University of Alabama

Detailed Assessment Report
2013-2014 Psychology M.A.
As of: 8/19/2014 07:25 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The MA program is generally regarded as a high quality program by persons inside and outside of the University of Alabama. The goal of our assessment procedures has been to ensure that is maintained. We are continually trying to construct new and better ways to assess student mastery of skills. The primary changes made to the MA program in the past three years have involved the revision of various assessment materials. These changes have allowed us to look more closely at what skills and knowledge students have gained from completing various aspects of the program. In general, students believe that what they are learning in the program is highly valuable to them and their future careers and faculty report that virtually all students have learned much more than what is required to complete the program with greater than satisfactory knowledge and skills. More importantly, the addition of the new assessment materials will allow us to obtain more refined analyses of student learning throughout various courses and degree milestones (e.g., first year project, thesis) and implement changes as they are deemed necessary.

Mission / Purpose
The Department of Psychology seeks to provide the highest quality education and training for undergraduate and graduate students via our teaching, research, and community outreach. Student involvement in these three areas is integral to our mission. At the undergraduate level, the Department of Psychology offers the BA and BS degrees. We also have an Honors Program in Psychology. Our primary mission is to prepare undergraduate majors for graduate work in Psychology and related disciplines. We also strive to provide the highest quality education and training for students obtaining majors and minors in Psychology, as well as students satisfying social science requirements and requirements of other academic units. At the Graduate level, the Department of Psychology offers the Ph.D. and M.A. degrees in psychology in seven concentrations across experimental and clinical psychology. Students are only admitted to the Ph.D. program and earn their M.A. as they work toward the Ph.D. The primary mission of the graduate program is to promote independent scholarship, excellent teaching skills, and clinical skills related to each student's concentration. The graduate program has a goal of producing 8-10 Ph.D.'s each year who, upon graduation, will fill psychology-related positions. The American Psychological Association has accredited the Clinical Training Program for the past 40 years, and the department intends to continue to hold the high standards associated with that accreditation.

Goals
G 1: Replacement of rubrics
The goals for 2012-2013 were to replace several rubrics that used grades as partial criteria.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Knowledge in advanced psychology
Demonstrate knowledge in advanced psychology.

Connected Document
Psychology Curriculum Map MA

Relevant Associations:
Reflective statement: Data collection has begun on measure 1, and measure 2 indicates an outcome characterized as falling between very good and excellent.

Implemented changes: Both measures are replacements.

Change to be implemented: No change; we will continue to monitor measures 1 and 2.

Related Measures
M 1: Psychology Core Coursework Rubric
The replacement rubric is completed by the instructors of core courses (PY 609, 619, 650, 651, 652, 658, 670, and 672) for each student who has completed their course. It consists of a 4-point rating scale (0 = inadequate mastery of the course material, 1 = minimally adequate mastery of the course material, 2 = good mastery of the course material, 3 = excellent mastery of the course material).

Connected Documents
Psychology Graduate Rubrics and Scales
Psychology Graduate Rubrics and Scales 2013

Target:
No target established.

Related Action Plans (by Established cycle, then alpha):

**Psychology MA action plan**

No changes in assessment measures are anticipated. Existing measures will continue to be monitored.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comparison of enrollment | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Faculty Assessment of Knowledge Rubric | **Outcome/Objective:** Knowledge in advanced psychology
- **Measure:** Psychology Core Coursework Rubric | **Outcome/Objective:** Knowledge in advanced psychology
- **Measure:** Research Skills Core Rubric | **Outcome/Objective:** Demonstrate competent research skills
- **Measure:** Survey of 1st and 2nd Year Experimental Students | **Outcome/Objective:** Program Outcome: Will be Highly Valued by Program Graduates

**Implementation Description:** No changes expected.

**Responsible Person/Group:** David Boles

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**SLO 2:** Demonstrate competent research skills

Demonstrate competent research skills.

**Connected Document**

Psychology Curriculum Map MA

**Relevant Associations:**

Reflective statement: Measure 3 indicates an excellent rating for 94% of the students in the reporting sample, an improvement over the previous outcome. Data collection has begun for measure 4.

Implemented changes: Measure 4 is a replacement.

Change to be implemented: No change; we will continue to monitor measures 3 and 4.
Related Measures

M 3: Oral Exam Rubric
Oral Exam Rubric. This rubric assesses students’ performance on their thesis defense, and reflects the quality of the student’s thesis research based on both the written document and the oral presentation. At a minimum, each student should achieve 14 points of a possible 27. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents

- Psychology Graduate Rubrics and Scales
- Psychology Graduate Rubrics and Scales 2013

Target:
No target established.

M 4: Research Skills Core Rubric
The replacement rubric is completed by the instructors of research skill courses (PY 602, 603, and 607) for each student who has completed their course. It consists of a 4-point rating scale (0 = inadequate mastery of the course material, 1 = minimally adequate mastery of the course material, 2 = good mastery of the course material, 3 = excellent mastery of the course material).

Source of Evidence: Academic direct measure of learning - other

Connected Documents

- Psychology Graduate Rubrics and Scales
- Psychology Graduate Rubrics and Scales 2013

Target:
No target established.

Related Action Plans (by Established cycle, then alpha):

- Psychology MA action plan

  No changes in assessment measures are anticipated. Existing measures will continue to be monitored.

  Established in Cycle: 2011-2012
  Implementation Status: Planned
  Priority: High

  Relationships (Measure | Outcome/Objective):
  Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
  Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology
  Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology
  Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills
  Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

  Implementation Description: No changes expected.
  Responsible Person/Group: David Boles

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality, including national accreditation, if available.

Reflective statement: Measure 5 indicates the Master’s program is of high quality. Measure 6 indicates that the courses taken by students while completing Master’s level work are well-graded in terms of cumulative knowledge and complexity. However, there are some specific deficiencies in course offerings and competency assessments, and in maintaining a distinction between elective and required courses.

Implemented changes: The decision was made to leave both measures in qualitative form.

Change to be implemented: No change; we will continue to monitor measures 5 and 6 in future departmental and accreditation reviews.

Related Measures

M 5: Assessment of Program Quality using Departmental Review
Review of the department by the The Office for Academic Affairs under authority from the Provost.

The decision was made to leave this rubric in qualitative form.

Source of Evidence: Academic indirect indicator of learning - other

Connected Document

- Psychology Graduate Rubrics and Scales 2013

Target:
No target established.

**M 6: Assessment of Program Quality using APA**
Assessment of the level of recognized program quality using American Psychological Association (APA) Accreditation of our Clinical PhD program. The decision was made to leave this rubric in qualitative form.

Source of Evidence: Academic indirect indicator of learning - other

**Connected Document**
Psychology Graduate Rubrics and Scales 2013

**Target:**
No target established.

**OthOtcm 4: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Relevant Associations:**
Reflective statement: Measure 7 indicates the department has slightly above average enrollment compared to others in our Carnegie classification. Measure 8 indicates a one-year graduation rate greatly above the ACHE visibility standard, which is also well advanced over the previous year’s rate.

Implemented changes: No changes.

Change to be implemented: No change; we will continue to monitor measures 7 and 8.

**Related Measures**

**M 7: Comparison of enrollment**
Comparison of enrollment to those of psychology departments with PhD programs at peer institutions in the same Carnegie Category.

Source of Evidence: Benchmarking of learning outcomes against peers

**Connected Document**
Psychology Graduate Rubrics and Scales 2013

**Target:**
No target established.

**Related Action Plans (by Established cycle, then alpha):**

**Psychology MA action plan**
No changes in assessment measures are anticipated. Existing measures will continue to be monitored.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comparison of enrollment | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Faculty Assessment of Knowledge Rubric | **Outcome/Objective:** Knowledge in advanced psychology
- **Measure:** Psychology Core Coursework Rubric | **Outcome/Objective:** Knowledge in advanced psychology
- **Measure:** Research Skills Core Rubric | **Outcome/Objective:** Demonstrate competent research skills
- **Measure:** Survey of 1st and 2nd Year Experimental Students | **Outcome/Objective:** Program Outcome: Will be Highly Valued by Program Graduates

**Implementation Description:** No changes expected.
**Responsible Person/Group:** David Boles

**M 8: Comparison of the number of degree completions**
Comparison of the number of degree completions to the optimum level of degree completions using Alabama Commission on Higher Education (ACHE) viability standards.

