Assessment Plan and Evaluation Process
Combined Clinical/Counseling/School Psychology Ph.D. Program

Students are evaluated within a developmental framework, in line with program goals and objectives, and with due regard for the inherent power differential between students and faculty. A variety of outcomes are utilized to assess progress through the program both proximally (also formatively) and distally (also summatively) to demonstrate successful training outcomes (e.g., data on practicum experiences and evaluative forms; authorship on conference papers, journal articles, and other published works; placement in internships and jobs, and licensure to practice). Formal evaluation of clinical development is made each term by supervisors. Faculty, training staff, and supervisors will evaluate student competence in a variety of activities including coursework, seminars, scholarship, comprehensive examinations, applied training, and related program requirements. At the end of each academic year, program faculty meet to review each student's progress toward completing program requirements and their professional development. Students receive written feedback yearly. The evaluation process begins with students submitting an evaluation binder to their chair as well as completing a self-evaluation regarding their progress in the program. Students and their faculty advisors meet to review the evaluation binder and plan for the next academic year. Faculty evaluate students' progress in the domains of research skills, research involvement and progress, clinical competence, Integrating theory, research, and practice, Respecting cultural and individual differences, Professional identity as a psychologist, Developing a specialty area, Professional behavior, Collaborating with other professionals, Receiving and implementing feedback, Classroom behavior, Responding effectively to legal and ethical dilemmas, Interpersonal skill, and Overall academic performance. Students are evaluated with reference to their professional development and progress is indicated by a rating of "1" -- Behind schedule or below expectations, "2" -- On schedule or meeting expectations, or "3" -- Ahead of schedule or above expectations. In addition to the rating form, students receive a narrative report of their progress in the areas of didactic coursework, research skills and progress, clinical skills and progress, assistantship performance, interpersonal skills and professionalism, self-awareness, self-evaluation, and critical thinking skills, other accomplishments and/or concerns, readiness for internship (if relevant), and status on graduation requirements.

Specific assessment strategies are used to evaluate student progress on all program goals and objectives. A summary of the evaluative strategies and minimum levels of achievement are included in the table below.

Goal #1	Goal 1: To produce graduates who are competent scientist-practitioner psychologists
Objectives for Goal #1	**Objective 1:** Graduates will demonstrate competence in research design, data analysis, and data interpretation, as well as competence in the critical review and evaluation of the psychological and educational research literature
Competencies Expected for these Objectives	*Competency 1a:* Students demonstrate substantial knowledge of and competence in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in the field of psychology *Competency 1b:* Students demonstrate skills in advanced research methods appropriate to conducting their thesis and dissertation research *Competency 1c:* Students demonstrate the ability to write a critical review of the literature in an area of psychology

Evaluation Tools Used for each Competency	The following forms and ranges of ratings are provided below: - Faculty annual rating form 1=below expectations; 2=meeting expectations; 3= above expectations) - Student annual self-assessment form (1=below expectations; 2=meeting expectations; 3= above expectations) - Signature page for Research Competency I and Research Competency II - Examination form – School of Graduate Studies
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**1a & b:** Exams, application and written assignments, research papers with literature reviews resulting in the successful completion of Psy 6570 *Introduction to Educational and Psychological Research*, 6600: *Research Design and Analysis I*, 7610: *Research Design and Analysis II* and an advanced research course (students choose from a number of possible courses approved by their doctoral committee). Grade of B- or demonstrated mastery consistent with a B- (e.g., through remediation). - Faculty annual ratings of students on *research skills* (#1). Minimum threshold rating of '2' or meeting expectations. Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. **1c:** Completion of written literature reviews in courses (e.g., Psy 6570: *Introduction to Educational and Psychological Research*, research prospectus activity; Psy 6510: *Social Psychology)*, completion of Research Competency #2 (writing a publishable manuscript) and successful defense of theses and dissertations
Objectives for Goal #1	**Objective 2:** Graduates are knowledgeable about and capable of generating original research and scholarship, and disseminating the results of their research to the profession and broader community
Competencies Expected for these Objectives	*Competency 2a:* Students demonstrate the ability to conduct an independent research project *Competency 2b:* Students demonstrate practical experience in presenting research findings and other scholarship in contexts such as professional conferences, peer-reviewed journals, and other scholarly outlets
Evaluation Tools Used for each Competency	- Faculty annual rating form; 1=below expectations; 2=meeting expectations; 3= above expectations) - Student annual self-evaluation form 1=below expectations; 2=meeting expectations; 3= above expectations) - Examination form – School of Graduate Studies Signature page for Research Competency and Research Competency II
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**2a & b:** Faculty annual ratings of students on *research involvement and progress* (#2). Students rated below 2 receive feedback and if needed remediation. Minimum threshold rating of '2' or meeting expectations. Student self-evaluation on parallel item.

