



*Annual College Assessment Report*  
**2021-2022**

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## Program Overview

The Doctor of Psychology (PsyD) Program at CNU provides students with the guidance, support, and exemplary training required to excel as professional psychologists. We believe strongly in fostering a graduate culture with high student engagement, individualized attention, inter-professional collaboration, and rigorous academics.

Our curriculum is specifically designed to provide students with the discipline-specific knowledge and profession-wide competencies outlined by the American Psychological Association (APA). Course series include Human Diversity, Foundations of Behavior, Assessment, Interventions, Psychometrics, and Research Design, Internship Preparation, and Dissertation Preparation.

In Years 1 through 4, students meet quarterly with a dedicated academic advisor to ensure that they are on the right track to meet their academic and professional goals. These quarterly reviews synthesize feedback from academic faculty and field-placement supervisors to provide students with the best possible guidance toward earning their PsyD Degree.

Reduced course loads in Year 4 help students focus on applying to APA internships and completing their dissertation research. Dissertation Seminars and the summer Internship Preparation Workshop (elective) further support and guide students toward timely completion of dissertation research and acceptance to paid APA internships.

The College of Psychology is dedicated to pursuing six central tenets as guiding principles: **Curiosity** as a guiding spirit to scholarship and clinical work; **Integrity** as scholars, professionals, and clinicians; **Diversity** of people, ideas, and beliefs; **Accountability** in our work as mental health professionals; **Respect** for our work, our colleagues, our clients, and ourselves; and **Relationships** as the fundamental building block of our profession.

## Assessment process

The College of Psychology collects Learning Outcome Data through CANVAS (Learning Management System, LMS). Since Fall Semester 2022, we integrated the examination software ExamSoft to collect data in an automated fashion. After piloting this exam software over the Spring 2022 semester, it is now mandatory across all courses in the college.

At the beginning of each academic year, faculty are given a syllabus handbook with examples for student performance evaluation rubrics.

As courses progress, the student performance data are automatically recorded in the LMS or Examsoft. These data can be extracted at any point. These data identify the student, the outcome, the course, the term, and the assignment title. In addition to the raw data, the DropOut Detective platform is utilized to identify student risk performance at any given point during the semester because it is a real-time link to the individual courses in the LMS. DropOut Detective scans Canvas and reviews grades, missing assignments, last date of access to the course, attendance and other factors that may indicate a student is at risk. A dashboard is updated each night with updated data and applies an algorithm to display risk index that draw attention to at-risk students (Fig. 1a & b).

Student	Risk Index		Last Access	Latest Submission
[Redacted]	[Red]	46	03/23/2020 11:51 p.m.	03/05/2020 6:36 p.m.
[Redacted]	[Red]	31	03/18/2020 3:40 p.m.	03/05/2020 10:43 p.m.
[Redacted]	[Orange]	25	03/24/2020 3:54 p.m.	03/18/2020 4:05 p.m.
[Redacted]	[Orange]	18	03/23/2020 7:43 p.m.	03/23/2020 7:41 p.m.
[Redacted]	[Orange]	18	03/23/2020 10:58 p.m.	03/05/2020 11:08 p.m.
[Redacted]	[Orange]	17	03/24/2020 10:24 p.m.	03/04/2020 6:21 p.m.
[Redacted]	[Green]	12	03/24/2020 12:18 a.m.	03/05/2020 9:11 p.m.
[Redacted]	[Green]	11	03/24/2020 9:28 p.m.	03/24/2020 9:09 p.m.
[Redacted]	[Green]	11	03/23/2020 6:10 p.m.	03/03/2020 7:27 p.m.

Fig. 1a Dropout Detective – College-level

California Northstate University		08/30/2022			
Details for [Redacted]					
<b>Risk Score: 8</b>					
Last Login 08/29/2022 6:52 a.m.					
Login ID [Redacted]					
[Redacted]					
Course	Grade	Zeros	Missing Assignments	Last Access	Latest Submission
PSY 606 2b - Foundations of Behavior: Cognitive and Affective	None	0	0	08/29/2022	
PSY 703 2b - Psychometrics	None	0	0	08/29/2022	08/29/2022
PSY 711 2a - Interventions: Behavioral	None	0	0	08/29/2022	
PSY 713 2A2 - Practicum Case Conference 1	100.0	0	2	08/29/2022	
PSY 720 2b - Assessment Series: Intelligence	100.0	0	2	08/24/2022	

Fig. 1b Dropout Detective – individual student-level

In addition to the student performance data, PSY also utilizes midterm- and final course evaluations that are filled out by the students. Appendix 1 and 2 give examples of these surveys. This survey data is collected anonymously, and we had usually about 70-80% response rates from the students (see Appendix 3). The data is sent to the professors teaching the course and the Dean of the program.

