

Department of Psychology Assessment Report for 2006-2007

Mission Statement:

The Department of Psychology has three academic programs (undergraduate major/B.A. degree, Ed.S. in school psychology, and M.A. in clinical counseling); these are considered to be of equal priority. Due to the diversity of these three programs, it is necessary for the Department of Psychology to evaluate each separately. In addition, the Department of Psychology teaches an undergraduate course (PSYC 201/General Psychology) that can be taken to fulfill the social science core curriculum requirement, and it will be evaluated separately as well. Each of these components of the Department's activity will be on a three-year assessment cycle: The undergraduate major and PSYC 201 will be evaluated during the first year of the cycle, the M.A. in clinical counseling (the focal point of this year's annual assessment report) will be assessed the next year, the Ed.S. in school psychology will be evaluated the year after that, and so on.

Core Curriculum

I. Mission/Purpose

The Department of Psychology teaches one of the social science core courses that may be selected by undergraduate students to meet their core curriculum requirements. The mission or purpose of this course (PSYC 201/General Psychology) is as follows:

Mission statement: The primary mission of this course is to explore how the science of psychology serves the individual on the road to self-discovery. As students systematically subject themselves to personal evaluation, they are exposed to the principles of hypothesis testing, psychometrics, and scientific communication. Students are called to be active learners, with a focus on the *process* of science, rather than on the just the content of psychological knowledge.

Purpose: The purpose of this course is to provide an introduction to the diverse areas of study known collectively as psychology. Topics covered will include the history of psychology, biological determinants of behavior, learning, motivation, memory and cognition, development, personality, psychological disorders, emotions, and social behavior. Applications of principles in psychology to areas of one's life will be discussed, and the integration of research across the various subfields of psychology will be emphasized. Successful students will obtain a better appreciation for the complexity of human behavior and will acquire the necessary skills to use research as a basis for understanding behavior.

Core Curriculum Skills

“Each course, or sequence of courses, which addresses a core curriculum requirement incorporates, where appropriate, the following skills: written

communication, critical thinking, logical reasoning, and resource and reference usage.” For each area, please check one response and explain briefly.

Written Communication—

Yes X How?

Students in PSYC 201 generally write two reports on research articles, as well as several reports on various types of “application activities” that are required of all students.

Critical Thinking—

Yes X How?

The scientific method and experimental methodology represent a key theme of PSYC 201.

Logical Reasoning—

Yes X How?

The scientific method and experimental methodology represent a key theme of PSYC 201.

Resource and Reference Usage—

Yes X How?

Students in PSYC 201 read primary sources as part of the “research article report” assignments.

II. Expected Results

With this mission in mind, the Department of Psychology has modified its PSYC 201 course to meet these requirements. The following assessment mechanisms have been developed and implemented:

a. Knowledge of Psychology

Students will master knowledge from major areas of psychology including human development, learning and motivation, physiological aspects of behavior, personality theory, health psychology, social psychology, abnormal psychology, and psychological interventions. This mastery will be demonstrated by students’ achieving a minimum score of 70% on a common set of multiple-choice items on the final examination in the class.

b. Scientific Method and Critical Thinking

Students will be able to apply the scientific method and a basic knowledge of psychology to enable them to think more critically. The development of this ability will be demonstrated by (1) a statistically significant pretest-posttest increase in scores on a 10-item multiple-choice test assessing knowledge of the scientific method and experimental procedures; (2) a statistically significant pretest-posttest increase in scores on a test of critical thinking. (Both of these measures are administered at the beginning of the semester, and then again at the time of the final exam.)

c. Application of Knowledge

Students will apply basic knowledge about psychology to his/her person, academic and professional life. The ability to apply psychological knowledge will be demonstrated by achieving 75% “satisfactory” ratings on a randomly selected sample of “application activity” reports generated each term.