	2a. Outcomes are assessed by advisory committee faculty evaluation of student oral and written theses and dissertations on a pass/fail basis. Minimum threshold is passing.
	2b. Outcomes are assessed by advisory committee evaluation of written document and successful completion of professional presentation and manuscript submission. Assessment is on a pass/fail basis. Minimum threshold is passing.
Objectives for Goal #1	**Objective 3:** Graduates are knowledgeable about and clinically competent in the areas of assessment, diagnosis, treatment, and supervision and consultation
Competencies Expected for these Objectives	*Competency 3a:* Students demonstrate competence in theories and methods of assessment and diagnosis *Competency 3b:* Students demonstrate competence in integrating assessment data into comprehensive conceptualization of clients, including an appropriate treatment plan, effective intervention, and evaluation of the effectiveness of such services *Competency 3c:* Students demonstrate competence in providing effective psychological interventions *Competency 3d:* Students demonstrate competence in evaluating efficacy of interventions for individual clients *Competency 3e:* Students demonstrate foundational knowledge and initial competence in clinical supervision and professional consultation
Evaluation Tools Used for each Competency	• Clinical comprehensive exam forms. Written evaluation (pass or fail). Oral evaluation consists of the student's oral presentation and defense of the clinical case study in 15 areas in the domains of Conceptual Presentation, Integration, and Presentation. Ratings in each area range from 1=poor; 2=below average; 3=average; 4=above average; 5=outstanding. There is an overall rating of "pass" or "remediation required." • Faculty annual rating form student annual self-assessment form, (1=below expectations; 2=meeting expectations; 3= above expectations) • Practicum Evaluation Form. Evaluations consist of two ratings provided by the supervisor: Mastery Rating and Peer Comparison Rating. The mastery rating is to indicate a student's level of competence across a variety of skills. Ratings are mastery-based rather than comparative and are intended to characterize the level of competency expected by the end of practicum training, prior to beginning internship. The scale values are: 1=Novice; 2=Intermediate; 3=Advanced; 4=Proficient; 5=Expert. The peer comparison rating is used to rate students relative to other students at a similar level of training. The scale values are: 1=Inadequate; 2=Less than expected; 3=Satisfactory; 4=Above average; 5=Exceptional. • School Psychology Practicum Evaluation Form Mastery rating indicates a student's level of competency across a variety of skills and are intended to characterize the level of competency expected by the end of practicum training. The scale values are: 1 = Does not demonstrate competence; 2 = Emerging competence of beginning practicum student; 3 = Competence typical of advanced practicum student; 4 =