Student outcome data is analyzed via SPSS, with occasional utilization of PowerBI dashboards to visualize the outcomes to allow for transparent communication of student performance information with stakeholders including college and university administration.

The following table gives an overview of the PSY Outcome measures.

Table 1: PSY Outcome Measures

Measure	Data Collection Tools - Evidence	Responsible for Data Collection and Analysis	Benchmark Comparisons	Date of Presentation to Dean of College and CNU-wide	Responsible for Action	Due date of follow-up report
Course Grade	CANVAS grade	Assistant Dean of Academics and Research	compare semester outcomes, compare cohort outcomes	annually	Assistant Dean of Academics and Research	annually
Academic Alerts	CANVAS grade, tracking system in student files	Faculty, Assistant Dean of Academics and Research	compare semester outcomes, compare cohort outcomes	every semester	Assistant Dean of Academics and Research	annually
GPA in Program	CANVAS grade, tracking system in student files, confirmation with registrar's data	Faculty, Assistant Dean of Academics and Research	compare semester outcomes, compare cohort outcomes	every semester	Assistant Dean of Academics and Research	annually
Professional Licensure Examination (EPPP)	EPPP outcome from ASPPB website, <a href="https://www.asppb.net/page/ScoresByDrProgram">https://www.asppb.net/page/ScoresByDrProgram</a>	Assistant Dean of Academics and Research	compare cohort outcomes against national averages; compare annual performance	annually	Assistant Dean of Academics and Research	annually

Measure	Data Collection Tools - Evidence	Responsible for Data Collection and Analysis	Benchmark Comparisons	Date of Presentation to Dean of College and CNU-wide	Responsible for Action	Due date of follow-up report
Learning Outcome Evaluation	CANVAS assessments and grade	Assistant Dean of Academics and Research	MLA assessment (see below), compare cohort to cohort	annually	Assistant Dean of Academics and Research	annually
Student Learning Outcomes Report	CANVAS assessments and grade	Assistant Dean of Academics and Research	peer comparison	every semester	Assistant Dean of Academics and Research	annually
Student Satisfaction Survey Program and Student Services housing, activities, counseling, academic advising) etc.	Survey Monkey, Survey after fall and spring semester	Assistant Dean of Student Affairs	analyze results to identify areas needing improvement; compare year to year	every semester	Assistant Dean of Student Affairs	annually
Student Evaluation of Course & Instructor	Survey Monkey Course and Instructor Evaluations	Assistant Dean of Academics and Research	identify most and least effective instructors, best practices for target population;	every semester	Assistant Dean of Academics and Research	annually

Measure	Data Collection Tools - Evidence	Responsible for Data Collection and Analysis	Benchmark Comparisons	Date of Presentation to Dean of College and CNU-wide	Responsible for Action	Due date of follow-up report
			compare amongst faculty, compare year to year			
Academic Advising	Survey Monkey, Survey after fall and spring semester	Assistant Dean of Student Affairs	analyze results to identify areas needing improvement; compare year to year	every semester	Assistant Dean of Academics and Research	annually

### Quick overview: PsyD Program Learning Outcomes

**PLO 1: Scientific Orientation:** Students will demonstrate an ability to formulate research or other scholarly activities that may contribute to the scientific, psychological, or professional knowledge base.

**PLO 2: Assessment and Intervention:** Students will select and apply assessment and intervention methods that draw from empirical literature, reflect the science of measurement and efficacy, and take into consideration contextual variables and diversity characteristics.

**PLO 3: Relational and Cultural Competence:** Students will demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, clinical services, and other professional activities).

**PLO 4: Professionalism:** Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

**PLO 5: Ethical Practice:** Students will resolve complex moral and ethical situations by acting in accordance with relevant rules, laws, and regulations governing the profession of psychology.

