

Performance Based Evaluation Plan To Monitor Student Progress in Reaching Program Objectives/Competencies

(Adopted by School Psychology Coordinating Committee 6/6/02)

First Year

Psychoeducational Assessment and Intervention

End of First Year- Case Study Psychoeducational Assessment and Intervention (as part of Psychology 435, Diagnostic Procedures, Spring Semester-First Year)

Psychosocial Assessment and Intervention

Treatment plan-Case Study Psychosocial Assessment and Intervention

Referral

Psychosocial Assessment

Psychosocial Intervention

Outcome Evaluation

(As part of Psychology 433, Psychodiagnostics II, Spring Semester-First Year)

Collaborative Consultation

Consultation course-case supervised by advanced doctoral student (as part of Mental Health Consultation in the Schools, Spring Semester, First Year)

Assessment of Student's Overall Progress in the Program

Mid-Year Assessment of Student Progress

Mid-Year and End of the Year Assessments by Field Placement Supervisors (Principals)

Beginning of the Year and End of First Semester Meetings with Field Supervisors

Mid-Year and End of the Year Assessment by Advanced Doctoral Supervisors

Annual Review of Student's GPA

Portfolio Assessment as part of Psychology 472-Theory and Practice of School Psychology

Second Year

Practicum Case Studies-Psychoeducational and Psychosocial Assessment and Intervention Cases involving Direct and Indirect Service

Mid-Year and End of the Year Assessments by Field Placement Supervisors (Principals)

Beginning of the Year and End of First Semester Meetings with Field Supervisors

Mid-Year and End of Practicum Performance Based Evaluations

Annual Review of Student's GPA

Portfolio Assessment (as part of Psychology 436.01-School Psychology Practicum)

Third Year/Full Year Internship

Full Year Internship Activities and Evaluation (Based on Internship Plan)

Mid-Year and End of Internship Field Supervisor Evaluations

Mid-Year and End of Internship University Supervisor Evaluations

Meetings with Intern Supervisors Four Times Per Year

Subject Test In School Psychology Administered by Illinois State Board of Education

Portfolio Assessment (at end of internship year as part of final evaluation)

ISU School Psychology Program Proposed Assessment Plan

This program assessment plan represents an effort to obtain a triangulation of data including current students or candidates, alumni or graduates of the program, and employers.

Program Objectives/Competencies

Objectives/Competencies of the SSP Program

Standard 1: Data Based Decision Making and Accountability

The School Psychologist understands that data based decision-making permeates every aspect of professional practice and has knowledge of a variety of models and methods of assessment that yield information useful in understanding problems, in identifying strengths and needs, and in measuring progress and accomplishments. The School Psychologist uses such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluates the outcomes of services.

Standard 2: Consultation and Collaboration

The School Psychologist has knowledge of behavioral, mental health, collaborative, and other consultation models and their methods of application to particular situations. The School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and systems level.

Standard 3: Learning and Instruction

The School Psychologist has knowledge of human learning processes and of direct/indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The School Psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions.

Standard 4: Socialization and Development of Life Skills

The School Psychologist has knowledge of human developmental processes and of direct/indirect services, including consultation, behavioral assessment/intervention, and counseling; applicable to the development of academic, behavioral, affective, adaptive, social and career goals. The School Psychologist, in collaboration with others, develop appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths and needs, implement interventions to achieve those goals, and evaluate the effectiveness of interventions.

Standard 5: Student Diversity in Development and Learning

The School Psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The School Psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Standard 6: School and Systems Organization, Policy Development, and Climate

The School Psychologist has knowledge of schools and other settings as systems, and works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, and supportive learning environments for children and others.

Standard 7: Prevention, Crisis Intervention, and Mental Health

The School Psychologist has knowledge of human development and psychopathology and associated biological cultural and social influences on human behavior. The School Psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well being of students.

Standard 8: Home/School/Community Collaborations

The School Psychologist has knowledge of diverse family systems (e.g. single parent, bi-racial, sexual orientation, religion, foster), including strengths and influences on student development, learning, behavior, and of methods to involve families in education and service delivery. The School Psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Standard 9: Research and Program Evaluation

The School Psychologist has knowledge of research, statistics, and evaluation methods; evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Standard 10: School Psychology Practice and Development

The School Psychologist has knowledge of the history and foundations of the profession; of various service models and methods of culture, language, ethnicity, race, gender; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Standard 11: Technology Standards

The School Psychologist has knowledge of relevant information sources and technology, and accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

Assessment Method Frequency

I. Employer/Intern Supervisor Surveys (Every five Years)

II. Alumni Surveys (Every 5 years)

III. Portfolio Assessment (Program Embedded (Annually)

This represents our program's competency/performance based summative assessment; Portfolios are collected and evaluated for program review purposes at end of internship year Portfolio organized around program objectives (NASP Training standards-see syllabus for Psychology 472, Theory and Practice of School Psychology).