III. Assessment Tools**a. Knowledge of Psychology**

Knowledge of psychology will be assessed by way of a common set of multiple-choice items (reflecting the breadth of the course) included on the final examination in the class.

b. Scientific Method and Critical Thinking

Students’ knowledge of methodological issues and their ability to apply critical thinking skills will be assessed using:

1. A 10-item multiple-choice test assessing knowledge of the scientific method and experimental procedures (administered at the start and again at the end of the course).
2. A test of critical thinking (also administered at the start and again at the end of the course).

c. Application of Knowledge

A sample of 50 “application activity” reports, taken from all sections of the course, will be randomly selected each term. Two instructors will assess each as “satisfactory” or “unsatisfactory” with regard to the paper’s successful demonstration of an appropriate level of application of psychological knowledge. (Both instructors will be required to assess a given report as “satisfactory” for that to be the final designation for that report.)

IV. Assessment Results

The staggered three-year reporting cycle created by the January 2003 revision of the department's assessment plan means that data relative to the PSYC 201 class and its role within the core curriculum will next be reported in June 2009.

V. Actions Taken and Resources Needed

As discussed in last year's annual assessment report, we continue our efforts to improve the efficiency of the data collection and reporting mechanisms tied to the PSYC 201 assessment process. No other actions were taken in 2006-2007, and no additional resources are required at this time.

B.A. Psychology Major

I. Mission/Purpose

The Citadel’s undergraduate programs are grounded in the liberal arts and sciences. Consistent with this structure, the major in psychology is designed around a broad liberal education whereby learning in the humanities and the sciences is integrated through an emphasis on the study of human behavior. Students in psychology develop an approach to learning that combines an empirical, objective methodology built upon observational and statistical strategies, with skills in discerning patterns across data – all of which in turn foster conceptual and theoretical analysis. Students who graduate from this program are expected to have the knowledge base and skills in data analysis that would support graduate study in any of the specialty areas of psychology. They also should be well prepared for employment in positions that require understanding and motivating others.

With this mission in mind, the Department of Psychology recognizes that its greatest asset is its students. The Department is committed to insuring that its students not only have the highest level of instruction, but also that they are learning the material expected of a college graduate with a major in psychology.

II. Expected Results

a. Quality of Instruction

Faculty teaching in the Department of Psychology at The Citadel will exhibit a

high level of teaching proficiency, as indicated by the following: (1) on core items from the college-wide student evaluation of instruction, faculty will have overall average ratings at or above the college mean (in undergraduate courses); (2) on a rating scale administered to graduating seniors in the major, Psychology faculty will receive a rating indicating that our majors perceive them (i.e., as a group) to be better than 75% of Citadel faculty outside of the department (in the top one-fourth of all faculty, in other words); (3) on a regular teaching observation conducted by either the department head or a senior member of the faculty, each faculty member will receive an average overall rating of at least “satisfactory.”

b. Student Knowledge

Undergraduate psychology majors graduating from The Citadel will have a broad knowledge of the field of psychology, as demonstrated by the following: (1) 60% of graduating seniors will score at or above the overall mean for all students (i.e., nationwide) taking the ETS Major Field Test in psychology; (2) at least three students annually will present their independent research at a state, regional, or national professional meeting.

III. Assessment Tools

a. Quality of Instruction

The quality of classroom instruction will be assessed using the following:

1. Core items from the college-wide student evaluation of instruction, administered at the end of every course.
2. Ratings by graduating undergraduate majors: Each graduating senior who has majored in psychology is asked to provide an overall rating of the quality of the faculty in the Department of Psychology. As part of a more extensive "exit survey," the student is asked to consider all of the Psychology faculty with whom he or she has had a class; thinking about them collectively and using a 10-point scale, the student then offers a rating to compare Psychology faculty with other faculty the student has had at The Citadel. For example, circling an "8" means that the student thinks that the Psychology faculty are better than 80% of Citadel faculty outside of the department. This survey is administered at the time of the exit interview and is completed anonymously.
3. Annual teaching observation: A standard form is used to structure each faculty member's annual observation of teaching. The rater evaluates the instructor on 12 different components of instruction; each rating is made on a five-point scale (with one being the highest, five being the lowest, and three being designated as “satisfactory”).

b. Student Knowledge

The general level of student's knowledge of the field will be assessed using the following:

1. Each graduating senior in the department takes the ETS Major Field Test in psychology.
2. Presenting one's work at a state, regional, or national professional meeting is used as another general indicator of our students' competence and general level of knowledge.

IV. Assessment Results

The staggered three-year reporting cycle created by the January 2003 revision of the department's assessment plan means that data relative to the PSYC 201 class and its role within the core curriculum will next be reported in June 2009.