**PLO 6: Collaboration and Consultation:** Students will demonstrate knowledge and respect for the roles and perspectives of other professions as well as knowledge of consultation practices utilized in health service psychology.

## Data and analysis of Program Learning Outcomes Assessment

### PsyD Program Learning Outcomes

**PLO 1: Scientific Orientation:** Students will demonstrate an ability to formulate research or other scholarly activities that may contribute to the scientific, psychological, or professional knowledge base.

PLO	Outcome Measure	Initial	Emerging	Developed	Exemplary	Class of 2023	Class of 2024	Class of 2025	
1.1	Student selects relevant research literature and critically reviews its assumptions, conceptualization, methodology, interpretation, and generalizability.	Dissertation Proposal Literature Review	Student does not select research relevant to dissertation topic; does not present a clear conceptualization of research question or methodology; interpretation of literature is incorrect or unclear.	Student demonstrated some ability to select research relevant to dissertation topic and to present a clear conceptualization of the research question and methodology; does not yet sufficiently interpret the literature.	Student has the ability critically evaluate and apply research relevant to dissertation topic and presents a clear conceptualization of the research question and methodology; can interpret and communicate information	Student presents clear and concise supporting and relevant literature review. Conceptualization and interpretation are remarkably clear and concise and leads naturally to the dissertation research topic being proposed. Methodology is sound and easy	N/A	N/A	N/A



				regarding the literature.	to follow. Very well written and presented.			
<b>1.2</b> Student Acquires and disseminates knowledge in accord with scientific principles.	Dissertation Defense	Student does not show evidence of ability to obtain and then present knowledge using scientific principles; presentation is unorganized, does not exemplify knowledge of scientific method.	Student is generally able to show evidence of an ability to obtain and then present knowledge using scientific principles; presentation shows minimal knowledge of scientific method.	Student has the ability to obtain and present knowledge using scientific principles; can describe and share with the audience their knowledge of scientific method.	Student presents results, discussion, and conclusions in remarkably clear manner. Proposes clear and concise next steps that are conceptually accurate and reasonable to follow. Methodology is sound, presentation of overall research is of exceptional quality.	N/A	N/A	N/A

**PLO 2: Assessment and Intervention:** Students will select and apply assessment and intervention methods that draw from empirical literature, reflect the science of measurement and efficacy, and take into consideration contextual variables and diversity characteristics.

PLO	Outcome Measure	Initial	Emerging	Developed	Exemplary	Class of 2023	Class of 2024	Class of 2025
2.1 Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	<p>Adult Pathology (PSY 603) Final Exam-MC plus clinical vignette</p> <p>Child Pathology (PSY 604) Midterm-MC exam that assesses knowledge of diagnostic system as it applies to child pathology</p> <p>Integrated Comprehensive Exam Assessment Section</p>	<p>Student does not show evidence of basic diagnostic classification system for adult pathology; makes mistakes in diagnostics and shows lack of understanding of cultural factors that influence dx, lack of understanding of functional vs dysfunctional behaviors-<b>grade below 70%</b></p> <p>Student does not show evidence of basic diagnostic classification</p>	<p>Student shows minimal understanding and knowledge of diagnostic classification system for adult pathology; lack of depth in understanding of cultural factors and limited understanding of functional vs dysfunctional behaviors-grade of "C" or 70-79.5%</p> <p>Student shows minimal understanding and knowledge of diagnostic classification system for child</p>	<p>Student shows basic understanding of diagnostic classification system for adult pathology; can show evidence of understanding of functional vs dysfunctional behaviors as well as client strengths and risk factors-grade of "B" or 80-89.5%</p> <p>Student shows basic understanding of diagnostic classification system for child</p>	<p>Student displays outstanding knowledge of diagnostic system for adult pathology; can accurately and thoughtfully integrate client risk factors, strengths, and functional vs dysfunctional behaviors into diagnostic assessment-grade of "A" or 90% and above.</p> <p>Student displays</p>			