Source of Evidence: Benchmarking of learning outcomes against peers

**Connected Document**
Psychology Graduate Rubrics and Scales 2013

**Target:**
No target established.

**OthOtcm 5: Program Outcome: Will be Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**
Reflective statement: Measure 9 indicates a slightly decreased valuation of the clinical program by year 1 and 2 clinical students. Measure 10 indicates high valuation of the experimental program by experimental students, but there are no previous data.

Implemented changes: Measure 10 is a newly implemented measure.

Change to be implemented: No change; we will continue to monitor measures 9 and 10.
Related Measures

M 9: Survey of 1st and 2nd Year Clinical Students
Survey administered to year 1 and year 2 students as part of a Self-study of the Clinical PhD program.
Source of Evidence: Academic indirect indicator of learning - other

Connected Document
Psychology Graduate Rubrics and Scales 2013

Target:
No target established.

M 10: Survey of 1st and 2nd Year Experimental Students
Survey to be designed for administration to year 1 and year 2 students in the Experimental PhD program.
Source of Evidence: Student course evaluations on learning gains made

Connected Document
Psychology Graduate Rubrics and Scales 2013

Target:
No target established.

Related Action Plans (by Established cycle, then alpha):

Psychology MA action plan

No changes in assessment measures are anticipated. Existing measures will continue to be monitored.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills
- Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

Implementation Description: No changes expected.
Responsible Person/Group: David Boles

OthOtcn 6: Evaluation of Outcome Achievements
The Director of Graduate Studies will review the findings from the previous cycle and highlight the outcome that has shown the most improvement.

Related Measures

M 11: Most Improved Outcome
The Director of Graduate Studies will review the findings from the previous cycle and highlight the outcome that has shown the most improvement.
Source of Evidence: Evaluations

Target:
Most improved outcome.

Finding (2013-2014) - Target: Met
The most improved assessment in the 2012-2013 cycle, by percent improvement, was for measure 8, comparison of the number of degree completions. Master's degree completions increased from 16 to 22, a 38% increase.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Psychology MA action plan

No changes in assessment measures are anticipated. Existing measures will continue to be monitored.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills
- Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

Implementation Description: No changes expected.
Mission / Purpose
The Department of Psychology seeks to provide the highest quality education and training for undergraduate and graduate students via our teaching, research, and community outreach. Student involvement in these three areas is integral to our mission. At the undergraduate level, the Department of Psychology offers the BA and BS degrees. We also have an Honors Program in Psychology. Our primary mission is to prepare undergraduate majors for graduate work in Psychology and related disciplines. We also strive to provide the highest quality education and training for students obtaining majors and minors in Psychology, as well as students satisfying social science requirements and requirements of other academic units. At the Graduate level, the Department of Psychology offers the Ph.D. and M.A. degrees in psychology in seven concentrations across experimental and clinical psychology. Students are only admitted to the Ph.D. program and earn their M.A. as they work toward the Ph.D. The primary mission of the graduate program is to promote independent scholarship, excellent teaching skills, and clinical skills related to each student's concentration. The graduate program has a goal of producing 8-10 Ph.D.'s each year who, upon graduation, will fill psychology-related positions. The American Psychological Association has accredited the Clinical Training Program for the past 40 years, and the department intends to continue to hold the high standards associated with that accreditation.

Goals
G 1: Replacement of rubrics
The goals for 2012-2013 were to replace several rubrics that used grades as partial criteria.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Knowledge in advanced psychology
Demonstrate knowledge in advanced psychology.

Connected Document
Psychology Curriculum Map MA

Relevant Associations:
Reflective statement: No data are available for this outcome.
Implemented changes: n/a.
Change to be implemented: Both measures will be replaced effective in fall 2012.

Related Measures
M 1: Psychology Core Coursework Rubric
The replacement rubric is completed by the instructors of core courses (PY 609, 619, 650, 651, 652, 658, 670, and 672) for each student who has completed their course. It consists of a 4-point rating scale (0 = inadequate mastery of the course material, 1 = minimally adequate mastery of the course material, 2 = good mastery of the course material, 3 = excellent mastery of the course material).

Source of Evidence: Academic direct measure of learning - other

Connected Documents
Psychology Graduate Rubrics and Scales
Psychology Graduate Rubrics and Scales 2013

Target:
No target established.

Finding (2012-2013) - Target: Met
Data collection has begun on current students. Findings will not be available until the graduation of a reporting sample that has had the opportunity to take each of the core courses.

Related Action Plans (by Established cycle, then alpha):
Psychology MA action plan
Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.
Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.
Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.
Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.
All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills
- Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

Implementation Description: Design and implement 5 new measures.
Responsible Person/Group: David Boles

M 2: Faculty Assessment of Knowledge Rubric

The replacement rubric measures students' cumulative knowledge by way of Student Activity Report (SAR) evaluations of progress in the domains of course work, progress in reaching degree milestones, and progress toward career goals / developing credentials. Each of these 3 domains is rated using a 3-point rating scale (0 = unsatisfactory, 1 = satisfactory, 2 = excellent) by the Clinical and Experimental Program Directors at the end of the academic year.

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- Psychology Graduate Rubrics and Scales
- Psychology Graduate Rubrics and Scales 2013

Target:
No target established.

Finding (2012-2013) - Target: Met
Summed across the 3 domains, a total of 3 points is considered satisfactory, 4 points is considered very good, and 5-6 points is considered excellent.

The reporting sample for 2012-2013 consisted of 30 students who received the MA degree in Dec 2011, May 2012, and Aug 2012. Of these, SARs were available for 28 students. Of this sample, 3 were unsatisfactory, 3 were satisfactory, 1 was very good, and 21 were excellent. Numerically on a 4-point scale (0 = unsatisfactory, 1 = satisfactory, 2 = very good, 3 = excellent), the mean across the 28 students was 2.36, falling between very good and excellent.

Related Action Plans (by Established cycle, then alpha):

Psychology MA action plan
- Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.
- Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.
- Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.
- Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.

All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills
- Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

Implementation Description: Design and implement 5 new measures.
Responsible Person/Group: David Boles

SLO 2: Demonstrate competent research skills
Demonstrate competent research skills.
Relevant Associations:
Reflective statement: Based on one of two measures that are available, this outcome is favorable and may show improvement from the previous assessment.

Implemented changes: n/a.
Change to be implemented: The second measure (Research skills core rubric) will be replaced effective fall 2012.

Related Measures
M 3: Oral Exam Rubric
Oral Exam Rubric. This rubric assesses students' performance on their thesis defense, and reflects the quality of the student's thesis research based on both the written document and the oral presentation. At a minimum, each student should achieve 14 points of a possible 27. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent.

Source of Evidence: Comprehensive/end-of-program subject matter exam

M 4: Research Skills Core Rubric
The replacement rubric is completed by the instructors of research skill courses (PY 602, 603, and 607) for each student who has completed their course. It consists of a 4-point rating scale (0 = inadequate mastery of the course material, 1 = minimally adequate mastery of the course material, 2 = good mastery of the course material, 3 = excellent mastery of the course material).

Source of Evidence: Academic direct measure of learning - other

Related Action Plans (by Established cycle, then alpha):
Psychology MA action plan
Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012.
Replacements have already been approved by faculty.
Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.
Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.
Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.

All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality, including national accreditation, if available.

Relevant Associations:

Reflective statement: No data are available for this outcome.

Implemented changes: n/a.

Change to be implemented: Both measures will be quantified in a future assessment cycle.

Related Measures

M 5: Assessment of Program Quality using Departmental Review
Review of the department by the The Office for Academic Affairs under authority from the Provost. The decision was made to leave this rubric in qualitative form.

Source of Evidence: Academic indirect indicator of learning - other

Connected Document Psychology Graduate Rubrics and Scales 2013

Target: No target established.

