

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>Doctoral Program in School Psychology – Counseling Psychology Emphasis</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The Counseling Psychology Emphasis (leading to a Ph.D. in School Psychology, Emphasis in Counseling Psychology) is based on the scientist-practitioner model of training and is designed to prepare doctoral-level counseling psychologists to provide evidence-based psychological services and conduct research in clinical and academic settings. The program is designed to prepare highly trained professionals who will provide mental health services in the local community and within the state. The Counseling Psychology Emphasis began in 2008 and is based upon the American Psychological Association (APA) accreditation standards. Accreditation by APA will be sought at the earliest possible opportunity.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty’s broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p>Students will function as scientist-practitioners of counseling psychology, who use the scientific method in both research and practice settings.</p>
	<p>Goal 2:</p> <p>Students will practice as counseling psychologists in a professional, ethical, and socially responsible manner.</p>
	<p>Goal 3:</p>
	<p>Goal 4:</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	<p>Who & How: Indicate who will collect the data and how data will be collected.</p> <p>Members of the Counseling Psychology Emphasis Committee will compile assessment data from various sources (detailed below). The Director of Training of this program will ensure the collection of this data.</p>
		<p>Timeline: Indicate when the data will be collected.</p> <p>Data will be compiled by September of each year.</p>
	Data Analysis	<p>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</p> <p>The Director of Training is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</p>
		<p>Timeline: Indicate when the data will be analyzed.</p> <p>Data will be analyzed by October each year.</p>
	Data Dissemination	<p>Who & How:</p> <p>The Director of Training will share results with the Counseling Psychology Emphasis Committee to discuss the results and possible curricular and/or pedagogical changes.</p>
		<p>Timeline:</p> <p>The Director of Training will meet with the committee in October.</p>
	Resulting Actions	<p>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</p> <p>The Director of Training will collate committee responses and consider them at a subsequent spring committee meeting. At this meeting, the committee will consider changes. Changes recommended by the Director of Training will be forward to the Department Chair for approval and implementation.</p>
		<p>Timeline: Indicate when the data and faculty feedback will be shared.</p> <p>Proposed changes have been approved by the Counseling Psychology Emphasis Committee and the department chair and have been implemented.</p>
	Re-assessment/ Evaluation	<p>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</p> <p>The impact of any changes will be assessed the following year. The data related to these changes will then be disseminated and analyzed according the procedure outlined above.</p>
		<p>Timeline: Indicate when the data will be collected following these changes.</p> <p>The year after data collection and analysis.</p>

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome #1	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Graduates will demonstrate knowledge and appropriate use of psychological and counseling theories and research.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Program Goal 1 and 2
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. Program Comprehensive Examination (Counseling Theories/Group Section, Personality Assessment Section, and Psycho-educational Assessment Section) Program Qualifying Examination (Professional Identity and Career Development/Counseling Section, Ethics and Multicultural Assessment Section, Evidence-Based Treatments and Assessment) Practicum Supervisor Evaluation (All sections and items) Internship Supervisor Evaluation (All sections and items)
	Assessment Method	Explain how the quality of the above activity will be assessed. Essay examination scores. Practicum and internship supervisor rubrics.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. For the Program Comprehensive Examination, 80% of the students will score at least a 3 on all 4 items of the attached rubric. For the Program Qualifying Examination, 80% of the students will score at least a 3 on all 4 items of the attached rubric. For the Practicum Supervisor Ratings, 90% of the students will score at least a "3" on a 5 point scale. For the Internship Supervisor Ratings, 90% of the students will score at least a "3" on a 5 point scale.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students are required to pass the Comprehensive Exam, the Qualifying Exam, and successfully complete Counseling Practica (P6381, P6382, and all four classes of P7365) and Internship (P9606) before graduating from the program.
	Frequency	State when AND how frequently the above activity will be assessed. Comprehensive Exam is given every November and April. Qualifying Examination is given every April. Practicum is offered in fall and spring semesters. Counseling Internship is offered in the fall and spring semesters.

Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Currently, all enrolled students have passed the above requirements, when attempted (except internship – our first intern is currently completing her internship). However, one student did not pass a section of the comprehensive examination and was assigned a remediation activity which she is now completing.
	Result	<input type="checkbox"/> Exceeded X Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Elson M. Bihm, Ph.D. Date of Analysis: Provide the date on which Responsible Authority reviewed data. July 1, 2013 Comments: Provide comments about data from Responsible Authority
Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. Director of Training Date of Presentation: Provide the date on which presentation to faculty was conducted. Will be concluded October 2013. Comments: Provide comments about the data from the relevant faculty Ongoing.	

Closing the Loop	Conclusion	<input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again:) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. May 1
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____

CI-Process Student Learning Outcome Information Sheet
 Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome #2	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Graduates will demonstrate ethical and professional standards of mental health care practice.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Program Goal 2
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Program Comprehensive Examination (Legal and Ethical Issues section). Program Qualifying Examination (Ethics and Multiculturalism, and Evidence-Based Treatments and Assessment Sections) Internship Supervisor Evaluation (All sections)
	Assessment Method	Explain how the quality of the above activity will be assessed. Essay examination scores. Practicum and internship supervisor rubrics
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. For the Program Comprehensive Examination (Legal and Ethical Issues section), 80% of the students will score at least a 3 on all 4 items of the attached rubric. For the Program Qualifying Examination (Ethics and Multiculturalism, and Evidence-Based Treatments and Assessment Sections), 80% of the students will score at least a 3 on all 4 items of the attached rubric. For the Internship Supervisor Ratings (All sections), 90% of the students will score at least a "3" on a 5 point scale.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students are required to pass the Comprehensive Exam and successfully complete doctoral internship before graduating from the program.
	Frequency	State when AND how frequently the above activity will be assessed. Comprehensive Exam is given every November and April. Qualifying Exam given every April. Counseling Internship is offered in the fall and spring semesters.

Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data are currently being analyzed for examinations and we are expecting data from the first internship supervisor around Sept. 1, 2013.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Elson M. Bihm, Ph.D. Date of Analysis: Provide the date on which Responsible Authority reviewed data. July 1, 2013 Comments: Provide comments about data from Responsible Authority

Analysis	<p>Department/ Area/ Program Faculty</p> <p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</p> <p>Director of Training</p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted. Will be concluded October 2013.</p> <p>Comments: Provide comments about the data from the relevant faculty Ongoing.</p>
	<p>Conclusion</p> <p><input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again:) <input type="checkbox"/> Curricular change</p> <p><input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____</p>
Closing the Loop	<p>Assessment Data-Driven Change</p> <p>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</p> <p>May 1</p>
	<p>Acknowledgement</p> <p>Provide signature of Department Chair acknowledging above results.</p> <p style="text-align: right;">Date</p>
	<p>Acknowledgement</p> <p>Provide signature of College committee chairperson or College Dean acknowledging above results.</p> <p style="text-align: right;">Date</p>

UCA Counseling Psychology Qualifying Exam Scoring Rubric

Student ID #: _____

Rater's initials: _____

Overall Ratings for Essay Items

A) Accuracy of responses

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Major inaccuracies Minor inaccuracies No inaccuracies

B) Thoroughness of responses

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Missed main points Missed minor points/details Thorough

C) Legal / ethical considerations

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Inadequately addressed ethical issues Ethics addressed adequately Ethics addressed exceptionally

D) Clarity of responses

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Most ideas unclear Some ideas clear/
Some ideas unclear Ideas presented clearly

PASS = Score of 3 or above in ALL areas

**UNIVERSITY OF CENTRAL ARKANSAS
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
EVALUATION FOR COUNSELING PRACTICUM**

On-Site Supervisor Rating

Student

Supervisor

Agency

Department

Dates of Practicum: From _____
To _____

Circle one: 1 Mid-Semester Evaluation 2 Final Evaluation

Please evaluate the student's performance in each of the areas below by circling the appropriate number on the scale. If the student did not engage in a particular activity listed, please circle NA.

Numerical Ratings 1 = poor
 2 = fair
 3 = average
 4 = good
 5 = excellent
 NA = not applicable

A. Professionalism

- 1. Meeting appointments and deadlines 1 2 3 4 5 NA
- 2. Preparation and organization 1 2 3 4 5 NA
- 3. Report writing and communication 1 2 3 4 5 NA
- 4. Ability to work with staff 1 2 3 4 5 NA
- 5. Appropriate ethical conduct 1 2 3 4 5 NA
- 6. Personal appearance 1 2 3 4 5 NA

- 7. Receptiveness in supervision 1 2 3 4 5 NA
- 8. Awareness of departmental goals 1 2 3 4 5 NA

B. Skills and Knowledge

- 1. Ability to establish rapport with clients 1 2 3 4 5 NA
- 2. Interviewing/counseling skill with individual clients 1 2 3 4 5 NA
- 3. Ability to conceptualize client issues and problems 1 2 3 4 5 NA
- 4. Understanding of diagnostic information and results 1 2 3 4 5 NA
- 5. Assessment skills (e.g., aptitude, ability, interest) 1 2 3 4 5 NA
- 6. Ability to design and implement treatment plans 1 2 3 4 5 NA
- 7. Application and integration of counseling theory 1 2 3 4 5 NA
- 8. Group psychotherapy skills 1 2 3 4 5 NA
- 9. Awareness of site's clinical population characteristics 1 2 3 4 5 NA
- 10. Familiarity with on-site referral sources and other resources 1 2 3 4 5 NA
- 11. Familiarity with off-site referral sources and other resources 1 2 3 4 5 NA
- 12. Familiarity with national and regional professional organizations 1 2 3 4 5 NA

C. Overall Rating

- 1. Overall quality of performance during NA the practicum. 1 2 3 4 5

Process adopted on: __10/15/2013_____

Process will be revisited on: 5/1/2014 _____

2.Letter grade recommended for this
F practicum (optional).

A B C D

Process adopted on: 10/15/2013

Process will be revisited on: 5/1/2014

C. Therapy Skills and Knowledge

1	2	3	4	5	NA			
1. Ability to establish rapport with clients			1	2	3	4	5	NA
2. Ability to conceptualize clients' issues			1	2	3	4	5	NA
3. Application and integration of counseling theory			1	2	3	4	5	NA
4. Understanding of client-therapist dynamics			1	2	3	4	5	NA
5. Multicultural Awareness			1	2	3	4	5	NA
6. Ability to formulate treatment goals and effectively bring about change			1	2	3	4	5	NA
7. Group psychotherapy skills			1	2	3	4	5	NA

Specific Strengths/Concerns

D. Overall Rating

1. Overall quality of performance during internship

1 = poor 2 = fair 3 = average 4 = good 5 = excellent

2. Recommendation to enter professional practice

Recommend without Reservation Recommend with Some Concern Do not Recommend

Explain overall rating