V. Actions Taken and Resources Needed

As previewed in our June 2006 report, during the past year we increased the amount of writing expected of students in several designated courses; the goal of this action is eventually to strengthen our students' writing abilities. No other actions were taken in 2006-2007, and no additional resources are required at this time.

M.A. in Psychology: Clinical Counseling

The Department of Psychology has two graduate programs: one in school psychology and one in clinical counseling. In addition, the Department offers courses that can be taken by graduate students in other programs. The purpose of The Citadel's College of Graduate and Professional Studies is to serve the citizens of the Lowcountry and the State of South Carolina; consistent with this purpose, the majority of the students in Psychology's two graduate programs are from the region, and nearly all of them are from South Carolina.

I. Mission/Purpose

The graduate program in Clinical Counseling is a 54-semester hour program leading to the degree of Masters of Arts in Psychology: Clinical Counseling. Approximately 40% of the students in the program are considered full-time graduate students; the majority of the program's students are part-time, in other words.

The mission of the Clinical Counseling program at The Citadel is to prepare students to become scholarly practitioners of psychosocial counseling in community agencies,

including college counseling centers, hospitals, mental health centers, and social services agencies. The program emphasizes the application of theories of human development, psychopathology, and behavior change to psychosocial problems of a diverse population of individuals and families seeking mental health services in the community. The program's model blends didactic and experiential training to facilitate students' ability to utilize an empirical approach to assessment, goal development, intervention, and evaluation of services for individuals and families experiencing a variety of psychosocial difficulties. It is the expectation of the program that students will be trained to be competent and ethical professional service providers who will bring compassion and caring to their work.

II. Expected Results

The Department of Psychology is committed to training the highest level of service provider in clinical counseling that can be produced at the master's degree level. In order to meet this goal, the following results are expected:

a. Accreditation

The Clinical Counseling Program will seek/maintain the appropriate accreditation for its program.

b. Student Knowledge of Psychological Foundations

All Clinical Counseling students will demonstrate a proficient working knowledge of the psychological foundations for clinical counseling prior to beginning their applied courses and practical experiences. Content areas contributing to these foundations include:

- Biological bases of behavior
- Acquired or learned bases of behavior
- Social/cultural bases of behavior and influences on the counseling process
- Individual or unique basis of behavior (developmental, personality, etc.)
- Research techniques
- Principles of assessment
- Psychological and counseling theory and applications
- Ethical and professional standards
- Human development

This working knowledge of the field will be demonstrated on a written, comprehensive examination; all students who complete the program will have received a grade of "pass" on this examination.

c. Effective Counseling Skills

All Clinical Counseling students will demonstrate effective counseling skills,

including an ability to use empirically-supported therapies in the counseling setting. This set of competencies will be demonstrated in three ways: (1) a grade of "pass" in both the Practicum and Internship courses (which include a faculty review of actual counseling tapes); (2) an average rating of "satisfactory" or above on all field supervisor ratings of the student's practicum/internship work; (3) a grade of "pass" on a final case study that is presented to a group of program faculty members.

d. Quality of Instruction, Advisement, and Supervision

The Clinical Counseling program will provide excellent teaching, advisement, and supervision to its students, as demonstrated by: (1) on core items from the college-wide student evaluation of instruction, all faculty will have overall average ratings at or above the college mean (in graduate courses); (2) an overall assessment of "satisfactory" on 100% of the exit interviews done with all graduating students; (3) an overall assessment of "satisfactory" on 100% of the alumni field follow-up interviews conducted with graduates of the program.

e. Licensure

All graduates from the Clinical Counseling program who seek licensure as counselors or Master's level psychologists (depending upon the state in which they reside) will be successful in doing so.

f. Recruitment and Completion

The number of students accepted, enrolled, and completing the program will remain more or less level with the average numbers in these areas from the preceding three-year period.