Finding (2012-2013) - Target: Met
In 2011-2, the department was reviewed by the The Office for Academic Affairs under authority from the Provost. Although the external consultant characterized the department as a whole, without specifically mentioning the Master's program, the internal review committee did separately characterize the Master's program as follows:

"The average time to degree for M.S. [sic; should be M.A. throughout] students between 2006 and 2011 was under 3 years.... The average time to degree for both M.S. and Ph.D. students is typical for psychology graduate programs."

Also, under the heading "Distinguishing Characteristics of the Department and Its Programs", the committee acknowledged:

"[An] Excellent record of initial employment for M.S. and Ph.D. students graduating from the Clinical and Experimental Psychology Programs."

Thus while this qualitative rubric is of limited scope, dealing only with time to graduation and the employment record of graduates, both results indicate that the M.A. program is of high quality.

M 6: Assessment of Program Quality using APA
Assessment of the level of recognized program quality using American Psychological Association (APA) Accreditation of our Clinical PhD program. The decision was made to leave this rubric in qualitative form.

Source of Evidence: Academic indirect indicator of learning - other

Connected Document Psychology Graduate Rubrics and Scales 2013

Target: No target established.

Finding (2012-2013) - Target: Met
In 2012-3, the department participated in an APA Accreditation review of the Ph.D. clinical program. The Commission on Accreditation issued its assessment in May 2013, accrediting the program until 2015. Although the great majority of its assessment concerned the Ph.D. program, the Master's level was indirectly assessed in terms of the curriculum and course offerings which are mostly completed by students in years 1 and 2.

The commission indicated that the program's scientist-practitioner training model aligns well with the mission of the university. Training was viewed as appropriately sequential, cumulative, and graded in complexity.

The commission did express some concerns, specifically over a lack of clarity in student exposure to (a) history and systems, and (b) affective aspects of behavior. Concerns were also raised over (a) the failure to use individual scores to assess competency in developmental, biological, cognitive/affective, and social aspects of behavior, and (b) a lack of distinction between elective and required courses in the program's concentration areas.

This qualitative rubric indicates that the courses taken by students while completing Master's level work are well-graded in terms of cumulative knowledge and complexity. However, there are some specific deficiencies
in course offerings and competency assessments, and in maintaining a distinction between elective and required courses.

**OthOtcn 4: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Relevant Associations:**

Reflective statement: Based on one of two measures that are available, this outcome is favorable and shows improvement from the previous assessment.

Implemented changes: n/a.

Change to be implemented: The first measure (Comparison of enrollment) will be implemented sometime this year.

**Related Measures**

**M 7: Comparison of enrollment**
Comparison of enrollment to those of psychology departments with PhD programs at peer institutions in the same Carnegie Category.

Source of Evidence: Benchmarking of learning outcomes against peers

**Connected Document**

*Psychology Graduate Rubrics and Scales 2013*

**Target:**
No target established.

**Finding (2012-2013) - Target: Met**
The University of Alabama is in the Carnegie classification of Comprehensive doctoral (no medical/veterinary). In the last list available to us, there were 56 institutions in the category, 50 of which had departments of psychology with full-time enrollments given in *Graduate Study in Psychology* (2011). Our department had a full-time enrollment of 98, ranking 23rd of 50 (54th percentile where the top rank is the 100th percentile). Thus our department compares well with other universities in our Carnegie classification.

**Related Action Plans (by Established cycle, then alpha):**

**Psychology MA action plan**

Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.

Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.

Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.

Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.

All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology

Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology

Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills

Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

**Implementation Description:** Design and implement 5 new measures.

**Responsible Person/Group:** David Boles

**M 8: Comparison of the number of degree completions**
Comparison of the number of degree completions to the optimum level of degree completions using Alabama Commission on Higher Education (ACHE) viability standards.

Source of Evidence: Benchmarking of learning outcomes against peers

**Connected Document**

*Psychology Graduate Rubrics and Scales 2013*

**Target:**
No target established.

**Finding (2012-2013) - Target: Met**
The Alabama Commission on Higher Education (ACHE) viability standards indicate that a Masters program should have an average of 3.75 graduates per year. During the reporting period (May, August, and December 2012 graduations), the department graduated 22 Master’s students. The department's one-year graduation rate for Master's students in 2012 was substantially above the ACHE viability standard, exceeding it by 486%.
This compares to 327% in the previous assessment.

**OthOtm 5: Program Outcome: Will be Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**
- Reflective statement: Based on one of two measures that are available, this outcome is favorable, but there is no previous assessment of the outcome to compare it to.
- Implemented changes: n/a.
- Change to be implemented: The second measure (Survey of 1st and 2nd Year experimental students) will be implemented sometime this year.

**Related Measures**

**M 9: Survey of 1st and 2nd Year Clinical Students**
Survey administered to year 1 and year 2 students as part of a Self-study of the Clinical PhD program.

Source of Evidence: Academic indirect indicator of learning - other

**Connected Document**
*Psychology Graduate Rubrics and Scales 2013*

**Target:**
No target established.

**Finding (2012-2013) - Target: Met**
A questionnaire administered to year 1 and 2 clinical students in 2012-2013 produced the following means.
6.05 course load (0 = extremely underloaded, 10 = extremely overloaded); 7.20 quality of instructors (0 = poor, 10 = excellent); 6.60 financial support (0 = inadequate, 10 = ample); 8.60 department has a scientist-practitioner philosophy (0 = strongly disagree, 10 = strongly agree); 8.35 experiences have been "as advertised" (0 = strongly disagree, 10 = strongly agree); 8.60 satisfaction with choice of University of Alabama (0 = extremely dissatisfied, 10 = extremely satisfied). Gains (+) or losses (-) in these categories, relative to 2011-2012, were - .81 (courseload), -1.23 (quality of instructors), -.11 (financial support), +.17 (scientist-practitioner philosophy), +.45 (experiences as advertised), and +.12 (satisfaction with choice of university). Together these results indicate that the Master's program in clinical psychology continues to be highly valued by students, with a mean across items of 7.57. However, this is down slightly from the 2011-2012 mean (7.80), largely due to declines in the categories of quality of instructors and course load.

**M 10: Survey of 1st and 2nd Year Experimental Students**
Survey to be designed for administration to year 1 and year 2 students in the Experimental PhD program.

Source of Evidence: Student course evaluations on learning gains made

**Connected Document**
*Psychology Graduate Rubrics and Scales 2013*

**Target:**
No target established.

**Finding (2012-2013) - Target: Met**
A questionnaire administered to year 1 and 2 experimental students in 2012-2013 was responded to by only 3 students, for unknown reasons. It produced the following means: 6.33 course load (0 = extremely underloaded, 10 = extremely overloaded); 8.33 quality of instructors (0 = poor, 10 = excellent); 9.00 financial support (0 = inadequate, 10 = ample); 9.67 experiences have been "as advertised" (0 = strongly disagree, 10 = strongly agree); 9.67 satisfaction with choice of University of Alabama (0 = extremely dissatisfied, 10 = extremely satisfied). Together these results suggest that the Master's program in experimental psychology is highly valued by students, with a mean across items of 8.60; however, the responding sample is small. There are no previous comparative data.

**Related Action Plans (by Established cycle, then alpha):**

**Psychology MA action plan**
- Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.
- Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.
- Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.
- Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.

All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comparison of enrollment | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Faculty Assessment of Knowledge Rubric | **Outcome/Objective:** Knowledge in
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Psychology MA action plan**

Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.

Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.

Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.

Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.