	Competence typical of student intern; 5 = Advanced Competence typical of beginning professional
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**3a.** Discussion, assessment skills exams, assessment reports, presentations resulting in a grade of B- or demonstrated mastery consistent with a B- (e.g., through remediation) in psychology courses Psy 6310: *Intellectual Assessment*, Psy 6350: *Introduction to Theories of Intervention in Psychology*, Psy 6320: *Objective Assessment of Personality, Affect, and Behavior*, and Psy 7270: *Lifespan Psychopathology* or equivalent courses. **3b.** Faculty evaluation of Clinical Comprehensive Exam in domains of assessment and differential diagnosis. Minimum mean rating of '3' (Average) or "Pass." Students rated below 3 complete remediation. • Evaluation by supervisors on Practicum Evaluation Form Domain B2: *Psychological Assessment Skills: Diagnostic Interviewing Skills*; Domain B3: *Intervention skills*, item B.3.a: *Ability to conceptualize and formulate cases* and item B.3.b: *Ability to plan treatments*. Minimum threshold peer comparison rating of '3' (Satisfactory) and mastery rating of '3' (Advanced). • Evaluation by supervisors on School Psychology Practicum Evaluation form on "Administer and Interpret academic/behavioral assessment procedures and make data-based decisions;" Implement and evaluate intervention and prevention services." Minimum threshold rating of '4' (Intern level) • Faculty evaluation of Clinical Comprehensive Exam in domains of assessment, differential diagnosis, and conceptualization, goals, course of treatment. Minimum mean rating of '3' (Average) or "Pass." Students rated below 3 complete remediation. **3c:** Evaluation by practicum supervisors on Domain B3: *Intervention skills*. Minimum threshold comparison rating of '3' (Satisfactory) and mastery rating of '3' (Advanced). • Evaluation by supervisors on school psychology practicum Evaluation form on Implement and evaluate intervention and prevention services. Minimum threshold rating of '4' (Intern level) **3a, b, c:** Faculty annual ratings of students on *clinical competence, item #3*. Minimum threshold rating of '2' or meeting expectations. Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. **3d:** Evaluation by practicum supervisors on evaluation efficacy of intervention and assessment of client progress and outcomes. Minimum threshold comparison rating of '3' (Satisfactory) and mastery rating of '3' (Advanced). • Evaluation by practicum supervisors on School Psychology Practicum Evaluation form on Implement and

	evaluate intervention and prevention services. Minimum threshold rating of '4' (Intern level).
	• Faculty evaluation of Clinical Comprehensive Oral Exam in domain Evaluation of treatment outcomes and disposition. Minimum mean rating of '3' (Average). Students rated below 3 complete remediation.
	• Faculty annual ratings of students on *clinical competence* (item #3). Minimum threshold rating of '2' or meeting expectations. Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. **3e**: Exams, written projects, presentations in Psy 7630: Supervision and consultation in applied psychology or Psy 6630: Supervision and consultation *in psychological and educational settings* resulting in a grade of B- or demonstrated mastery consistent with a B- (e.g., through remediation).
	• Evaluation by practicum supervisors on School Psychology Practicum Evaluation form on Consult and collaborate with teachers and parents. Minimum threshold rating of '4' (Intern level).
Objectives for Goal #1	**Objective 4:** Graduates will engage in practice that reflects and is informed by the changing and expanding scientific knowledge base including the foundational areas of psychology and will display a commitment to staying current in their professional or scholarly area
Competencies Expected for these Objectives	*Competency 4a:* Students demonstrate an appropriate mastery of the bases of scientific and professional psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior, and the history of the discipline of psychology) *Competency 4b:* Students will demonstrate the ability to access, evaluate, and apply the current evidence base in their clinical practice
Evaluation Tools Used for each Competency	• Practicum Evaluation Forms: Mastery and Peer Comparison Ratings. Mastery ratings are: 1=Novice; 2=Intermediate; 3=Advanced; 4=Proficient; 5=Expert. The peer comparison ratings are: 1=Inadequate; 2=Less than expected; 3=Satisfactory; 4=Above average; 5=Exceptional. • School Psychology Practicum Evaluation Mastery ratings are: 1 = Does not demonstrate competence; 2 = Emerging competence of beginning practicum student; 3 = Competence typical of advanced practicum student; 4 = Competence typical of student intern; 5 = Advanced Competence typical of beginning professional • Faculty annual rating form, student annual self-assessment form; (1=below expectations; 2=meeting expectations; 3= above expectations)
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**4a:** Written work, exams, discussions, and presentations resulting in a grade of B- or demonstrated mastery consistent with a B- (e.g., through remediation) in either Psy 7100 Biological Basis of Behavior or Psy 6200 Neuroscience I; Psy 6660 Cognition and Instruction; Psy 6510 Social Psychology