III. Assessment Tools

a. Accreditation

This assessment tool will be the maintenance of accreditation by the Masters In Psychology Accreditation Council (MPAC).

b. Student Knowledge of Psychological Foundations

Students' working knowledge of the field will be assessed by way of a written, comprehensive examination.

c. Effective Counseling Skills

The effectiveness of students' counseling skills will be assessed using:

1. Grades in Practicum and Internship courses (both of which include a faculty review of actual counseling tapes).
2. Field supervisor ratings.
3. The final case study presentation.

d. Quality of Instruction, Advisement, and Supervision

The quality of instruction, advisement, and supervision will be assessed using these mechanisms:

1. Core items from the college-wide student evaluation of instruction, administered at the end of every graduate course tied to the program.
2. The exit interview conducted with all graduating students.
3. The alumni field follow-up interview.

e. Licensure

Successfully gaining appropriate professional licensure (which will vary by state) will be treated as an assessment mechanism.

f. Recruitment and Completion

The number of students accepted, enrolled, and completing the program will be monitored annually.

IV. Assessment Results

a. Accreditation

The program is accredited by MPAC through 2012.

b. Student Knowledge of Psychological Foundations

In the three years covered by this report, a total of 37 students completed the program. All of those graduates had passed the comprehensive examination. During that period three students failed the examination twice and were terminated from the program, and two students were dismissed for poor academic performance.

c. Effective Counseling Skills

1. In the three years covered by this report, a total of 116 passing grades

was recorded in the Practicum and Internship courses (PSYC 629, PSYC 651, and PSYC 652). Four students currently show IP grades (“in progress”) in PSYC 651 or PSYC 652.

2. Each of these 116 passing grades represents one instance of an average rating of “satisfactory” or better on field supervisor ratings. (Keep in mind that all students who graduate from the program will complete all three courses.).
3. In the three years covered by this report, a total of 37 students successfully completed their case study presentations, thus receiving passing grades and completing the program. All of these students received an A grade from their field supervisors, except for one student who received a B+.

d. Quality of Instruction, Advisement, and Supervision

1. It is expected that the full-time faculty associated primarily with the Clinical Counseling program will demonstrate excellent teaching by receiving teaching evaluations that are at or above the average ratings of the entire college (i.e., for their graduate-level courses). More specifically, on the 20 core items from the college-wide student evaluation of instruction, faculty are expected to receive overall average ratings at or above the college-wide mean across these 20 items.

During the three years covered by this report, program faculty taught a total of 49 graduate courses; meaningful evaluation results are available for 44 of these courses. In these 44 courses, program faculty received mean ratings exceeding the college-wide mean for the respective term in 27 cases, or about 61% of the time. With regard to the ratings that fell below the mean, one faculty member accounted for 11 of these 17 instances; when the teaching evaluations from that individual and those of another faculty member (who is no longer teaching in the program) are excluded from the analysis, the means generated by program faculty exceed the appropriate college-wide means about 77% of the time. When program faculty are considered collectively across all graduate courses in each of the six academic terms covered by this report (i.e., Summer and Fall 2004; Spring, Summer, and Fall 2005; Spring, Summer, and Fall 2006; and Spring 2007), those means exceeded the corresponding college-wide mean on six of those nine occasions (by an average of .21 on a 5-point scale, thus representing a considerable margin). Across all nine of these academic terms, the program faculty's average mean rating exceeded the college-wide mean by an average of .05; the program faculty's overall average rating across this entire three-year period was 4.52 (on the 5-point scale).

2. Early in this review period program faculty initiated an effort to be more systematic about conducting exit interviews. It soon became apparent, however, that the interview process itself was fraught with difficulties. Since these interviews would typically take place around the time of graduation, students could not be counted upon to schedule their interviews, and those who did would often miss their appointments. In an attempt to remedy this problem, faculty began conducting exit interviews at the end of the student's case study presentation; in this situation, the interviews typically yielded relatively useless information, as students were often in a hurry to finish the already-lengthy session and thus tended to share only complimentary judgments and remarks that lacked depth and substance. Consequently, no data from these exit interviews will be reported, and program faculty have decided to combine the "exit interview" with the "alumni follow-up interview." (See section V for further explanation of this slight modification to the assessment plan.)

3. In the last report from this program (June 2004), it was noted that alumni follow-up interviews had not been conducted since the 2000-2001 academic year. During this review period a survey instrument was developed to collect these data from program alumni; the survey was administered for the first time during the 2006-2007 academic year. A total of 21 alumni completed the instrument; these respondents had been working in the field, on average, for 4.26 years (i.e., this number represents the amount of time that had passed since the respondent's graduation from the program).