All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**
- Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment  
- Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology  
- Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology  
- Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills  
- Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

**Implementation Description:** Design and implement 5 new measures.  
**Responsible Person/Group:** David Boles
Mission / Purpose

The Department of Psychology seeks to provide the highest quality education and training for undergraduate and graduate students via our teaching, research, and community outreach. Student involvement in these three areas is integral to our mission. At the undergraduate level, the Department of Psychology offers the BA and BS degrees. We also have an Honors Program in Psychology. Our primary mission is to prepare undergraduate majors for graduate work in Psychology and related disciplines. We also strive to provide the highest quality education and training for students obtaining majors and minors in Psychology, as well as students satisfying social science requirements and requirements of other academic units. At the Graduate level, the Department of Psychology offers the Ph.D. and M.A. degrees in psychology in seven concentrations across experimental and clinical psychology. Students are only admitted to the Ph.D. program and earn their M.A. as they work toward the Ph.D. The primary mission of the graduate program is to promote independent scholarship, excellent teaching skills, and clinical skills related to each student's concentration. The graduate program has a goal of producing 8-10 Ph.D.'s each year who, upon graduation, will fill psychology-related positions. The American Psychological Association has accredited the Clinical Training Program for the past 40 years, and the department intends to continue to hold the high standards associated with that accreditation.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge in advanced psychology
To demonstrate knowledge in advanced psychology Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). We plan to replace both rubrics, eliminating any reference to student grades and providing an alternative method for faculty to assess student knowledge.

Connected Document
Psychology Curriculum Map MA

Relevant Associations:
Reflective statement: No data are available for this outcome.
Implemented changes: n/a.
Change to be implemented: Both measures will be replaced effective in fall 2012.

Related Measures

M 1: Psychology Core Coursework Rubric
Psychology Core Coursework Rubric. This rubric measures students' knowledge in advanced psychology using their performance in psychology core and/or clinical psychology core coursework. At a minimum, each student should achieve 8 points pre-MA. An achievement of 10 points is considered very good, and an achievement of 12 or more points is considered excellent.

Source of Evidence: Academic direct measure of learning - other

Connected Document
Psychology Graduate Rubrics and Scales

Target:
No target established.

Finding (2011-2012) - Target: Not Reported This Cycle
No data are presented for this measure, because the department faculty have agreed to replace it to eliminate any reference to grades. The replacement will become effective in fall 2012.

Related Action Plans (by Established cycle, then alpha):

Psychology MA action plan
Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.

Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.

Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.

Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.

All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills
- Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

Implementation Description: Design and implement 5 new measures.
Responsible Person/Group: David Boles

M 2: Faculty Assessment of Knowledge Rubric
Faculty Assessment of Knowledge Rubric. This rubric measures students' knowledge via faculty assessment of students' knowledge of major theories, research traditions, and influential studies in the field of psychology. At a minimum, each student should achieve 6 points. An achievement of 7-8 points is considered very good, and an achievement of 9 points is considered excellent.
Source of Evidence: Academic direct measure of learning - other

Connected Document: Psychology Graduate Rubrics and Scales

Target: No target established.
Finding (2011-2012) - Target: Not Reported This Cycle
No data are presented for this measure, which the department faculty have agreed to replace. The reason for the replacement is that a polling of faculty in fall 2011 indicated that advisors do not believe they can necessarily assess knowledge in these specific areas. The replacement will become effective in fall 2012.

Related Action Plans (by Established cycle, then alpha):
- Psychology MA action plan
  - Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.
  - Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.
  - Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.
  - Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.

All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Comparison of enrollment | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Faculty Assessment of Knowledge Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Psychology Core Coursework Rubric | Outcome/Objective: Knowledge in advanced psychology
- Measure: Research Skills Core Rubric | Outcome/Objective: Demonstrate competent research skills
- Measure: Survey of 1st and 2nd Year Experimental Students | Outcome/Objective: Program Outcome: Will be Highly Valued by Program Graduates

Implementation Description: Design and implement 5 new measures.
Responsible Person/Group: David Boles

SLO 2: Demonstrate competent research skills
To demonstrate competent research skills Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). We will need to replicate our experience with the Oral Exam Rubric, before any decisions are made about improvements, and the Research Skills Core Rubric will need to be replaced.

Connected Document: Psychology Curriculum Map MA

Relevant Associations:
- Reflective statement: Based on one of two measures that are available, this outcome is favorable and may show improvement from the previous assessment.
- Implemented changes: n/a.
- Change to be implemented: The second measure (Research skills core rubric) will be replaced effective fall 2012.
Related Measures

**M 3: Oral Exam Rubric**

Oral Exam Rubric. This rubric assesses students' performance on their thesis defense, and reflects the quality of the student's thesis research based on both the written document and the oral presentation. At a minimum, each student should achieve 14 points of a possible 27. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent.

*Source of Evidence: Comprehensive/end-of-program subject matter exam*

**Connected Document**

*Psychology Graduate Rubrics and Scales*

**Target:**
No target established.

**Finding (2011-2012) - Target: Met**

**Results Summary:**

Completed rubrics are available for 14 of the 16 students in the reporting sample, defined as those students who graduated with their MA degree in Psychology in the May, August, and December graduations. Of these, 11 students were rated excellent, and 3 were rated good. The highest rated items were Organization and clarity of presentation (mean= 2.78), Ability to use the English language (2.70), and Grasp of methodological context of the problem (2.70). The lowest rated were Appropriateness and adequacy of data analyses (2.43) and Adequacy of experimental and/or measurement operations (2.48).

**Interpretations and Conclusion:**

Taken together, these results indicate thesis research quality well above the required minimum, with a rating of excellent for 79% (11/14) of the students in the reporting sample for whom data were available. This compares to 67% in the previous assessment.

**M 4: Research Skills Core Rubric**

Research Skills Core Rubric. This rubric measures students' research skills as measured in research skills courses. Over three courses, students should achieve a minimum of 6 points. An achievement of 8-9 points is considered very good and an achievement of 10 or more points is considered excellent.

*Source of Evidence: Comprehensive/end-of-program subject matter exam*

**Connected Document**

*Psychology Graduate Rubrics and Scales*

**Target:**
No target established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

No data are presented for this measure, because the department faculty have agreed to replace it to eliminate any reference to grades. The replacement will become effective in fall 2012.

**Related Action Plans (by Established cycle, then alpha):**

**Psychology MA action plan**

Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.

Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.

Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.

Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.

All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

<table>
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**Implementation Description:** Design and implement 5 new measures.

**Responsible Person/Group:** David Boles
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality, including national accreditation, if available. Program Outcome #1 Improvement Action(s) to be advanced. Development of quantitative criteria for Measures 1.1 and 1.2.

Relevant Associations:
Reflective statement: No data are available for this outcome.
Implemented changes: n/a.
Change to be implemented: Both measures will be quantified in a future assessment cycle.

Related Measures
M 5: Assessment of Program Quality using Departmental Review
Assessment of the level of recognized program quality using Departmental Review.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Finding (2011-2012) - Target: Not Reported This Cycle
No results reported. Although a departmental review was completed in 2011-2012, and the outcome was qualitatively very positive, we need to develop quantitative outcomes that can be extracted from this and future reviews.

M 6: Assessment of Program Quality using APA
Assessment of the level of recognized program quality using American Psychological Association (APA) Accreditation of our Clinical PhD program.
Source of Evidence: Academic indirect indicator of learning - other
Target:
Finding (2011-2012) - Target: Not Reported This Cycle
No results reported. We need to develop quantitative measures that can be extracted from APA accreditation results.

OthOtcm 4: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion. Program Outcome #2 Improvement Action(s) to be advanced. Departmental consideration of the outcomes of Measures 2.1 and 2.2, with action to be adopted to overcome any deficiencies.

Relevant Associations:
Reflective statement: Based on one of two measures that are available, this outcome is favorable and shows improvement from the previous assessment.
Implemented changes: n/a.
Change to be implemented: The first measure (Comparison of enrollment) will be implemented sometime this year.

Related Measures
M 7: Comparison of enrollment
Comparison of enrollment to those of psychology departments with PhD programs at peer institutions in the same Carnegie Category.
Source of Evidence: Benchmarking of learning outcomes against peers
Target:
Finding (2011-2012) - Target: Not Reported This Cycle
No results reported. We need to assess enrollments in peer institutions, to allow an enrollment comparison.

Related Action Plans (by Established cycle, then alpha):
Psychology MA action plan
Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.
Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.
Sustain optimal level of enrollment outcome: first measure (Comparison of enrollment) will be implemented sometime this year.