	(including affective bases of behavior); Psy 6100 History and Systems of Psychology; and Psy 7530 Advanced Developmental Psychology or equivalent courses. Note: Affective aspects of behavior are infused in several of these classes: Psy 6510 Social Psychology, Psy 7100 Biological Bases of Behavior, Psy 7530 Advanced Developmental Psychology **4b:** Faculty annual ratings of students on *integrating theory, research, and practice (item #4)*. Minimum threshold rating of '2' or meeting expectations. Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. • Practicum Evaluation Form Domain B3: *Intervention Skills* Minimum threshold comparison rating of '3' (Satisfactory) and mastery rating of '3' (Advanced). • School Psychology Practicum Evaluation form item on Apply research as a foundation of service delivery and evaluation. Minimum threshold rating of '4' (Intern level).
Objectives for Goal #1	**Objective 5:** Graduates will understand the integration of science and practice in psychology as a discipline, with attention to the necessity of research being informed by practice and practice by research
Competencies Expected for these Objectives	***Competency 5a:*** Students conceptualize cases based on sound theory and research ***Competency 5b:*** Students display knowledge of and competency in evidence-based practice in psychology ***Competency 5c:*** Students conduct research that is informed by clinical practice
Evaluation Tools Used for each Competency	• Clinical comprehensive exam evaluation forms. Ratings are: 1=poor; 2=below average; 3=average; 4=above average; 5=outstanding. There is an overall rating of "pass" or "remediation required." • Faculty and student annual rating forms (1=below expectations; 2=meeting expectations; 3= above expectations) • Practicum Evaluation Form, Mastery and Peer Comparison Ratings. Mastery ratings are: 1=Novice; 2=Intermediate; 3=Advanced; 4=Proficient; 5=Expert. The peer comparison ratings are: 1=Inadequate; 2=Less than expected; 3=Satisfactory; 4=Above average; 5=Exceptional. • School Psychology Practicum Evaluation Mastery ratings are: 1 = Does not demonstrate competence; 2 = Emerging competence of beginning practicum student; 3 = Competence typical of advanced practicum student; 4 = Competence typical of student intern; 5 = Advanced Competence typical of beginning professional • Graduate Alumni survey
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**5a & b:** Faculty Clinical comprehensive exam evaluations in EBP – empirical support, EBP - theory, and EBP – diversity.

	Minimum threshold average rating of '3' (Average) or "Pass." Students rated below 3 complete remediation.
	• Practicum evaluation domain B3: *Intervention Skills.* Minimum threshold comparison rating of '3' (Satisfactory) and mastery rating of '3' (Advanced.) • School psychology practicum evaluation on Apply research as a foundation of service delivery and evaluation. Minimum threshold rating of '4' (Intern level).
	5a, b, c: Faculty annual ratings of students on *integrating theory, research and practice item #4.* Minimum threshold rating of '2' or meeting expectations. Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item
	• On the alumni survey, a majority of graduates (greater than 50%) report integrating science and practice since receiving their Ph.D.
	• Graduates' evaluation of program training in the integration of science and practice on the alumni survey with minimum threshold of '3' or "Good."
Goal #2	**Goal 2: To produce graduates who demonstrate multicultural and diversity awareness, knowledge, and skill in their training and professional work**
Objectives for Goal #2	**Objective 6:** Graduates demonstrate knowledge of individual differences and diversity (broadly defined)
Competencies Expected for these Objectives	*Competency 6a:* Students demonstrate understanding of diversity and contextual issues (e.g., culture, gender, sexual orientation, disability, etc.)
Evaluation Tools Used for each Competency	• Faculty and student annual self-evaluation forms (1=below expectations; 2=meeting expectations; 3= above expectations)
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**6a:** Exams, role-plays and applied exercises, discussions, papers, and assessment reports in Psy 6290: *Diversity Treatment and Assessment* resulting in a grade of B- or demonstrated mastery consistent with a B- (e.g., through remediation).
	• Diversity and individual differences as covered in the following courses (see course syllabi): Psy 6320 Objective Assessment of Personality and Affect; Psy 6350 Introduction to Theories of Intervention in Psychology; Psy 6310 Intellectual Assessment; Psy 6630 Supervision and Consultation in Psychological and Educational Settings; Psy 7530 Advanced Developmental Psychology; and Psy 7270 Lifespan Psychopathology, Competence assessed through class activities including written work, exams, and debates. Student must complete the course with a grade of B- or demonstrated mastery consistent with a B- (e.g., through remediation).
	• Faculty annual ratings of students on *respecting cultural and individual differences item #5.* Minimum threshold rating of '2' or "meeting expectations." Students rated below 2 receive feedback and if needed remediation.