Students will self-evaluate their progress in meeting NASP standards using a rating scale of: (3) Competency developed to a very high degree; (2) competency developed; (1) competency inadequately developed; and (0) Don't Know with qualitative comments. Two faculty raters will also rate) each portfolio and the ratings summarized.

IV. Subject test in school psychology -Illinois State Board of Education (Annually)

V. Exit Surveys of graduates (Annually)

VI, Field/university supervisor evaluations of Program during pre-practicum and practicum. and internship (Annually)

VII. Course and Instructor Surveys (Fall and Spring Semesters)

VIII. Faculty Productivity Ratings from DFSC (Annually)

IX. Review of GPAs of All students-Min. 3.0 (Each Semester)

X. School Psychology Coordinating Committee meetings with agenda item devoted to student concerns articulated by student representatives (Twice a Month)

XI. Mid-term Evaluations of first year students (Annually)

XII. Mid-term and end of the year evaluations of first year students by advanced doctoral student supervisors (Twice a Year)

XIII. Thesis defenses (One for each student)

XIV. Town Meetings (Annually)

XV. School Psychology Advisory Committee (Annually)

XVI. Individual Meetings with Principals at Field Sites (Twice a Year)

XVII. Meetings with Internship Supervisors (Four Times per Year)

XVIII. Meetings with Principals and CARES specialists as a group (As Needed)

XIX. Evaluation of Specialist Degree Program by Illinois Board of Higher Education through formal program review process. (Every Seven Years)

All program evaluation data are reviewed annually by the School Psychology Coordinating Committee (SPCC) as part of their end of the year meeting. Program “Retreats” are held approximately once every five years or more often if necessary.

The Clinical-Counseling Coordinating Committee's Spring 2003 report on The Illinois Commitment Goal 5: Assessment of Student Learning and Improving Program Quality

Alvin E. House, Ph.D.

Coordinator of Clinical-Counseling Psychology, Department of Psychology, Illinois State University

May 8, 2003

Consistent with the goals and directives of the IBHE and Illinois State University, the Clinical-Counseling Program of the Department of Psychology has undertaken efforts to assess and improve the quality of education in the graduate program. Based on the original mission statement for the Clinical-Counseling sequence (Fall 2000, attached), a set of Program Objectives for the Clinical-Counseling Sequence were constructed (5-11-01, attached). Based on these documents and the recently approved proposal for a Program in Clinical-Counseling Psychology within the Department of Psychology, a plan for Goals and Assessment Plans for the Clinical-Counseling Psychology Graduate Program was developed (attached).

As part of this plan, an assessment survey was conducted of the practicum sites our second year graduate students were placed working in for their experiential training. The results provide an external perspective on the degree of preparation in each of the skill areas identified in our plan, as well as an overall global evaluation of student preparation. The results for the first year of the survey are attached.

Also as part of this plan, a self-assessment survey was conducted of the graduate students in practicum. These results provide another perspective on the preparation provided by the program. The results for the first year of this survey are attached.

The Clinical-Counseling Coordinating Committee plans to take up discussion of these initial results in the fall of 2003 and begin to identify areas of the program that could be strengthened for the better preparation of our students.

**Assessment Plans for the
Clinical-Counseling Psychology Graduate Program
(working plan 4-16-03)**

Goal	Activities	External Supervisor(s)' ratings	Self ratings
proficiency in a scientist-practitioner approach to providing mental health services to a diverse clientele	Training in: <ul style="list-style-type: none"> •professional, legal, & ethical responsibilities: PSY 470 •Human development & personality: PSY 420 •Counseling theory: PSY 464 •Counseling techniques: PSY 421 •Group dynamics & counseling: PSY 437 •Appraisal of individuals: PSY 438 •Research & evaluation: PSY 440 •Social & cultural foundations: PSY 480.28 or PSY 305 	item 1 & 13 item 2 item 3 item 4 item 5 item 6 item 7 item 8	item 1 & 13 item 2 item 3 item 4 item 5 item 6 item 7 item 8

•Career development & counseling: PSY 465	item 9	item 9
•Substance abuse & counseling: PSY 466	item 10	item 10
•Maladaptive behavior & psychopathology: PSY 468	item 11	item 11
•Family dynamics & counseling: PSY 467	item 12	item 12
Global evaluation of competency to enter human service field	item 13 & 14	item 13 & 14