Will be highly valued by program graduates outcome: second measure (Survey of 1st and 2nd year experimental students) will be implemented sometime this year.
All of these actions are intended to further complete the set of measures. Once the measures have been collected and replicated, it should be possible to use assessment findings to formulate future action plans.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

- **Measure**: Comparison of enrollment | **Outcome/Objective**: Program Outcome: Sustain Optimal Level of Enrollment
- **Measure**: Faculty Assessment of Knowledge Rubric | **Outcome/Objective**: Knowledge in advanced psychology
- **Measure**: Psychology Core Coursework Rubric | **Outcome/Objective**: Knowledge in advanced psychology
- **Measure**: Research Skills Core Rubric | **Outcome/Objective**: Demonstrate competent research skills
- **Measure**: Survey of 1st and 2nd Year Experimental Students | **Outcome/Objective**: Program Outcome: Will be Highly Valued by Program Graduates

Implementation Description: Design and implement 5 new measures.

Responsible Person/Group: David Boles

**M 8**: **Comparison of the number of degree completions**

Comparison of the number of degree completions to the optimum level of degree completions using Alabama Commission on Higher Education (ACHE) viability standards.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**

No target established.

**Finding (2011-2012) - Target: Met**

**Results Summary:**

The Alabama Commission on Higher Education (ACHE) viability standards indicate that a Masters program should have an average of 3.75 graduates per year. During the reporting period (May, August, and December 2011 graduations), the department graduated 16 Masters students.

**Interpretations and Conclusions:**

The department’s one-year graduation rate for Masters students in 2011 was substantially above the ACHE viability standard, exceeding it by 327%. This compares to 140% in the previous assessment.

**OthOtcn 5: Program Outcome: Will be Highly Valued by Program Graduates**

The program will be highly valued by its program graduates and other key constituencies it serves. Program Outcome #3 Improvement Action(s) to be advanced. Design of a survey for purposes of Measure 3.2.

**Relevant Associations:**

Reflective statement: Based on one of two measures that are available, this outcome is favorable, but there is no previous assessment of the outcome to compare it to.

Implemented changes: n/a.

Change to be implemented: The second measure (Survey of 1st and 2nd Year experimental students) will be implemented sometime this year.

**Related Measures**

**M 9**: **Survey of 1st and 2nd Year Clinical Students**

Survey administered to year 1 and year 2 students as part of a Self-study of the Clinical PhD program.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

No target established.

**Finding (2011-2012) - Target: Met**

**Results Summary:**

A questionnaire administered to year 1 and 2 clinical students in 2011-2012 produced the following means.

- 6.86 course load (0 = extremely underloaded, 10 = extremely overloaded);
- 8.43 quality of instructors (0 = poor, 10 = excellent);
- 6.71 financial support (0 = inadequate, 10 = ample);
- 8.43 department has a scientist-practitioner philosophy (0 = strongly disagree, 10 = strongly agree);
- 7.90 experiences have been “as advertised” (0 = strongly disagree, 10 = strongly agree);
- 8.48 satisfaction with choice of University of Alabama (0 = extremely dissatisfied, 10 = extremely satisfied).

There are no previous data for comparison.

**Interpretations and Conclusions:**

The program is highly valued by current Masters students, with a mean of 7.80 (of 10) across items, indicating it will be highly valued by future graduates. There are no previous data for comparison.

**M 10**: **Survey of 1st and 2nd Year Experimental Students**

Survey to be designed for administration to year 1 and year 2 students in the Experimental PhD program.

Source of Evidence: Student course evaluations on learning gains made

**Target:**

No target established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

This questionnaire is to be designed.
Related Action Plans (by Established cycle, then alpha):

**Psychology MA action plan**

Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.

Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.

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**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

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**Implementation Description:** Design and implement 5 new measures.  
**Responsible Person/Group:** David Boles

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Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Psychology MA action plan**

Knowledge in advanced psychology outcome: both measures to be replaced effective fall 2012. Replacements have already been approved by faculty.

Demonstrate competent research skills outcome: second measure (Research skills core rubric) to be replaced effective fall 2012. Replacement has already been approved by faculty.

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**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

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**Implementation Description:** Design and implement 5 new measures.  
**Responsible Person/Group:** David Boles
**CURRICULUM MAP (STUDENT LEARNING OUTCOMES)**
**Psychology Department MA and PhD Programs**

**Student Learning Outcomes:**
- **MA:** SLO 1 = To demonstrate knowledge in advanced psychology
- **MA:** SLO 2 = To demonstrate competent research skills
- **PhD:** SLO 1 = To demonstrate knowledge in the student’s area of specialization
- **PhD:** SLO 2 = To demonstrate competent research skills
- **PhD:** SLO 3 = To demonstrate competent clinical skills
- **PhD:** SLO 4 = To demonstrate competent teaching skills

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Student Learning Outcome</th>
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<td>Research Skills Core: PY607</td>
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<td>Research Skills Core: Approved Advanced Statistics Course</td>
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<td>Clinical Core: PY619/693 – PPsychother &amp;Lab</td>
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<td>Clinical Core: PY631 – Practicum I -7 hrs</td>
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<td>Clinical Core: PY608: Intro to Ethics</td>
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<td>Clinical Core: PY690 – Cultural Competency</td>
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<td>Clinical Core: PY693 (Psychometrics)</td>
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<td>Clinical Core: PY610 or PY612 (Adv Assessment)</td>
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**EXPERIMENTAL PROGRAM**

PY695 – Teaching of Psychology
PY698 – First-year Project -3-6 hrs
PY625 – Contemporary Issues x4

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<td>PY693 -6 hrs</td>
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<td>PY693-Soc -9hrs</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PY693 -3hrs</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
## CURRICULUM MAP (ASSESSMENT MEASURES)
### Psychology Department MA and PhD Programs

**Assessments:**
- Psychology Core Coursework Rubric
- Research Skills Core Rubric
- Faculty Assessment of Knowledge
- Oral Examination Rubric
- Specialization Coursework Rubric
- Clinical Skills Rubric
- Clinical Internship Evaluation
- Student Opinion of Instruction
- Teaching Skills Rubric

### Curricular Requirement

#### CLINICAL AND EXPERIMENTAL PSYCHOLOGY GRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLINICAL AND EXPERIMENTAL PSYCHOLOGY GRADUATE PROGRAMS</strong></td>
<td>MA1</td>
</tr>
<tr>
<td>General Core: PY650</td>
<td>Core Course work Faculty Assmt</td>
</tr>
<tr>
<td>General Core: PY651 or PY629</td>
<td>Core Course work Faculty Assmt</td>
</tr>
<tr>
<td>General Core: 2 of PY670, PY652 (or HD501), PY672</td>
<td>Core Course work Faculty Assmt</td>
</tr>
<tr>
<td>Research Skills Core: PY602</td>
<td></td>
</tr>
<tr>
<td>Research Skills Core: PY603</td>
<td></td>
</tr>
<tr>
<td>Research Skills Core: PY607</td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td>Oral Exam Rubric</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>Thesis Defense</td>
<td></td>
</tr>
<tr>
<td>Research Skills Core: Approved Advanced Statistics Course</td>
<td></td>
</tr>
<tr>
<td>Preliminary Oral Defense</td>
<td></td>
</tr>
<tr>
<td>Final Oral Defense</td>
<td></td>
</tr>
</tbody>
</table>

**CLINICAL PROGRAM**

| Clinical Core: PY658 – Psychopathology | Core Course Work Faculty Assmt |           |
| Clinical Core: PY609 - Psych Assessment I | Core Course Work Faculty Assmt |             |
| Clinical Core: PY619/693 – Psychother & Lab | Core Course Work Faculty Assmt |           |
| Clinical Core: PY631 – Practicum I -7 hrs | Core Course Work Faculty Assmt |             |
| Clinical Core: PY609 - Intro to Ethics | Special Course Work |             |