	Student self-evaluation on parallel item.
Objectives for Goal #2	**Objective 7:** Graduates and students demonstrate the ability to deliver competent psychological services to diverse populations in varied settings and engage in scholarly work that is sensitive to issues of individual differences and diversity
Competencies Expected for these Objectives	*Competency 7a:* Students conceptualize cases considering contextual and diversity issues and apply this conceptualization in their assessments, treatment planning, and interventions with diverse clients *Competency 7b:* Students demonstrate awareness of multicultural and contextual issues in all their professional interactions and their commitment to relevant guidelines (e.g., APA's Multicultural Guidelines) *Competency 7c:* Students competently apply multicultural awareness, theory and scholarship to their own research
Evaluation Tools Used for each Competency	• Practicum Evaluation Form): Mastery and Peer Comparison Ratings. Mastery ratings are: 1=Novice; 2=Intermediate; 3=Advanced; 4=Proficient; 5=Expert. The peer comparison ratings are: 1=Inadequate; 2=Less than expected; 3=Satisfactory; 4=Above average; 5=Exceptional. • School Psychology Practicum Evaluation Form. Mastery ratings are: 1 = Does not demonstrate competence; 2 = Emerging competence of beginning practicum student; 3 = Competence typical of advanced practicum student; 4 = Competence typical of student intern; 5 = Advanced Competence typical of beginning professional • Faculty and student annual self-evaluation forms (1=below expectations; 2=meeting expectations; 3= above expectations) • Graduate Alumni survey
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**7a &b:** Practicum evaluation domain B4: *Diversity – Individual and Cultural Differences*. Minimum threshold is a comparison rating of '3' and mastery rating of 'Advanced'. • School psychology practicum evaluation on Knowledge and awareness of individual differences and diverse characteristics; Advocate for and Provide Culturally Competent and Effective Practice. Minimum threshold rating of '4' (Intern level). • Graduates' frequency of engaging in service delivery with diverse clients as reported in the Graduate Alumni Survey. Minimum threshold of 30% of graduates are engaged in service delivery with diverse clients **7b:** Faculty annual ratings of students on *respecting cultural and individual differences item #5* and *Interpersonal skills item #13*. Minimum threshold rating of '2' or meeting expectations. Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item • Exposure to and application of relevant guidelines through readings and discussion in ethics course (Psy 7250: *Professional Ethics and Standards*) and participation in diversity training module in the Psy 6850 Introduction to the Combined Doctoral Program seminar. Competence

