses taken during prior graduate training that are approved for transfer to this doctoral program reduce the number of courses that are required for completion during a student's time in this doctoral program.

Program Costs

Description	2017-2018 1st-year Cohort Cost
Tuition for full-time students (in-state)	2745.00
Tuition for full-time students (out-of-state)	6480.00
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	NA
University/institution fees or costs	1062.50
Additional estimated fees or costs to students (e.g. books, travel, etc.)	1500.00

Internship Placement - Table 1

Outcome	Year Applied for Internship																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	3	75	4	100	6	100	6	100	4	50	6	86	7	100	5	83	6	100	4	100
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	1	14	0	0	0	0	0	0	0	0
Students who obtained any internship	3	75	4	100	6	100	6	100	4	50	7	100	7	100	5	83	6	100	4	100
Students who sought or applied for internships including those who withdrew from the application process	4	-	4	-	6	-	6	-	8	-	7	-	7	-	6	-	6	-	4	-

Internship Placement - Table 2

Outcome	Year Applied for Internship																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	4	-	4	-	6	-	6	-	8	-	7	-	7	-	6	-	6	-	4	-
Students who obtained paid internships	3	75	4	100	6	100	6	100	4	50	7	100	7	100	5	83	6	100	4	100
Students who obtained half-time internships* (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Licensure

Outcome	2007-2017
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	55
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	52
Licensure percentage	95%

Attrition

Variable	Year of First Enrollment																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	6	-	6	-	6	-	7	-	6	-	6	-	8	-	7	-	9	-	5	-
Students whose doctoral degrees were conferred on their transcripts	0	0	0	0	0	0	0	0	2	33	3	50	0	0	0	0	0	0	0	0
Students still enrolled in program	6	100	6	100	6	100	6	86	2	33	2	33	7	88	7	100	9	100	5	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	0	0	0	0	1	14	2	33	1	17	1	13	0	0	0	0	0	0



TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

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CONTACT: Glenys Young, glenys.young@ttu.edu
(806) 742-2136

Texas Tech's Counseling Psychology Program Ranked No. 2 in the Nation

The ranking was based on the programs' accreditation, examination pass rate, licensure, completion time and tuition.

Best Counseling Degrees recently named Texas Tech University's doctoral program in [counseling psychology](#) the second best in the country.

In creating its 2017-18 list of the [Top 50 Doctoral Programs in Counseling Psychology](#), Best Counseling Degrees began with a list of all doctoral programs in counseling psychology accredited by the American Psychological Association. Next, the Examination for Professional Practice of Psychology (EPPP) pass rate for all programs was gathered from The Association of State and Provincial Psychology Boards.

Each program's website was searched for student admissions, outcomes and other data. From this data were gathered the mean time to complete the program, full-time, out-of-state tuition and licensure percentages. Schools were then ranked on EPPP pass rate, with licensure percentage and mean time to complete program used to break any ties.

Texas Tech boasts a 100 percent EPPP pass rate, 95 percent licensure and a mean completion time of 6.2 years.

Texas Tech's program trains students in counseling psychology and health service psychology. Students receive clinical training on location at programs that partner with the university, as well as on site at the [Psychology Department Clinic](#) and at the [Student Counseling Center](#). Students also receive training in research to support them in completing their dissertation and in instructing to support their experience teaching psychology courses while in the program.

"I think this ranking reflects our strong and diverse faculty, our high placement rates, our ability to offer numerous and diverse external practicum opportunities and our commitment to the scientist-practitioner model; hence, our accreditation since 1964," said Sheila Garos, director of the Counseling Psychology Program. "We continue to graduate students with successful careers in such settings as major medical settings, student counseling centers, Veterans Affairs hospitals and academic positions."

Three other Big 12 Conference universities were included in the ranking. Iowa State University was No. 34, the University of Texas at Austin was No. 38 and the University of Kansas was No. 49.

Office of Communications and Marketing

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CONTACT: Sheila Garos, director of the counseling psychology program, Department of Psychological Sciences, College of Arts & Sciences, Texas Tech University, (806) 543-7155 or sheila.garos@ttu.edu