Please note: The table is a summary of the course offerings and rubrics for clinical programs. The full table includes many more details not shown here.
<table>
<thead>
<tr>
<th></th>
<th>Faculty Assmt</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Core: PY690 – Cultural Competency</td>
<td>Special Course work Faculty Assmt</td>
<td>Clinic Skills Rubric</td>
</tr>
<tr>
<td>Clinical Core: PY693 – Psychometrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Core: PY610 or PY612 – Advanced Assessment</td>
<td>Special Course work Faculty Assmt</td>
<td>Clinic Skills Rubric</td>
</tr>
<tr>
<td>Clinical Internship offsite (1 year)</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL CHILD</th>
<th>CLINICAL GEROPSY</th>
<th>CLINICAL HEALTH</th>
<th>PSYCHOL AND LAW</th>
<th>Faculty Assmt</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY666</td>
<td></td>
<td></td>
<td></td>
<td>Special Course work Faculty Assmt</td>
<td>Clinic Skills Rubric</td>
</tr>
<tr>
<td>PY639</td>
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<td>Clinic Skills Rubric</td>
</tr>
<tr>
<td>PY669 x 4</td>
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<td></td>
<td></td>
<td></td>
<td>Clinic Skills Rubric</td>
</tr>
<tr>
<td>PY611</td>
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<td>Clinic Skills Rubric</td>
</tr>
<tr>
<td>PY687</td>
<td></td>
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<td></td>
<td>Special</td>
<td>Clinic Skills Rubric</td>
</tr>
<tr>
<td>Course</td>
<td>work</td>
<td>Faculty</td>
<td>Assmt</td>
<td>al</td>
<td>Skills</td>
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<tr>
<td>PY642</td>
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<td></td>
<td></td>
<td>Clinic</td>
</tr>
<tr>
<td>PY688x4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinic</td>
</tr>
<tr>
<td>HP/BM I</td>
<td></td>
<td>Special</td>
<td>Course</td>
<td>work</td>
<td>Faculty</td>
</tr>
<tr>
<td>HP/BM II</td>
<td></td>
<td>Faculty</td>
<td>Assmt</td>
<td></td>
<td>Clinic</td>
</tr>
<tr>
<td>PY688 (multiple)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinic</td>
</tr>
<tr>
<td>PY688 x 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinic</td>
</tr>
<tr>
<td>PY677</td>
<td>Special</td>
<td>Course</td>
<td>work</td>
<td>Faculty</td>
<td>Assmt</td>
</tr>
<tr>
<td>PY676</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinic</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
<td>Skills Rubric</td>
<td>Clinic Skills Rubric</td>
<td>Faculty Assessment</td>
</tr>
<tr>
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<tr>
<td>PY678</td>
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<tr>
<td>PY637</td>
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<tr>
<td>PY679 x 4</td>
<td></td>
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</tr>
</tbody>
</table>

**EXPERIMENTAL PROGRAM**

PY695 – Teaching of Psychology  
(includes teaching a section of PY101)

PY698 – First-year Project -3-6 hrs

PY625 – Contemporary Issues x4

**DEVELOP. SCIENCE**  **COGNITIVE PSYCHOL**  **SOCIAL PSYCHOL**

HD561, HD535, or HD664

Special Course work Faculty
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Special Course work</th>
<th>Faculty Assmt</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD602, HD603, or HD512</td>
<td>6 hrs</td>
<td>Special Course work</td>
<td>Faculty Assmt</td>
</tr>
<tr>
<td>PY693</td>
<td>6 hrs</td>
<td>Special Course work</td>
<td>Faculty Assmt</td>
</tr>
<tr>
<td>HDFS Seminar</td>
<td>3 hrs</td>
<td>Special Course work</td>
<td>Faculty Assmt</td>
</tr>
<tr>
<td>PY693-Cog</td>
<td>9 hrs</td>
<td>Special Course work</td>
<td>Faculty Assmt</td>
</tr>
<tr>
<td>PY693</td>
<td>3 hrs</td>
<td>Special Course work</td>
<td>Faculty Assmt</td>
</tr>
<tr>
<td>PY693-Social</td>
<td>9 hrs</td>
<td>Special Course work</td>
<td>Faculty Assmt</td>
</tr>
<tr>
<td>PY693</td>
<td>3 hrs</td>
<td>Special Course work</td>
<td>Faculty Assmt</td>
</tr>
</tbody>
</table>
Thus far, all rubric and scale developmental work, and data collection, has concerned Student Learning Outcomes. The following describes the current disposition of the rubrics and scales.

**MA DEGREE**

**Reporting sample.** The sample on which any yearly report is based (e.g., for 2012) is those students who have graduated with their MA degree in Psychology in the May, August, and December graduations (e.g., May 2011, August 2011, and December 2011).

Note that students are only admitted for the Ph.D. degree and they earn their MA within the Ph.D. program. MA coursework overlaps into Ph.D. coursework. Across the seven Ph.D. concentrations, students will have different sets of coursework pre-masters. However, to earn the MA degree, all students must have 24 hours of coursework in their curriculum including PY607 and PY602, in addition to a completed, accepted thesis.

**Student Learning Outcome 1. To demonstrate knowledge in advanced psychology**

**Measure 1-1. Psychology Core Coursework Rubric**

This rubric measures students' knowledge in advanced psychology using their performance in psychology core and/or clinical psychology core coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>F or D = 0</td>
<td>Inadequate mastery of the course material</td>
</tr>
<tr>
<td>C = .5</td>
<td>Minimally adequate mastery of the course material</td>
</tr>
<tr>
<td>B = 2</td>
<td>Good mastery of the course material</td>
</tr>
<tr>
<td>A = 3</td>
<td>Excellent mastery of the course material</td>
</tr>
<tr>
<td>1. PY 650 Cognition and Learning</td>
<td></td>
</tr>
<tr>
<td>2. PY651 Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>3. PY 672/652/670 Social/Lifespan/Perception</td>
<td></td>
</tr>
<tr>
<td>4. PY 672/652/670 Social/Lifespan/Perception</td>
<td></td>
</tr>
<tr>
<td>5. PY 658 Psychopathology</td>
<td></td>
</tr>
<tr>
<td>6. PY 619 Principles of Psychotherapy</td>
<td></td>
</tr>
<tr>
<td>7. PY 609 Psychological Assessment I</td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 8 points pre-MA, or the equivalent of 4 courses taken, with grades of B or better. An achievement of 10 points is considered very good, and an achievement of 12 or more points is considered excellent. This rubric will be completed by the Director of Graduate Studies at the end of the academic year in which the student has received the MA degree.

**Measure 1.2. Faculty Assessment of Advanced Psychology Knowledge**

This rubric measures students' knowledge via faculty assessment of students' knowledge of major theories, research traditions, and influential studies in the field of psychology.
### Knowledge

<table>
<thead>
<tr>
<th>Content</th>
<th>Inadequate mastery in 3 subfields</th>
<th>Minimally adequate mastery in 3 subfields</th>
<th>Good mastery in 3 subfields</th>
<th>Excellent mastery in 3 subfields</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major theories in psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Major research traditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Most influential studies</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Minimum = 6 points, or the equivalent of good mastery in all areas in 3 subfields. An achievement of 7-8 points is considered very good, and an achievement of 9 points is considered excellent. This rubric will be completed by the student’s research mentor during the semester the student is awarded the MA degree.

**Student Learning Outcome 2. To demonstrate competent research skills**

**Measure 2-1. Oral Exam Rubric**

This rubric assesses students’ performance on their thesis defense, and reflects the quality of the student's thesis research based on both the written document and the oral presentation.

<table>
<thead>
<tr>
<th>Written Document</th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relation of problem to existing literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Soundness of conceptual analysis of problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adequacy of experimental and/or measurement operations (includes reliability, validity, freedom from artifacts, and controls adequate to exclude reasonable alternative interpretations).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Appropriateness and adequacy of data analyses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to use the English language to communicate all of the above.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Presentation</th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Grasp of theoretical context of the problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Organization and clarity of presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Response to questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 14 points, or the equivalent of "adequate" on 7 items and "inadequate" on 2 items. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent. This rubric will be completed by the student’s thesis or dissertation committee members. It is completed at the thesis defense.
Measure 2-2. Research Skills Core Rubric

This rubric measures students' research skills as measured in research skills courses.