	assessed through class activities including written work, exams, and debates. Minimum threshold is a grade of B-, "pass" or demonstrated mastery consistent with a B- (e.g., through remediation). **7c:** Faculty annual ratings of students on *respecting cultural and individual differences item #5* and *integration of theory, research, and practice item #4*. Minimum threshold rating of '2' or meeting expectations. Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. **7 a, b, c:** • Graduates' evaluation of training received in the area of diversity as reported on the Graduate Alumni Survey. Minimum threshold of 3 (good) rating of training.
Goal #3	**Goal 3: To facilitate students' professional identity development as psychologists and foster strong commitment to ethical practice in psychology**
Objectives for Goal #3	**Objective 8:** Graduates and students demonstrate the development of professional identities as psychologists.
Competencies Expected for these Objectives	*Competency 8a:* Students and graduates will perform activities consistent with those identified in professional psychology including membership and/or participation in national, state, and local organizations, and through their expressed professional goals *Competency 8b:* Students gain didactic and applied experiences that support their career goals within the field of professional psychology. *Competency 8c:* Graduates continue to demonstrate professional interests and growth in emerging areas of the discipline and profession of psychology.
Evaluation Tools Used for each Competency	• Student evaluation binders • Signature forms for Research Competency I and II • Current student surveys *Professional Development and Identity*) • Graduate Alumni survey (*oral Development and Identity; Continuing Education*)
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**8a & b:** Percentage of students involved in professional organizations and participation in professional meetings. Minimum threshold is 100% of students will have presented at a professional meeting, the majority (greater than 50%) will be members of or active in professional organizations. **8c:** Graduates report of continuing education efforts (Q42 Continuing Education section of survey). Minimum threshold is that a majority of graduates (greater than 50%) report that they have continued in some educational activities since graduation.
Objectives for Goal 3	**Objective 9:** Graduates and students demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.

Competencies Expected for these Objectives	**Competency 9a:** Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA's Ethical Standards). **Competency 9b:** Students and graduates demonstrate competence in applying established ethical principles and practices in all facets of their professional work.
Evaluation Tools Used for each Competency	• Faculty and student evaluation forms (1=below expectations; 2=meeting expectations; 3= above expectations) • Practicum Evaluation Form: Mastery and Peer Comparison Ratings. Mastery ratings are: 1=Novice; 2=Intermediate; 3=Advanced; 4=Proficient; 5=Expert. The peer comparison ratings are: 1=Inadequate; 2=Less than expected; 3=Satisfactory; 4=Above average; 5=Exceptional. • School Psychology Practicum Evaluation Form Mastery ratings are: 1 = Does not demonstrate competence; 2 = Emerging competence of beginning practicum student; 3 = Competence typical of advanced practicum student; 4 = Competence typical of student intern; 5 = Advanced Competence typical of beginning professional • Graduate Alumni survey
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**9a:** Papers, exams, discussion, and writing assignments resulting in a grade of B- or demonstrated mastery consistent with a B- (e.g., through remediation) in Psy 7250, *Professional Standards and Ethics*. **9b** Faculty annual ratings of students on *responding effectively to ethical and legal dilemmas, item #12*. Minimum threshold rating of '2' or meeting expectations. Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. • Practicum evaluation domain B5: *Ethics*. Minimum threshold is a comparison rating of '3' and a mastery rating of 'Advanced' • School psychology practicum evaluation on Provide Services Consistent with Ethical and Legal Standards. Minimum threshold rating of '4' (Intern level). • Graduates have not been sanctioned by licensing boards as reported on the Graduate Alumni Survey, Q44 professionally disciplined for unprofessional or illegal behavior by state licensing board. Minimum threshold is 90% with no negative action. • Graduates evaluation of training in ethical and legal guidelines as reported on the Graduate Alumni Survey, Q49 How effective the Combined program was in achieving training objectives in subitem 2, Understanding and applying ethical and legal principles in scholarly and clinical work. Minimum threshold of 3 ("good").
Objectives for Goal 3	**Objective 10:** Graduates demonstrate knowledge of Counseling, Clinical, School and Combined Clinical/ Counseling/School Psychology in terms of their historical development, traditional and emerging roles and functions, current professional issues, and scope of research and practice.