Using a 10-point scale, the survey asked the respondent to rate the quality of training or preparation in 47 specific areas (with higher numbers reflecting higher quality). In addition, the instrument included several demographic questions. The 47 ratings were grouped into three clusters: The first set of items assessed the adequacy of training for a broad range of activities (some more general, others more specifically focused) likely to be involved in clinical work; the second group of items assessed the quality of preparation in 15 different areas reflecting specific objectives of the program; and the third set of items asked for three global ratings relative to program quality.

For the first set of items, which assessed the adequacy of the students' training with respect to various activities that might be involved in clinical practice, the mean rating across all 29 items was 6.78. When one considers that several of these items reflect activities for which it is impossible to give students direct experience as part of their training (e.g., "testifying in court," "preparing grant applications"), it is even more apparent that this average rating suggests convincingly that students feel that their experiences in our program have provided solid preparation for their eventual work in the field. (Bear in mind that a number of these

items, though more or less guaranteed to garner low ratings, are included to help us stay abreast of changing demands placed upon our students once they enter clinical work, and thus provide a basis for making curricular adjustments that might be appropriate.)

The mean rating for the second set of ratings -- 8.00 across 15 items tied to specific program objectives -- sends an even stronger positive message about the quality of our students' training. This message is reinforced still further by the final three global items, which yielded mean ratings of 8.81 ("quality of curriculum"), 8.71 ("quality of faculty"), and 8.52 ("preparation for professional work").

A complete report of the results of this survey is available from the Department Head or the Program Director. In brief, however, these data offer solid evidence that the quality of training we are providing in the Clinical Counseling program is quite sound.

e. Licensure

Information about graduates' success in obtaining licensure is gathered formally through the alumni follow-up interview/survey. The results of the alumni follow-up survey conducted in 2006-2007 indicated that 12 of the 21 respondents were licensed. We are aware of no graduate who has ever been unsuccessful in attempting to obtain appropriate licensure. (Keep in mind that not all graduates have reason to seek licensure.)

f. Recruitment and Completion

The following table provides the key information concerning recruitment, enrollment, and completion:

Entering class year	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Applicants	60	56	48	47
Number accepted	53	40	32	29
Number enrolled	46	24	27	28*
Still enrolled	9	15	26	--
Graduated in this year	N/A	9	9	19

* indicated an intention to enroll

The comparisons between the figures for the three years covered by this report and those for the preceding reporting periods (two years and three years, respectively) indicate that program activity in these areas remains relatively constant.

For this reporting period (i.e., students would begin in the Fall semester of 2004, 2005, or 2006), the overall number enrolling is approximately 78% of those accepted, with that figure being a bit lower than usual (60%) for Fall 2005. Our students are predominantly women (85%), many of whom are enrolled in three courses per semester and continue coursework over the summer.

Student diversity is low as only eight minority students were enrolled over this time period. One minority student completed the program, and another is expected to do so over the summer of 2007. Two minority students are currently enrolled; during this reporting period two minority students were terminated as a result of low grades, and another was terminated as a consequence of failing the comprehensive examination.

V. Actions Taken and Resources Needed

a. Modifications to Assessment Plan

Within the context of this review, we have created and implemented one very minor change in the assessment plan. Section III, part c has added passing grades in the Practicum and Internship courses as an assessment tool; this modification is also reflected in the change of language describing expected results in section II, part c.

Section IV, part d, point 2 has explained the basis for a second, slightly more significant modification to the assessment plan. Difficulties with the exit interview process have led to the decision to combine that process with that of the alumni survey. As explained in the foregoing, during this review period a survey instrument was developed for the purpose of structuring the process of gathering feedback from alumni. From this point forward, this instrument will be administered to a sample of alumni at least once every three years. Additionally, this same instrument will now be administered when students complete the program, thus serving as the new version of the "exit interview" and to provide baseline data that will be helpful in interpreting the results of future alumni surveys. (Note also that this set of actions reflects follow-up activity pursuant to the 2004 annual assessment report, which identified the exit interview and alumni follow-up as areas of concern to be targeted for action over the next review period.)