<table>
<thead>
<tr>
<th>Course Performance</th>
<th>F or D = 0 (Inadequate mastery of the course material)</th>
<th>C = .5 (Minimally adequate mastery of the course material)</th>
<th>B = 2 (Good mastery of the course material)</th>
<th>A = 3 (Excellent mastery of the course material)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Research Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Advanced Statistics I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Advanced Statistics II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 6 points pre-MA, or the equivalent of 3 B’s. An achievement of 8-9 points is considered very good and an achievement of 10 or more points is considered excellent. This rubric will be completed by the Director of Graduate Studies at the end of the academic year in which the student has received the MA degree.

PHD DEGREE

Reporting sample. The sample on which any yearly report is based (e.g., 2012) is those students who have graduated with their Ph.D. degree in Psychology in the May, August, and December graduations (e.g., May 2011, August 2011, and December 2011).

Student Learning Outcome 1. To demonstrate knowledge in the student’s area of specialization

Measure 1-1. Specialization Coursework Rubric

This rubric measures students' knowledge using their performance in coursework in their specialization area.

<table>
<thead>
<tr>
<th>Course Performance</th>
<th>F or D = 0 (Inadequate mastery of the course material)</th>
<th>C = .5 (Minimally adequate mastery of the course material)</th>
<th>B = 2 (Good mastery of the course material)</th>
<th>A = 3 (Excellent mastery of the course material)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Program Course</td>
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<tr>
<td>Experimental Program Course</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. PY 610 or 612 Adv Assessment II or III</td>
<td>Seminar</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. PY 666, 677, or 687 Concentration Course</td>
<td>Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. PY 608 Intro to Ethics</td>
<td>Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. PY 690 Cultural Competency</td>
<td>Seminar</td>
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</tbody>
</table>

Minimum = 8 points, or the equivalent of 4 B’s. An achievement of 10 points is considered very good, and an achievement of 12 or more points is considered excellent. This rubric will be completed by the Director of Graduate Studies at the end of the academic year in which the student has received the Ph.D. degree.

Measure 1-2. Faculty Assessment of Knowledge Rubric

This rubric measures students' knowledge via faculty assessment of students' knowledge of major theories, research traditions, and influential studies in the student's specialization area.
Note: This rubric, and the data pertaining to it, are identical to those for the MA program.

Student Learning Outcome 2. To demonstrate competent research skills

Measure 2-1. Preliminary Oral Exam Rubric

This rubric is used to assess students' performance on their preliminary oral defense, and reflects the quality of the student's dissertation plan based on both the written document and the oral presentation.

<table>
<thead>
<tr>
<th>Written Document</th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relation of problem to existing literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Soundness of conceptual analysis of problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adequacy of experimental and/or measurement operations (includes reliability, validity, freedom from artifacts, and controls adequate to exclude reasonable alternative interpretations).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Appropriateness and adequacy of data analyses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to use the English language to communicate all of the above.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Presentation</th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Grasp of theoretical context of the problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Organization and clarity of presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Response to questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 14 points, or the equivalent of “adequate” on 7 items and “inadequate” on 2 items. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent. This rubric will be completed by the student’s thesis or dissertation committee members. It is completed at the preliminary oral defense.
Measure 2-2. Final Oral Exam Rubric

This rubric is used to assess students' performance on their final oral defense, and reflects the quality of the student's dissertation research based on both the written document and the oral presentation.

<table>
<thead>
<tr>
<th>WRITTEN DOCUMENT</th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relation of problem to existing literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Soundness of conceptual analysis of problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adequacy of experimental and/or measurement operations (includes reliability, validity, freedom from artifacts, and controls adequate to exclude reasonable alternative interpretations).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Appropriateness and adequacy of data analyses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to use the English language to communicate all of the above.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORAL PRESENTATION</th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Grasp of theoretical context of the problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Organization and clarity of presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Response to questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 14 points, or the equivalent of “adequate” on 7 items and “inadequate” on 2 items. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent. This rubric will be completed by the student’s thesis or dissertation committee members. It is completed at the final oral defense.

Student Learning Outcome 3. To demonstrate competent clinical skills

Measure 3-1. Clinical Skills Rubric

This rubric assesses students' clinical skills via supervisor ratings of assessment, case presentation, ethical considerations, social responsibility, and psychotherapy.

<table>
<thead>
<tr>
<th></th>
<th>Inadequate = 0</th>
<th>Adequate = 2</th>
<th>Superior = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of diagnostic interviews and major personality and intelligence tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ability to select appropriate test instruments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Case Presentation of Clients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ethical Considerations of Assessment and Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Social responsibility and respect for cultural and individual differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Psychotherapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• skills in conceptualizing client problems and personalities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• knowledge of the empirical status of psychosocial interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• knowledge of ethical considerations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 10, or the equivalent of adequate on all 5 criteria. An achievement of 12-13 points is considered good, and an achievement of 14-15 points is considered excellent. This rubric will be completed by the Director of Clinical Psychology at the end of the academic year prior to the year in which the student has received the Ph.D. degree.

Measure 3-2. Successful completion of the year-long clinical internship
Successful completion of the year-long clinical internship, with positive evaluation from the internship site supervisor. Goal is for each student to complete the internship with positive evaluation.

**Student Learning Outcome 4. To demonstrate competent teaching skills**

**Measure 4-1. Teaching Skills Rubric**

This rubric measures students' teaching skills during the semester in which they take the Teaching of Psychology course and teach their own section of PY101 Introduction to Psychology.

<table>
<thead>
<tr>
<th>Inadequate = 0</th>
<th>Adequate = 2</th>
<th>Superior = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Providing students with high-quality content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Using a variety of teaching techniques early in the semester and evaluating which works best</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Keeping careful records of student performance and promptly scoring tests and assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Treating students respectfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Collecting and considering feedback from students, peers, and supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Writing a statement of teaching philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Contributing consistently and thoughtfully to the weekly teaching seminar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 14, or the equivalent of adequate on all 7 criteria. An achievement of 16-17 points is considered good, and an achievement of 18-21 points is considered excellent. This rubric will be completed by the instructor of the Teaching of Psychology course at the end of the semester in which the student has completed Teaching of Psychology.

**Measure 4-2. Student Opinion of Instruction (SOI) ratings**

Student Opinion of Instruction (SOI) ratings are used to measure the undergraduate response to graduate students' teaching.

SOIs completed during the semester the student took Teaching of Psychology and taught PY101 will be used. At a minimum students should achieve a mean of 3.0 for Course and 3.0 for Instructor. An achievement of 3.6-4.2 on both Course and Instructor ratings is considered good, and an achievement of 4.3 to 5.0 on both is considered excellent.
MA DEGREE

Reporting sample. The sample on which any yearly report is based (e.g., for 2010-2011) is those students who have graduated with their MA degree in Psychology in the May, August, and December graduations (e.g., May 2010, August 2010, and December 2010).

Note that students are only admitted for the Ph.D. degree and they earn their MA within the Ph.D. program. MA coursework overlaps into Ph.D. coursework. Across the seven Ph.D. concentrations, students will have different sets of coursework pre-masters. However, to earn the MA degree, all students must have 24 hours of coursework in their curriculum including PY607 and PY602, in addition to a completed, accepted thesis.

Student Learning Outcome 1. To demonstrate knowledge in advanced psychology

Measure 1.1. Psychology Core Coursework Rubric

This rubric measures students' knowledge in advanced psychology using their performance in psychology core and/or clinical psychology core coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 Inadequate mastery of the course material</td>
</tr>
<tr>
<td>1. PY 650 Cognition and Learning</td>
<td></td>
</tr>
<tr>
<td>2. PY 651 Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>3. PY 672/652/670 Social/Lifespan/Perception</td>
<td></td>
</tr>
<tr>
<td>4. PY 672/652/670 Social/Lifespan/Perception</td>
<td></td>
</tr>
<tr>
<td>5. PY 658 Psychopathology</td>
<td></td>
</tr>
<tr>
<td>6. PY 619 Principles of Psychotherapy</td>
<td></td>
</tr>
<tr>
<td>7. PY 609 Psychological Assessment I</td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 8 points pre-MA, or the equivalent of 4 courses taken, with grades of B or better. An achievement of 10 points is considered very good, and an achievement of 12 or more points is considered excellent. This rubric will be completed by the instructor at the conclusion of each course, and compiled across courses by the Director of Graduate Studies at the end of the academic year in which the student has received the MA degree.