Assessment Survey for the

Clinical-Counseling Psychology Graduate Program

report for 2003: Five agencies reporting for 11 practicum students

Based on your contact, interaction with, and observation of the Clinical-Counseling practicum student at your agency, how would you classify their professional preparation to enter human service work in the following areas:

1. Awareness of and behavior consistent with professional, legal, and ethical responsibilities:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
100%			

2. Understanding of human development and personality:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
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89% 18%

3. Understanding of counseling theory:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
100%			

4. Skill with counseling techniques:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
100%			

5. Understanding and basic competency with group dynamics and group counseling:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
73%			27%

6. Appropriate appraisal of individuals:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
100%			

7. Understanding of evaluation and research methodologies:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
55%	9%		36%

8. Awareness of social and cultural foundations and sensitivity to issues of diversity:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
73%	9%		18%

9. Understanding of career development and skills in vocational counseling:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
27%	9%		64%

10. Understanding of substance abuse and skills in substance abuse counseling:

Prepared	Marginally Prepared	Not Prepared	No Basis for Rating
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55%

18%

27%

11. Understanding in maladaptive behavior and skills with DSM-IV classification:

Prepared

Marginally Prepared

Not Prepared

No Basis for Rating

100%

12. Understanding of family dynamics and skills in family counseling:

Prepared

Marginally Prepared

Not Prepared

No Basis for Rating

100%

13. Overall ability to function effectively within a human service agency as a professional:

Prepared

Marginally Prepared

Not Prepared

No Basis for Rating

100%

14. Overall ability to work effectively with a broad range of human service clients and problems:

Prepared

Marginally Prepared

Not Prepared

No Basis for Rating

100%

Psychology Graduate Program Assessment

(Four Sequence Areas)

Our Psychology Program comprises four sequence areas: Cognitive-Behavioral Sciences, Developmental-Educational Psychology, Industrial-Organizational/Social Psychology, and Quantitative Psychology. While we will continue to keep a general psychology degree option for special circumstances, we have begun encouraging all applicants to select a specific sequence to apply to in order to increase their chances of being admitted to our program. Enrollment in the sequences was limited to approximately five students per area to address budget and resource limitations this year and next.

Faculty in each area have assessed the effectiveness of their areas based on objectives developed for the area and made curriculum revisions and degree requirement changes to address assessment concerns and strengthen objectives. Many efforts are ongoing, reflecting the fluid nature of assessment as a process.

Coordinators submitted the attached reports on their assessment reflections and actions. Generally, each area has made accomplishments that map well onto Psychology Graduate Program Goals and Objectives and specific Sequence Goals and Objectives. Each area will continue to devise assessment techniques to address goals and objectives more thoroughly. Notably, all areas have well-developed web pages containing much information useful to current, new, and prospective students. Efforts to further utilize technology for assessment of areas will continue.

Goals and Assessment Plans for the Psychology Graduate Program (MA/MS)

Program-Wide Goals

Goal	Activities	Means of Assessing Short Term Outcomes	Means of Assessing Long Term Outcomes
Breadth of knowledge of basic psychological principles	PSY 418 PSY 420	Comprehensive Exam performance Thesis completion	Placement in Doctoral Programs Alumni Surveys Internship/Professional Practice placement and performance Job Placement Publications and other professional accomplishments
Knowledge of basic psychological principles of data analysis and methodology	PSY 440 Independent Study Thesis	Successful completion of Independent Study, Thesis Comprehensive Exam performance	Placement in Doctoral Programs Publications and other professional accomplishments Job Placement
Professional Communication	Using APA format	Successful completion of	Alumni Surveys

Skills	Making oral presentations	Independent Study, Thesis	Internship/Professional Practice placement and performance
	Using computer-based technologies	Comprehensive Exam performance	Job Placement Publications and other professional accomplishments

Sequence in Cognitive and Behavioral Sciences:

Depth of Knowledge in Specialty Area and Application of Ethical Principles

Goal	Activities	Short Term Outcomes	Long Term Outcomes
1. To have a basic understanding of human and animal behavior within Cognitive, Neuroscience, and Behavioral theoretical frameworks a. Understand broad meta-theoretical arguments within	PSY 455 PSY 463 PSY 480 PSY 498.04 Independent Study Thesis	Thesis completion	Placement in Doctoral Programs Publications and other professional accomplishments Job Placement

<p>the disciplines</p> <p>b. Understand and appreciate the multidisciplinary nature of the disciplines</p>			
<p>2. Design and conduct data collection with analysis in mind</p> <p>a. Formulate testable hypotheses</p> <p>b. Understand and use basic observational, small-N, and experimental designs</p>	<p>CBS proseminar</p> <p>Use and Understanding of appropriate IRB, IACUC, and APA ethical guidelines in student's research</p>		
<p>3. Be able to review and critically evaluate research literature</p>			