Competencies Expected for these Objectives	***Competency10a:*** Students demonstrate basic knowledge of the history and professional identity of the three specializations encompassed in our program and of the development of the combined model. ***Competency 10b:*** Students demonstrate knowledge of psychology as an applied discipline. ***Competency 10c:*** A majority of students and graduates affiliate with and/or involve themselves in organizations and/or activities associated with clinical, counseling, school psychology, or specific professional areas (e.g., health psychology, child clinical psychology)
Evaluation Tools Used for each Competency	• Faculty and student evaluation forms (1=below expectations; 2=meeting expectations; 3= above expectations) • Graduate Alumni Survey (*Other Program Objectives*)
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**10a:** All students attend and participate in discussions related to the traditional specialty areas and Combined programs in Psy 6850: *Introduction to the Combined Doctoral Program* and Psy 7850: *Internship and Professional Development Seminar*, resulting in a "Pass." • Students engage in professional activities with faculty and professional psychologists trained in Clinical, Counseling, and School Psychology. Minimum threshold is 100% of students receive exposure to professionals trained in all three traditional practice areas. **10a, b:** Faculty annual ratings of students on *Professional identity as a psychologist, item #6* and *Developing a specialty area, item #7.* Minimum threshold rating of '2' or "meeting expectations." Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. **10c:** Graduates report how effective the Combined Program was in providing exposure to and training in the three traditional content areas of clinical, counseling and school psychology (Q49, subitem 5) on the Graduate Alumni Survey. Minimum threshold is '3' ("good"). • A majority of graduates report professional involvement in clinical activities consistent with clinical, counseling, and/or school psychology (Q23) on the Graduate Alumni Survey. Minimum threshold is greater than 50%.
Objectives for Goal 3	**Objective 11:** Students and graduates display professionalism in their relationships with faculty, staff, and peers necessary for success in multiple career settings.
Competencies Expected for these Objectives	***Competency 11a:*** Students demonstrate the ability to collaborate in training and in their professional settings. ***Competency 11b:*** Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees. ***Competency 11c:*** Students are responsive to input from faculty, supervisors, and peers. ***Competency 11d:*** Graduates demonstrate appropriate

	professionalism in their interactions.
Evaluation Tools Used for each Competency	• Faculty and student evaluation forms (1=below expectations; 2=meeting expectations; 3= above expectations) • Practicum Evaluation Form: Mastery and Peer Comparison Ratings. Mastery ratings are: 1=Novice; 2=Intermediate; 3=Advanced; 4=Proficient; 5=Expert. The peer comparison ratings are: 1=Inadequate; 2=Less than expected; 3=Satisfactory; 4=Above average; 5=Exceptional. • School Psychology Practicum Evaluation Mastery ratings are: 1 = Does not demonstrate competence; 2 = Emerging competence of beginning practicum student; 3 = Competence typical of advanced practicum student; 4 = Competence typical of student intern; 5 = Advanced Competence typical of beginning professional • Graduate Alumni Survey: *Other Program Objectives*
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**11a:** Faculty annual ratings of students on *Collaborating with other professionals, item #9*. Minimum threshold rating of '2' or "meeting expectations." Students rated below 2 receive feedback and if needed remediation. Student self- evaluation on parallel item. **11b:** Faculty annual ratings of students on *Interpersonal Skills, item #13*. Minimum threshold rating of '2' or "meeting expectations." Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. **11c:** Faculty annual ratings of students on *Receiving & implementing feedback, item #10* and *Professional behavior, item #8*. Minimum threshold rating of '2' or "meeting expectations." Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. **11a, b, c:** Practicum evaluation domain B1: *Relationship/Interpersonal Skills*. Minimum threshold is a comparison rating of '3' ("Satisfactory") and a mastery rating of 'Advanced.' • School psychology practicum evaluation in areas the following areas: on Ability to Work in a Collaborative Manner; Ability to Use Effective Interpersonal Communication skills; Responsiveness to Feedback; Professionalism. Minimum threshold rating of '4' (Intern level). **11d:** Graduates report employment in multiple career settings. Minimum threshold of 15% of graduates have moved from entry level to more advanced professional positions. • Graduates report engaging in diverse professional activities (e.g., service delivery, professional writing) and engaging in professional organizations. Minimum threshold of 50% of graduates are professionally active. • Graduates have not been sanctioned by licensing boards as reported on the Graduate Alumni Survey, Q44 professionally disciplined for unprofessional or illegal behavior by state licensing board. Minimum threshold is 90% with no negative action.