Measure 1.2. Faculty Assessment of Advanced Psychology Knowledge

This rubric measures students' cumulative knowledge by way of Student Activity Report (SAR) evaluations of progress in the domains of course work, progress in reaching degree milestones, and progress toward developing credentials.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Cumulative Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 Unsatisfactory</td>
</tr>
</tbody>
</table>
1. Course work
2. Progress in reaching degree milestones
3. Progress toward developing credentials

Minimum = 3 points, or the equivalent of satisfactory performance in all 3 domains. An achievement of 4 points is considered very good, and an achievement of 5-6 points is considered excellent. This rubric will be completed by the Clinical or Experimental Program Director at the end of the academic year in which the student has received the MA degree.

Student Learning Outcome 2. To demonstrate competent research skills

Measure 2-1. Oral Exam Rubric

This rubric assesses students' performance on their thesis defense, and reflects the quality of the student's thesis research based on both the written document and the oral presentation.

<table>
<thead>
<tr>
<th>WRITTEN DOCUMENT</th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relation of problem to existing literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Soundness of conceptual analysis of problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adequacy of experimental and/or measurement operations (includes reliability, validity, freedom from artifacts, and controls adequate to exclude reasonable alternative interpretations).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Appropriateness and adequacy of data analyses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to use the English language to communicate all of the above.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORAL PRESENTATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Grasp of theoretical context of the problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Grasp of methodological context of the problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Organization and clarity of presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Response to questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 14 points, or the equivalent of “adequate” on 7 items and “inadequate” on 2 items. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent. This rubric will be completed by the student's thesis or dissertation committee members. It is completed at the thesis defense.

Measure 2-2. Research Skills Core Rubric

This rubric measures students' research skills in research skills courses, using instructor judgments of that knowledge. It requires all instructors of the listed courses to rate each psychology student according to the anchored scale labels.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 Inadequate mastery of the course material</td>
</tr>
<tr>
<td>1. Research Methods</td>
<td></td>
</tr>
<tr>
<td>2. Advanced Statistics I</td>
<td></td>
</tr>
<tr>
<td>3. Advanced Statistics II</td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 6 points pre-MA, or the equivalent of 3 B’s. An achievement of 8-9 points is considered very good and an achievement of 10 or more points is considered excellent. This rubric is completed by the instructor at the conclusion of
each course, and compiled across courses by the Director of Graduate Studies at the end of the academic year in which the student has received the MA degree.

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**PHD DEGREE**

**Reporting sample.** The sample on which any yearly report is based (e.g., for 2010-2011) is those students who have graduated with their Ph.D. degree in Psychology in the May, August, and December graduations (e.g., May 2010, August 2010, and December 2010).

**Student Learning Outcome 1. To demonstrate knowledge in the student’s area of specialization**

**Measure 1-1. Specialization Coursework Rubric**

This rubric measures students' knowledge using instructor judgment of that knowledge in their specialization area. It requires all instructors of the listed courses to rate each psychology student according to the anchored scale labels.

<table>
<thead>
<tr>
<th>Course Performance</th>
<th>Clinical Program Course</th>
<th>Experimental Program Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum = 8 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 points</td>
<td></td>
<td>Inadequate mastery of the course material</td>
</tr>
<tr>
<td>2 points</td>
<td></td>
<td>Good mastery of the course material</td>
</tr>
<tr>
<td>3 points</td>
<td></td>
<td>Excellent mastery of the course material</td>
</tr>
</tbody>
</table>

1. PY 610 or 612 Adv Assessment II or III Seminar
2. PY 666, 677, or 687 Concentration Course Seminar
3. PY 608 Intro to Ethics Seminar
4. PY 690 Cultural Competency Seminar

Minimum = 8 points, or the equivalent of 4 B's. An achievement of 10 points is considered very good, and an achievement of 12 or more points is considered excellent. This rubric is completed by the instructor at the conclusion of each course, and compiled across courses by the Director of Graduate Studies at the end of the academic year in which the student has received the PhD degree.

**Measure 1-2. Faculty Assessment of Knowledge Rubric**

This rubric measures students' knowledge via faculty assessment of students' knowledge of major theories, research traditions, and influential studies in the student's specialization area.

**Student Learning Outcome 2. To demonstrate competent research skills**

**Measure 2-1. Preliminary Oral Exam Rubric**

This rubric is used to assess students' performance on their preliminary oral defense, and reflects the quality of the student's dissertation plan based on both the written document and the oral presentation.

<table>
<thead>
<tr>
<th>Written Document</th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relation of problem to existing literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Soundness of conceptual analysis of problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Adequacy of experimental and/or measurement operations (includes reliability, validity, freedom from artifacts, and controls adequate to exclude reasonable alternative interpretations).

4. Appropriateness and adequacy of data analyses.

5. Ability to use the English language to communicate all of the above.

**ORAL PRESENTATION**

9. Response to questions.

Minimum = 14 points, or the equivalent of “adequate” on 7 items and “inadequate” on 2 items. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent. This rubric will be completed by the student's thesis or dissertation committee members. It is completed at the preliminary oral defense.

**Measure 2-2. Final Oral Exam Rubric**

This rubric is used to assess students' performance on their final oral defense, and reflects the quality of the student's dissertation research based on both the written document and the oral presentation.

<table>
<thead>
<tr>
<th></th>
<th>Inadequate 0 points</th>
<th>Adequate 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITTEN DOCUMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Relation of problem to existing literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Soundness of conceptual analysis of problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adequacy of experimental and/or measurement operations (includes reliability, validity, freedom from artifacts, and controls adequate to exclude reasonable alternative interpretations).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Appropriateness and adequacy of data analyses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to use the English language to communicate all of the above.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ORAL PRESENTATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Grasp of theoretical context of the problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Organization and clarity of presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Response to questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum = 14 points, or the equivalent of “adequate” on 7 items and “inadequate” on 2 items. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent. This rubric will be completed by the student’s thesis or dissertation committee members. It is completed at the final oral defense.

**Student Learning Outcome 3. To demonstrate competent clinical skills**

**Measure 3-1. Clinical Skills Rubric**

This rubric assesses students' clinical skills via supervisor ratings of assessment, case presentation, ethical considerations, social responsibility, and psychotherapy.

<table>
<thead>
<tr>
<th></th>
<th>Inadequate = 0</th>
<th>Adequate = 2</th>
<th>Superior = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of diagnostic interviews and major personality and intelligence tests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Providing students with high-quality content
2. Using a variety of teaching techniques early in the semester and evaluating which works best
3. Keeping careful records of student performance and promptly scoring tests and assignments
4. Treating students respectfully
5. Collecting and considering feedback from students, peers, and supervisor
6. Writing a statement of teaching philosophy
7. Contributing consistently and thoughtfully to the weekly teaching seminar

Minimum = 14, or the equivalent of adequate on all 7 criteria. An achievement of 16-17 points is considered good, and an achievement of 18-21 points is considered excellent. This rubric will be completed by the instructor of the Teaching of Psychology course at the end of the semester in which the student has completed Teaching of Psychology.

Measure 4-2. Student Opinion of Instruction (SOI) ratings

Student Opinion of Instruction (SOI) ratings are used to measure the undergraduate response to graduate students’ teaching.

SOIs completed during the semester the student took Teaching of Psychology and taught PY101 will be used. At a minimum students should achieve a mean of 3.0 for Course and 3.0 for Instructor. An
achievement of 3.6-4.2 on both Course and Instructor ratings is considered good, and an achievement of 4.3 to 5.0 on both is considered excellent.