4. Ethical Applications			
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Sequence in Developmental Psychology:

Depth of Knowledge in Specialty Area and Application of Ethical Principles

Goal	Activities	Short Term Outcomes	Long Term Outcomes
<p>1. Explain how age-normative, history-normative, and nonnormative influences affect stability and change across the life-span.</p> <p>2. Adopt a life-span perspective.</p> <p>3. Understand broad metatheoretical arguments within the discipline, (e.g., the nature vs. nurture debates).</p> <p>4. Explain how major theories of development stand on these metatheoretical</p>	<p>Psy. 480.15</p> <p>Psy.480.23</p> <p>Soc.469</p>	<p>Successful completion of Independent Study, Thesis</p> <p>Comprehensive Exam performance</p>	<p>Internships</p> <p>Admission to PhD programs</p> <p>Job Placement</p>

<p>arguments.</p> <p>5. Be sensitive to developmental issues facing individuals from varying cultures, gender, and ethnic groups.</p> <p>6. Appreciate the scientific nature of the field and understand how developmental designs can capture basic developmental processes.</p> <p>7. Understand and appreciate the multidisciplinary nature of the discipline.</p>	<p>PSY 331.01</p> <p>PSY 440</p>		
<p>8. Possess the necessary knowledge and skills to pursue an applied career or garner placement in a doctoral program.</p> <p>9. Ethical Applications</p>	<p>PSY 498 Professional Practice</p> <p>PSY 432 PD I</p> <p>Thesis</p>	<p>Comprehensive Exam</p> <p>Thesis Completion</p>	

Review of Ethical principles in PSY 480.15, PSY 480.23		
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Sequence in Industrial/Organizational-Social Psychology:

Depth of Knowledge in Specialty Area and Application of Ethical Principles

Goal	Activities	Short Term Outcomes	Long Term Outcomes
1. Understand and apply basic principles of psychological science, especially those of social psychology, to work settings.	PSY 375 PSY 376 PSY 426 PSY 480.21 PSY 480.22 PSY 431 Internship Research	Internship performance Comprehensive Exam performance or Thesis Completion	Placement in Doctoral Programs Publications and other professional accomplishments Job placement
2. Understand and apply quantitative and statistical computing methods used by psychologists to work settings.	PSY 440 PSY 441 PSY 442 PSY 444 Internship Research	Internship performance Comprehensive Exam performance or Thesis completion	Placement in Doctoral Programs Publications and other professional accomplishments Job placement
3. Know and apply "micro" principles about individual members of the organization.	PSY 375 PSY 480.21 PSY 426	Comprehensive Exam performance	Publications and other professional accomplishments Job placement

4. Know and apply "macro" principles about organizations as collective entities.	PSY 376 PSY 480.22 PSY 426	Comprehensive Exam performance	Publications and other professional accomplishments Job placement
5. Demonstrate skills in oral presentation, technical and professional writing, and project management.	PSY 375 PSY 376 PSY 480.21 PSY 480.22 Thesis proposal Thesis defense	Internship performance Thesis completion	Placement in Doctoral Programs Publications and other professional accomplishments Job placement
6. Understand and apply professional ethics and standards of conduct relevant to the delivery of psychological services to the public.	PSY 375 PSY 480.21 PSY 426	Comprehensive Exam performance or Thesis completion	Job tenure
7. Be aware of and involved in professional I/O organizations.	SIOP MPA APA Acad. of Mgmt.	Attendance at SIOP Attendance at MPA Attendance at APA Attendance at Acad. of Mgmt.	Attend/present at SIOP Attend/present at MPA Attend/present at APA Attend/present at Acad. of Mgmt. Committee membership

Sequence in Quantitative Psychology:

Depth of Knowledge in Specialty Area and Application of Ethical Principles

		Short Term	Long Term
Goal	Activities		Outcomes

		Outcomes	
1. Develop Analytical Approach to Statistics	PSY 440, PSY 441, PSY 442, PSY 443, PSY 444, PSY 445,	Statistics consulting and consumer reports	Job placement PhD placement
A. Selection of Statistical Test/Methods	PSY 498.03 Thesis		
B. Implement Statistical Methods with statistical packages			
C. Interpret Output of Statistics packages			
2. Communication Skills	PSY 498.03 Thesis	Thesis completion Statistics consulting and consumer reports	
A. Written			
B. Oral			
3. Ethical Applications	Use and understanding of appropriate IRB, IACUC, and APA ethical guidelines in student's research and consulting		

Cognitive and Behavioral Sciences

Graduate Sequence Assessment Report

2002-2003

This report documents the Cognitive and Behavioral Sciences group's (CBS) ongoing assessment of our graduate sequence for the 2002 and 2003 calendar years.