Objectives for Goal 3	**Objective 12:** Program graduates and students engage in continuing professional education activities and give evidence of life-long learning attitudes and actions that contribute to personal and professional development.
Competencies Expected for these Objectives	*Competency 12a:* Students demonstrate a commitment to lifelong learning and to their ongoing personal and professional development. *Competency 12b:* Students are aware of their strengths and areas of needed development as they progress through and graduate from the program. *Competency 12c:* Students develop skills to engage in continuing scholarly inquiry, knowledge building, and the dissemination of knowledge across the course of their professional careers. *Competency 12d:* Graduates provide evidence of their continuing professional education and commitment to lifelong learning and professional problem solving.
Evaluation Tools Used for each Competency	• Practicum Evaluation Form): Mastery and Peer Comparison Ratings. Mastery ratings are: 1=Novice; 2=Intermediate; 3=Advanced; 4=Proficient; 5=Expert. The peer comparison ratings are: 1=Inadequate; 2=Less than expected; 3=Satisfactory; 4=Above average; 5=Exceptional • Faculty and student evaluation forms (1=below expectations; 2=meeting expectations; 3= above expectations) • Graduate Alumni Survey (*Professional Identity and Development* and *Continuing Education)* • Current Graduate Student Survey (*Professional Identity and Development* and *Continuing Education*)
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**12a:** Faculty annual ratings of students on *Professional Identity as a Psychologist*, item #6 and *Receiving and Implementing Feedback, item #10.* Minimum threshold rating of '2' or "meeting expectations." Students rated below 2 receive feedback and if needed remediation. Student self-evaluation on parallel item. **12.a & c:** Evaluation by practicum supervisors of competence in Metaknowledge/Metacompetencies. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' **12b:** Engagement in self-evaluation in yearly evaluation binder and written feedback, and in clinical comprehensive exam. Minimum threshold is that 80% of graduating students have completed annual self-evaluations and 100% successfully completed the clinical comprehensive exam. • Evaluation by practicum supervisors of self-assessment and self-reflection skills. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' **12c:** Faculty annual ratings of students on *Integrating Theory, Research, and Practice, item #4* and *Overall Academic Performance, item #14.* Minimum threshold rating of '2' or "meeting expectations." Students rated below 2 receive

	feedback and if needed remediation. Student self evaluation on parallel item.
	12d: Ratings of graduates on involvement in a breadth of professional tasks including research (Q29, Q60, Q63), continuing education (Q42), teaching (Q34, Q60, Q63), supervision and consultation (Q60, Q63). Minimum threshold is that 90% are engaged in at least one area and the majority (greater than 50%) are involved in more than one activity consistent with continued scholarly inquiry and lifelong learning.
Objectives for Goal 3	**Objective 13:** Program graduates engage in careers in psychology and earn appropriate professional credentials
Competencies Expected for these Objectives	*Competency 13a:* Graduates develop careers related directly to the profession and/or discipline of psychology.
	Competency 13b: Graduates become licensed as psychologists and/or certified as school psychologists in their respective jurisdictions. In doing so they successfully complete required examinations (e.g., EPPP) and other jurisdictional requirements.
Evaluation Tools Used for each Competency	• Program Graduates Employment • Graduate Alumni survey • ASPPB data 2007-2012
How Outcomes are Measured and Minimum Levels for Achievement for these Objectives/Competencies	**13a:** Compilation from Alumni Surveys of professional positions of program graduates. Minimum threshold is 80% reporting employment in psychology positions
	13b: Compilation from Alumni Surveys of graduates' reports of their licensure/certification status with minimum threshold of 70% reporting psychology licensure and/or school psychologist certification 4 years after graduation