



Student Learning Outcome Assessment Plan

Department: Psychology
 Degree Program: MS-Mental Health Counseling

| Student Learning Outcome (performance, knowledge, attitudes) | Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/ | Method(s) of Assessment (What is the assessment?)* | Who Assessed (Students from what courses - population)** | When Assessed (term, dates)*** | Standard of Mastery/ Criterion of Achievement (How good does performance have to be?) |
|---|---|---|---|---|---|
| <p>1. Academic Performance/Thesis Development: Students will organize their work effectively, demonstrate critical thinking skills, function independently, and use data/research to conceptualize their thinking.</p> | <p>1.1.1 Students will achieve programmatic learning outcomes.</p> <p>3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.</p> | <p>Assessment of candidate progress form (Appended. Academic performance category Includes all coursework and thesis research</p> <p>Thesis (or project) oral defense</p> | <p>All students in program. assessed by student’s advisor (based on aggregated CACREP scores)</p> <p>All students</p> | <p>Assessment of candidate progress is completed the spring of first-year and winter of second-year.</p> <p>Prior to graduation</p> | <p>By their second review, students must receive a “Satisfactory” or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p> <p>Thesis chair and committee must sign off on defense.</p> |
| <p>2. Clinical Performance. Students will demonstrate skills in oral and written communication, listening to client’s concerns, interpersonal relations, and respect for human diversity. Students will demonstrate responsiveness to supervision.</p> | <p>1.1.1 Students will achieve programmatic learning outcomes.</p> | <p>Assessment of candidate progress form (Appended. Clinical Performance category. includes all aspects of clinical skills development).</p> | <p>All students in program. assessed by student’s advisor (based on aggregated CACREP scores)</p> | <p>Assessment of candidate progress is completed the spring of first-year and winter of second-year.</p> <p>PSY 593A is started either the student’s first or second quarter. Students continue to take the sequence for three or four quarter until they</p> | <p>By their second review, students must receive a “Satisfactory” or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p> <p>Students must receive a “Acceptable” or above on their PSY 593A evaluation. They must receive a “Acceptable” or above on 593B and 593C evaluations.</p> |

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|---|---|--|---|--|---|
| | | | | complete PSY 681B. | |
| <p>3. Other Professional/Personal Development: Students will take initiative for their clinical, academic, and personal duties. They will demonstrate dependability and time management skills. Students will also maintain professional/ethical behavior, work as a team with peers, maintain flexibility when approaching clinical and academic concerns, and demonstrate appropriate self-awareness of personal strengths and weaknesses.</p> | <p>1.1.1 Students will achieve programmatic learning outcomes.</p> | <p>Assessment of candidate progress form (Appended. Other Professional and Personal Development category)</p> <p>PSY 593A, B, and C evaluations are completed the faculty supervisor.</p> <p>PSY 681A and 681B evaluations are completed by the onsite supervisor.</p> | <p>All students in program. assessed by student’s advisor (based on MHC committee discussion and input)</p> | <p>Assessment of candidate progress is completed the spring of first-year and winter of second-year.</p> <p>PSY 593A is started either the student’s second or third quarter. Students continue to take the sequence until every quarter until they complete PSY 681B.</p> | <p>By their second review, students must receive a “Satisfactory” or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p> <p>Students may not receive a “Unsatisfactory” on any item on the 593A, 593B, 593C, 681A, and 681B assessments. They must also receive an overall score of “Adequate” in 681B.</p> |

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (face-to-face, online)

***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Assessment Cycle

Analysis and Interpretation: December
Improvement Actions: Completed by June
Dissemination: Completed by June

| Year SLOs | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 |
|-----------|-------|-------|-------|-------|-------|-------|
| 1 | X | X | X | X | X | X |
| 2 | X | X | X | X | X | X |
| 3 | X | X | X | X | X | X |

Assessment Oversight

| Name | Department Affiliation | Email Address | Phone Number |
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