Graduate Program

- Based on a global review of the sequence we submitted a proposal to change the sequence
 - Proposed a new course: Pro-seminar in Cognitive and Behavioral Sciences course. The course will be taken by all of our graduate students, each semester.
 - Revision of course recommendations for our two areas of emphasis (Cognitive Science and Behavioral Neuroscience).
 - Many of the extra-departmental courses listed as recommended electives required pre-requisites.
 - Some of the courses had be significantly changed (or in some cases dropped) making them less suitable as electives.
 - Increase course hour requirement from 32 hrs to 37 hrs
 - to accommodate new pro-seminar in CBS course taken each semester
 - to increase the number of required PSY 400 independent study hours (from 1 to 2, to encourage the development of thesis ideas during the students' first year)
 - Reviewed graduate courses generally taught by CBS faculty
 - The group was satisfied with our current courses
 - We discussed the possibility of having the Cognitive Science course (PSY 455) and the Brain and Behavior Relations (PSY 463) course be reconceptualized as introduction courses for our two emphases. PSY 463 serves the School Psychology program, so this may not work well for that class. Further discussion of this issue will be undertaken in the Fall
 - We added two new undergraduate courses (PSY 369, Psycholinguistics & PSY 368, Human Memory) that may be taken for graduate credit.
 - Reviewed thesis requirement
 - The thesis is considered (by the CBS sequence) the primary outcome measure of student learning. The consensus of the group was to retain the thesis requirement (disallowing comprehensive exams)
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Developmental Psychology Graduate Sequence

Graduate Sequence Assessment Report

2002-2003

The following report reflects the Developmental Sequence group's assessment of our graduate sequence for 2002-2003

1) Major curriculum revisions in the Developmental Sequence took place four years ago. In general, our curriculum was a hodge-podge of poorly connected graduate and undergraduate courses. Currently, our students are required to take graduate courses across the life span (Developmental Seminar, Adolescent Seminar, and Seminar and Gerontology), as well as courses that will enable our students to receive professional jobs with a terminal Master's degree (e.g., Psychodiagnostics 1). To assess the impact of this curriculum change, the faculty contacted former students and interviewed them regarding their current career status. *A large number* of these students are currently in Ph.D. programs (e.g., University of Texas; University of Utah; Rochester University), postdoctoral fellowship programs (e.g., Northwestern University; University of Illinois), and faculty positions (University of Vermont; Pennsylvania State University).

In addition, there was considerable breadth in these placements. For instance, some of our students have gone on to receive training in Child Development programs, others in Adolescent Development programs, while others have received later training in Adult Development & Aging. We believe that our curriculum emphasis in Lifespan Development creates a flexible situation for our graduates, that is, they can market themselves however they desire for Ph.D. programs. We have posted the names/positions of some of our recent graduates on our Website to validate our perspective on this assessment concern.

2) Interviews with former students have revealed that Professional Practice opportunities (both applied and teaching) have provided experiences that have assisted our students in two ways. First, we documented that a number of former students who have worked in applied internships (e.g., Jennifer Adams—Chestnut Health Systems; Sharon Karowski—Pontiac Mental Health) received job offers from these same units upon graduation with the terminal M.S. degree. In addition, two of our former students (Jennifer Marchand; Melissa Dolan) indicated that these opportunities helped them gain admittance into applied graduate programs in Human Development and Family Studies.

Because of these assessments, our sequence decided to make Professional Practice a more visible component of the graduate experience. We elected a Professional Practice Coordinator (Marla Reese-Weber), who is now keeping a log of opportunities for new students, as well as record of students who use these experiences to obtain later employment or admittance into applied Ph.D. programs. Additionally, we now have an evaluation form to provide assessment data for these experiences.

3) Because we view our graduate degree as a flexible one, our sequence members believe that students should have options to build a curriculum experience that will assist them in pursuing general and specialized experiences in applied and Ph.D. settings. Thus, students now have the option of pursuing curriculum experiences that would allow them to receive additional certification in *Aging*, as well as *Women's Studies*. These curriculum changes are now on our Website, and Gary Creasey and Marla Reese-Weber were elected as departmental advisors for students interested in pursuing such options. In addition, Gary Creasey has a complete list of where students who received the M.S. degree and Professional Sequence on Aging experience (now a certificate program) ended up. For instance, these students eventually received Ph.D. degrees in Aging—Melissa Dolan; Gerontology—Chris Zwayne, or Human Development and Family Studies—Jennifer Marchand, or received aging-related job offers with a terminal M.S./Professional Sequence degree (e.g., Carrie Ottlinger, Gerontology Unit, Veterans Hospital—Memphis, TN).