b. Areas of Concern

One area of concern established in the June 2004 review of this program continues as an area of concern three years later -- namely, one particular faculty member continues to receive teaching evaluations that, overall, are appreciably lower than those of his colleagues within the program. In his defense, it should be noted that his evaluations have generally improved since the 2004 report (and on several occasions during this review period the faculty member has

received good evaluations), and that the evaluation figures for the colleagues serving as the frame of reference here have generally been among the best in the department, thus creating a lofty standard. The individual in question also tends to be particularly rigorous in some respects, sometimes generating backlash when it comes to the student evaluations. Nevertheless, the department head continues to work closely with this faculty member on his teaching.

More significantly, perhaps, there are two aspects of our program that require attention -- specifically, minority recruitment and retention, and the need for a campus facility for student training. Both areas could become major points of contention in the context of our continuing accreditation. Regarding minority students, we intend to devote more effort to the active recruitment of qualified minority students. These efforts will include establishing a recruiting presence at the South Carolina Psychological Association's Academic Day, where undergraduate psychology majors from state schools present research and attend other sessions devoted to furthering their education within the field of psychology. Additionally, we plan to discuss the prospects of scholarship funding for minority students with CGPS and the Graduate Council.

The lack of an on-campus training facility places our students at a considerable disadvantage in their skill development. More specifically, the existing arrangements sometimes create situations in which students experience a disconnect between their classroom learning and what they are exposed to in their field-site placements. Currently, our students receive all of their practical training in off campus field sites; these sites vary considerably in the quality of staffing, supervision, and the application of contemporary evidenced-based treatments. An on-campus clinic would enable us to insure a much higher level of consistency in this particularly critical aspect of our program.

c. Conclusions

In general, the data assembled for this review indicate the presence of considerable stability within the Clinical Counseling program -- which we interpret as a positive sign: Application and enrollment figures continue to maintain a consistent pattern; teaching performance among program faculty continues to be solid overall; students emerge from the program believing that they have been trained well and having demonstrated that this is indeed the case; and finally, there is evidence that this training has served our students well beyond graduation. In other words, the results of this review support the contention that the health of the program is good.

The need for an on-campus training facility to support our program is critical. Although it would be premature at this point to attempt to quantify or even identify all of the resources necessary to make that a reality, it should be nonetheless obvious that we need to begin a purposeful discussion of that matter

and move it forward as expeditiously as is reasonable. Aside from this issue, no other resources are needed at the present time.

Ed.S. - School Psychology

I. Mission/Purpose

The graduate program in School Psychology is a 75-semester hour program leading to the Specialist in Education degree, with the MA degree being awarded along the way. This is primarily a full-time graduate program, with approximately 75% of its students being enrolled in nine or more semester hours per semester.

The School Psychology program embraces a training model based upon the application of the principles of scientific methodology to the school setting – i.e., a school psychologist is a data-based problem-solver who is able to bring his/her knowledge (psychological and educational) and skills (diagnostic and prescriptive) to bear on school-related problems, generating viable and testable hypotheses about the problem that can be evaluated in light of continued data-gathering. Within this model, the program emphasizes the application of theory and research to practical and applied problems and settings within the ecology of the schools. It is the expectation of the program that students will be trained to meet these guidelines and that they will be competent professional problem-solvers who are compassionate and caring in their service. It is also the expectation of this program that students graduating will meet NASP guidelines for training, will be certifiable in the State of South Carolina at Level II, and will be eligible for National Certification.

II. Expected Results

The Department of Psychology is committed to training the highest level of service provider in school psychology that can be produced at the specialist degree level. In order to meet this goal, the following results are expected:

a. Accreditation

The School Psychology Program will maintain its accreditation with the National Association of School Psychologists (NASP) in order for its graduates to be eligible for Certification in the State of South Carolina at Level II and for National Certification.

b. Student Knowledge of Scientific Methodology

Students in the School Psychology Program will demonstrate a knowledge of scientific methodology as it applies to the school setting, as indicated by the following: (1) all graduates will have successfully completed a thesis; (2) annually, at least 75% of the program's thesis-level students will present their research at a state, regional, or national professional meeting; (3) annually, at least

