

**SONHP Program Evaluation Committee**  
**Spring 2020 Brief Report on Assessment of Student Learning**  
**(Guideline: 1 to 2 pages in length, not including optional charts/graphs etc. of results)**

**SONHP Program: PsyD Program**  
**Assessment Champion(s): PsyD Faculty & Staff**  
**Date for PEC Discussion: 3/2/2020**

1. For 2018-2019

- a. What aspect of student learning in your program did you assess?  
(Guideline: 25 words)

Having just received accredited on contingency status, 2018-2019 was focused on collecting data for our ARO report. We collected data from different constituents, including alumni, faculty, and students.

- b. How did you measure it?  
(Guideline: 25 to 50 words)

Student and faculty surveys and review of program records (e.g., admissions records).

**Reported data on:**

**Review of program records:** Students' time-to-degree completion; annual attrition within the student body; changes in core faculty as related to total students in the program; and internship placement threshold.

**Student data collected:** demographics, involvement in professional/research membership, scientific presentations, scientific publications, presentations to lay audiences, leadership roles or activities

**Faculty data collected:** Demographics, qualifications (e.g., graduated from accredited program, state licensed, ABPP Diplomate, APA fellow); areas of expertise; professional/research membership, scientific presentations, scientific articles/publications, presentations to lay audiences, any leadership roles or activities; grants or contracts

- c. What were the results?  
(Guideline: 100 words and/or some charts, graphs, and/or other illustrations)

See attached doc: ARO Data

- d. What changes to curriculum or programming did you make (or are you planning to make) in light of these results?  
(Guideline: 50 to 100 words)

Not applicable. It was the first year we submitted these data.

## 2. For Spring 2020

- a. Which Program Learning Outcome (PLO) will you assess?  
(Guideline: 25 words)

Rather than focusing on one PLO we are looking at training culturally responsive psychologists across all 3 of our PLOs (see attached doc: Mission and PLOs).

- b. Why are you focusing on this PLO this spring?  
(Guideline: 25 to 50 words)

This is an integral part of the mission of our program and is also an area of criticism among our students. We are prioritizing this focus so that we can get on top of the disconnect between the program's intentions and our students' experiences.

- c. How do you plan to assess this PLO?  
(Guideline: 50 to 100 words)

Over intersession, faculty reviewed all course syllabi for content related to working with underserved communities/training culturally responsive psychologists in course objectives, readings, and assignments. There was quite a range of variation across syllabi in terms of adherence to objectives related to cultural training. Based on this information, we will assess this by reviewing student work product in the form of Practicum 4 case conceptualization assignments and the level of integration of cultural material in the assignment. Faculty not teaching P4 Practicum will rate the papers based on the rubric. Each paper will be reviewed by 2 faculty members. (Please see the attached doc: Rubric)