4) The faculty again overviewed the sequence objectives that were drafted and approved last year and agreed that these objectives were sound. In terms of an assessment strategy, the sequence members believe that a number of these objectives can be addressed in our seminar classes (i.e., Developmental and Adolescent Development seminars), and Psychology 331 (Developmental Psychology Research Methods). In order to accomplish this goal, our sequence members proposed the following action steps:

- a) Incorporate sequence objectives into course syllabi and Developmental Sequence Website.
- b) Incorporate assessment (e.g., student feedback surveys) and evaluation (e.g., examinations; papers) strategies in course syllabi (*this should be standardized material regardless of who teaches these courses*).
- c) Later assessments/evaluations can be conducted in two ways. First, students who master the sequence objectives should be able to pass comprehensive examinations (*which should contain questions that are tied to sequence objectives*). If course syllabi clearly communicate objectives/assessment/evaluation criteria then potential students who take comprehensive examinations can use former course objectives **as a guide for preparing for these exams**. This strategy will eliminate the need for cumbersome “study materials/questions”, and reliably tie course/sequence objectives to assessment/evaluation.

Secondly, discussions have begun for the creation of possible exit interviews or brief surveys for students. For instance, students could indicate the degree of satisfaction regarding mastery of each objective (e.g. lifespan perspective; multidisciplinary approach).

5) Sequence members briefly discussed the viability of the comprehensive examination and Thesis options. It was agreed that due to the different goals of our students (e.g., applied employment with terminal degree versus Ph.D. experience) that we should retain these options.

Quantitative Area Assessment Report

Submitted by Matthew Hesson-McInnis, Quantitative Area Coordinator

May 1, 2003

The graduate quantitative curriculum has recently undergone a fairly major revision in that every course has either been replaced with a more current course or has undergone revision of content and pedagogy. Thus, our area has recently engaged in a thorough curriculum review process, and this report summarizes that process and changes made as a result of the review.

When the quantitative faculty met to review the courses, course objectives, and learning outcomes for the quantitative graduate courses in our department, it became clear that there were both areas of content that were not well represented in the curriculum as well as data analysis skills that were not being acquired efficiently under the old curriculum. We will address each of these changes in turn.

When the faculty met to review course catalogue copy and course syllabi, two issues of content coverage emerged. First, it became clear that our students did not have the opportunity in their course work to develop expertise in conducting survey and correlational research similar to the opportunities to learn about experimental studies in PSY 441. In many areas of psychology, surveys and correlational methods are used more predominantly than experimental designs for pragmatic and ethical reasons; yet, our students were having to develop survey research design expertise in one-on-one supervision, which is not efficient from either a student or a faculty perspective. This content deficiency was corrected by the addition of a course on survey research methods, PSY 443 (Survey Research Design). This course addresses survey and questionnaire research methods and analysis techniques with the same rigor as our existing PSY 441 course on experimental design. Student learning outcomes include conceptualizing, analyzing, and evaluating survey research.

A second issue that developed was the need for students to develop expertise in structural equation modeling and covariance structure modeling techniques. These techniques had been included as one of four topics in the PSY 480.14 (Multivariate Topics) course in the past, but over time, more and more time was spent on these techniques because an ever increasing number of journals are publishing studies with these analyses. Given the highly technical nature of these techniques, a seminar format was viewed as an inefficient way of training students to use these techniques, so a second new course was added, PSY 445 (Covariance Structure Modeling). This course covers the spectrum of covariance structure modeling, including confirmatory factor analysis, path analysis, and structural equation modeling with latent variables. In addition to providing in-depth coverage these techniques, moving the material to a formal lecture course allows students' expertise to be identified on their transcripts. Student learning outcomes include conceptualizing, designing, conducting, and evaluating covariance structure models.