50% of the program's thesis-level students will be a primary or secondary author on a published journal article.

c. Student Knowledge of School Psychology

Students will develop the knowledge necessary to function as school psychologists, to be indicated by 75% of graduates achieving scores at or above the national mean on the School Psychology section of the Praxis II exam (formerly known as the National Teacher Examination, or NTE).

d. Student Skills in School Psychology

Students will develop the skills necessary to function as school psychologists, as indicated by the following: (1) all students will achieve an average rating of at least "satisfactory" on the Field Supervisor Rating Form; (2) all students will achieve an average rating of at least "satisfactory" on the Efficacy of Intervention Rating Form; (3) all students will achieve a grade of "pass" on the presentation of a case study.

e. Recruitment and Completion

School Psychology program will be successful at recruiting quality students and assisting students in completing the program; as an indication that this goal is being accomplished, the number of students accepted, enrolled, and completing the program, as well as their average GPAs and GRE scores, will remain more or less level with the average numbers in these areas from the preceding three-year period.

f. Quality of Instruction, Advisement, and Supervision

The School Psychology program will provide excellent teaching, advisement, and supervision to its students, as demonstrated by: (1) on core items from the college-wide student evaluation of instruction, all faculty will have overall average ratings at or above the college mean (in graduate courses); (2) an overall assessment of "satisfactory" on 100% of the exit interviews done with interns completing that component of the program; (3) an overall assessment of "satisfactory" on 100% of the Efficacy of Intervention Rating Forms completed by internship supervisors; (4) an overall assessment of "satisfactory" on 100% of the alumni follow-up surveys conducted with graduates of the program.

III. Assessment Tools

a. Accreditation

This assessment tool will be the maintenance of accreditation by the National Association of School Psychologists (NASP).

b. Student Knowledge of Scientific Methodology

Students' knowledge of scientific methodology will be assessed using these mechanisms:

1. Successful completion of the thesis.
2. The number of students presenting research at state, regional, or national professional meetings.
3. The number of students who publish articles in professional journals.

c. Student Knowledge of School Psychology

Students' knowledge of school psychology will be assessed using the School Psychology section of the Praxis II exam (formerly known as the National Teacher Examination, or NTE).

d. Student Skills in School Psychology

Students' skills in school psychology will be assessed by way of the following:

1. The Field Supervisor Rating Form.
2. The Efficacy of Intervention Rating Form.
3. A case study presentation.

e. Recruitment and Completion

The School Psychology program's success in recruiting quality students and assisting them in completing the program will be assessed using the following measures:

1. The numbers of students accepted, enrolled, and completing the program, monitored annually.
2. GPAs of these students.
3. GRE scores of these students.

f. Quality of Instruction, Advisement, and Supervision

The quality of instruction, advisement, and supervision will be assessed using these mechanisms:

1. Core items from the college-wide student evaluation of instruction, administered at the end of every graduate course tied to the program.
2. The exit interview conducted with interns upon the completion of the internship.
3. The Efficacy of Intervention Rating Form (completed by internship supervisors).
4. The alumni follow-up survey.

IV. Assessment Results

The staggered three-year reporting cycle created by the January 2003 revision of the department's assessment plan means that data for the School Psychology program will next be reported in June 2008.

V. Actions Taken and Resources Needed

Aside from our having welcomed a new faculty member for the School Psychology program in Fall 2006, no actions have been taken during the 2006-2007 academic year. No additional resources are needed at this time.

**Goals and Objectives for the Next Evaluation Period for M.A. in Psychology:
Clinical Counseling**

Goal: To improve the quality of teaching within the program.

Objective: To provide special attention and remediation as called for with faculty whose teaching evaluation results consistently fall below college-wide means.

Objective: To provide mentoring specific to teaching for the new faculty member to be hired in the 2007-2008 academic year.

Goal: To recruit and retain more minority students.

Objective: To devote more effort to the active recruitment of qualified minority students, such as establishing a recruiting presence at the South Carolina Psychological Association's Academic Day.

Objective: To continue to push for the development of scholarship funding for minority students within CGPS.

Objective: To provide special attention to enrolled minority students, with the goal of retaining and graduating these students.

Goal: To create an on-campus training facility.

Objective: To pursue active discussion of this need.