In addition to these two major course additions, we also created a new graduate level, univariate statistics course, PSY 440, Statistics: Data Analysis and Methodology, which is required of all graduate students in the Psychology Program as one of three core courses. Although much of the material covered in PSY 440 is similar to that covered in PSY 341 under the old curriculum, the pedagogy for this course demonstrates a radical shift, as does the degree of complexity with which the material is covered. Our review of the old curriculum revealed that high levels of heterogeneity in the degree of preparedness for a graduate statistics course had, over time, gradually eroded the sophistication with which the course content was taught. So the first goal of this new course was to provide a statistics course commensurate with graduate training in psychology. A second goal of the new graduate statistics course was to infuse the course with the tools necessary to use statistical analyses as social scientists, including being able to conceptualize data analysis in broad terms, construct a strategy for representing data in a statistics computer package, select appropriate statistical procedures, run these procedures with a computer, interpret the output, and write coherently, cogently, and in APA style about the analyses. Thus, this new course represents changes in content and in pedagogy. Finally, one additional change made in this course is that students are required to take a self-test online to assess their proficiency with the material covered in the prerequisite course. This self-test is intended to serve as a diagnostic tool for students and their advisors to assess their readiness for the course and to facilitate selecting an appropriate sequence of course work. Some students demonstrate excellent proficiency in each of four areas covered, while others identify one or two areas for review prior to the start of the course. Other students have chosen to take an undergraduate course at Illinois State to review skills that were very rusty. The outcome is that the students are generally more uniformly ready for a graduate statistics course and have less difficulty with a topic known for inducing frustration and stress for graduate students.

Virtually every other course in our area has undergone pedagogical restructuring similar to the restructuring of PSY 440 (but on a much smaller scale) to address data analysis skill acquisition by including a new emphasis on using SPSS (the Statistics Package for the Social Sciences) and other software packages as analytic tools. The development of a computer laboratory/classroom has allowed us to implement this shift in pedagogy. All six of our quantitative courses now includes instruction and feedback on the use of SPSS (or LISREL) for running analyses, and students now develop proficiency in using computer packages to analyze data. By including this type of practical training in these six courses (PSY 440, 441, 442, 443, 444, and 445), we have articulated the importance of conceptualizing the research design and type of data collected, formulating an effective system for coding and entering data in SPSS, selecting and running appropriate analyses with computer software, and interpreting the output from these packages. Thus, our courses have been structured around the premise of training scientists rather than technicians, with the goal of understanding the analyses performed rather than simply producing analyses.

All assessment is ongoing, and having implemented major changes over the past several years, the goal for the future will be to re-examine the changes that were made and continue to assess student learning. As we are approaching the time when a class of graduate students will have taken only the restructured courses, we will then be able to evaluate the impact of these new courses. Future plans include the use of theses, comprehensive examinations, and employment and doctoral placement as indicators of

student learning outcomes. A review of these materials will allow us to enhance the quantitative curriculum and fine-tune these relatively new courses.

Industrial/Organizational-Social Psychology

Graduate Sequence Assessment Report

Academic Year 2002-2003

This report documents the Industrial/Organizational-Social Psychology Sequence's (I/O-S) assessment of our graduate sequence for the 2002-03 academic year. Each of these accomplishments, where appropriate, will be mapped onto the four Psychology Graduate Program goals **[PSY]** and the seven I/O-S Sequence goals **[I/O-S]** listed in the enclosed tables.

OVERVIEW OF 2002-03 I/O-S SEQUENCE ACCOMPLISHMENTS

Organized and held Alumni Practitioner Panel Discussion and Dinner Reception. **[PSY3; I/O-S3, 4, 5, 6]**

Eight alums from as long ago as 20 years returned to campus for a three-hour panel discussion about career training and development issues. This was followed by a reception and dinner at Central Station.

Began relationship with State Farm Usability Research Group. **[I/O-S 1, 2]**

Four members of State Farm's Usability Research Group, headed by Alex Genov, visited our 426 Research and Practice meeting to introduce their ideas for collaborative research between the two parties. We have been invited to visit their facility later in May.

Maintained internship relationships with State Farm, The DeGarmo Group, Caterpillar, HRAdvantage, and BroMenn Healthcare. **[PSY3; I/O-S 1, 2, 5]**

A number of graduate students interned during the past year at organizations listed above.

I/O faculty and five students attended the Society for Industrial and Organizational Psychology Conference in Orlando, FL. **[PSY 1, 2, 3; I/O-S 7]**

Kim Schneider and Angela Swendsen presented a paper in a symposium.

Faculty and students presented at an international conference. **[PSY 1, 2, 3; I/O-S 7]**

John Pryor chaired a symposium at the International Coalition Against Sexual Harassment (ICASH) in Chicago. Kim Schneider and Eros DeSouza, as well as Angela Abbott and Laura Moyle presented papers.

Nicky Virgil passed the Black Graduate Student Association President's gavel to Altovise Rogers. [PSY 3; I/O-S 7]

Nicky, a third-year Fulbright Fellow from Trinidad, passed the gavel to Altovise, a first-year student from Rice University.

Five I/O-S students presented at the Graduate Research Symposium. [PSY 1, 2, 3, 4; I/O-S 1, 2, 5, 6, 7]

Six students successfully passed the Comprehensive Examination. [PSY 1, 2, 3; I/O-S 1, 2, 3, 4, 6]

?? students proposed theses, and ?? defended theses. [PSY 1, 2, 3; I/O-S 1, 2, 3, 4, 6]

Successfully recruited and hired a new faculty member in I/O psychology.

Dr. Cong Liu, from the University of South Florida will join us in August.

Admitted six new graduate students for Fall, 2003.

Five Illinois State University undergraduates and a Rockford College graduate will join us in August.

Incoming graduate student, Heather Holzwarth, was awarded an Illinois State University Foundation Fellowship.

Heather joins us from Rockford College.

Kathleen Melcher received the Charter Department Outstanding Graduate Student Award, as well as the University Outstanding Graduate Student Award.

An awards ceremony sponsored by the Graduate School was held in April.

Began a discussion of Comprehensive Exam design and refinements.

The I/O-S Comprehensive Exam Committee began discussing the refinement of Comps to dovetail with general Department review of policies and procedures.

Began a discussion of I/O curriculum refinements.

Decided to continue discussion of expanding/redesigning the core curriculum once our new colleague is on board this Fall.

Goals and Assessment Plans for the Psychology Graduate Program (MA/MS)

Program-Wide Goals

Goal	Activities	Short Term Outcomes	Long Term Outcomes
1. Breadth of knowledge of basic psychological principles	PSY 418 PSY 420	Course performance Comprehensive Exam performance Thesis completion	Placement in Doctoral Programs Alumni Surveys Internship/Professional Practice placement and performance Job Placement Publications and other professional accomplishments
2. Knowledge of basic psychological principles of data analysis and methodology	PSY 440 Independent Study Thesis	Successful completion of Independent Study, Thesis Comprehensive Exam performance	Placement in Doctoral Programs Publications and other professional accomplishments Job Placement
3. Professional Communication Skills	Using APA format Making oral presentations Using computer-based technologies	Course performance Successful completion of Independent Study, Thesis	Alumni Surveys Internship/Professional Practice placement and performance

		Comprehensive Exam performance	Job Placement
		Using e-mail, web sites	Publications and other professional accomplishments
4. Knowledge of and adherence to APA Code of Conduct and Ethical Principles	(See Sequence-Specific Activities)	IRB approval	Alumni Surveys
		Ethical interaction with human research participants or animal subjects	Internship/Professional Practice placement and performance
		Ethical interaction with undergraduate students as GA	Job Placement
		Ethical interaction with fellow graduate students and other professionals	

Sequence in Industrial/Organizational-Social Psychology:

Depth of Knowledge in Specialty Area and Application of Ethical Principles

Goal	Activities	Short Term Outcomes	Long Term Outcomes
1. Understand and apply basic principles of psychological science, especially those of social psychology, to work settings.	PSY 375 PSY 376	Course performance Internship	Placement in Doctoral Programs

	PSY 426 PSY 480.21 PSY 480.22 PSY 431 Internship Research	performance Comprehensive Exam performance or Thesis Completion	Publications and other professional accomplishments Job placement
2. Understand and apply quantitative and statistical computing methods used by psychologists to work settings.	PSY 440 PSY 441 PSY 442 PSY 444 Internship Research	Course performance Internship performance Comprehensive Exam performance or Thesis completion	Placement in Doctoral Programs Publications and other professional accomplishments Job placement
3. Know and apply "micro" principles about individual members of the organization.	PSY 375 PSY 480.21 PSY 426	Course performance Comprehensive Exam performance	Publications and other professional accomplishments Job placement
4. Know and apply "macro" principles about organizations as collective entities.	PSY 376 PSY 480.22 PSY 426	Course performance Comprehensive Exam performance	Publications and other professional accomplishments Job placement
5. Demonstrate skills in oral presentation, technical and professional writing, and project management.	PSY 375 PSY 376 PSY 480.21 PSY 480.22 Thesis proposal	Course performance Internship performance Thesis completion	Placement in Doctoral Programs Publications and other professional accomplishments Job placement

	Thesis defense		
6. Understand and apply professional ethics and standards of conduct relevant to the delivery of psychological services to the public.	PSY 375	Course performance	Job tenure
	PSY 480.21		
	PSY 426	Comprehensive Exam performance or Thesis completion	
7. Be aware of and involved in professional I/O organizations.	SIOP	Attendance at SIOP	Attend/present at SIOP
	MPA	Attendance at MPA	Attend/present at MPA
	APA	Attendance at APA	Attend/present at APA
	Acad. of Mgmt.	Attendance at Acad. of Mgmt.	Attend/present at Acad. of Mgmt.
			Committee membership