		<p>system for child pathology; makes mistakes in diagnostics and shows lack of understanding of cultural factors that influence dx, lack of understanding of functional vs dysfunctional behaviors- <b>Grade below 70%</b></p> <p>The student fails to present sufficient clinically significant information about this client and does not provide reasons for the inclusion, or exclusion, of a DSM 5</p>	<p>pathology; lack of depth in understanding of cultural factors and limited understanding of functional vs dysfunctional behaviors Grade of "C" or 70-79.5%</p> <p>The student presents some clinically significant information about this client and partially provides relevance for the inclusion or the exclusion of a DSM 5 diagnosis. There is some support offered from either case materials or research</p>	<p>pathology; can show evidence of understanding of functional vs dysfunctional behaviors as well as client strengths and risk factors Grade of "B" or 80-89.5%</p> <p>The student presents an integrated and understandable synthesis of the clinically significant issues and symptoms for this client. DSM 5 diagnosis, if any, is adequately supported with case materials and research.</p>	<p>outstanding knowledge of diagnostic system for child pathology; can accurately and thoughtfully integrate client risk factors, strengths, and functional vs dysfunctional behaviors into diagnostic assessment- Grade of "A" or 90% and above</p> <p>Student presents a thoroughly integrated, coherent synthesis of the clinically significant issues and</p>			
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		diagnosis. The relevant research and/or case material are not sufficient to support the conclusions that the student has drawn.	literature. Additional evidence is needed to adequately demonstrate the writer's understanding of diagnostic criteria in light of presenting symptoms / issues.		symptoms for this client. DSM 5 diagnosis, if any, is strongly supported with case materials and research as evidenced by well synthesized report of the literature in regard to the clients presenting symptomology			
<b>2.2</b> Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement	Intellectual Assessment (PSY 720) Final exam- 70 point MC exam that assesses knowledge of intelligence assessment	MC exam: Grade below 70%  MC exam: Grade below 70%  MC exam: Grade below 70%	Grade of "C" or 70-79.5%  Grade of "C" or 70-79.5%  Grade of "C" or 70-79.5%	Grade of "B" or 80-89.5%  Grade of "B" or 80-89.5%  Grade of "B" or 80-89.5%  Student designs a scale but lacks	Grade of "A" or 90% and above  Grade of "A" or 90% and above  Grade of "A" or 90% and above  Student completed all necessary			N/A

and psychometrics.	<p>Personality Assessment (PSY 721) Final Exam-70 point MC exam that assesses knowledge of personality assessment</p> <p>Psychometrics (PSY 703) Final Exam-100 point MC + Project Paper/Presentation-130 points</p>	<p>Student does not develop reliable/valid scale; scale formats are not clearly or correctly defined. Scale development is poorly presented, worded, not face valid. Materials are poorly worded and/or confusing.</p>	<p>Student designs poorly constructed scale with limited reliability/validity. May lack face validity, missing sections to the project, mistakes with statistical analysis of scale.</p>	<p>completion of all sections, adequately developed scale with some information deleted. Some errors in report but overall satisfactory effort and presentation of scale development. Mostly correct analysis of data.</p>	<p>sections of project; scale has validity and reliability. Materials are clear and easy to understand. Few or no errors in report presentation. Correct analysis of data.</p>			
<b>2.3</b> Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization	<p>Intelligence Integrated Assessment Report-PSY 720</p> <p>Personality Integrated Assessment Report-PSY 721</p>	<p>Integrated Assessment Report-see attached rubric</p> <p>Personality Assessment Report-see attached rubric</p>	<p>Integrated Assessment Report-see attached rubric</p> <p>Personality Assessment Report-see attached rubric</p>	<p>Integrated Assessment Report-see attached rubric</p> <p>Personality Assessment Report-see attached rubric</p>	<p>Integrated Assessment Report-see attached rubric</p> <p>Personality Assessment Report-see attached rubric</p>		N/A	N/A

<p>n, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective</p>	<p>Neuropsychology Integrated Assessment Report-PSY 722</p> <p>Student demonstrates little ability to interpret assessment results. They do not follow current research and professional guidelines in informing their case conceptualizations or recommendations, and they do not ensure their decision making is free of bias. They also do not distinguish aspects of assessment that are objective from those that are subjective.</p>	<p>Neuropsychology Integrated Assessment-see attached rubric</p> <p>Student can demonstrate the ability to interpret assessment results. They select instruments following current research and professional guidelines in informing their case conceptualizations and recommendations and ensure their decision making is free of bias. They can distinguish some aspects of assessment that are objective</p>	<p>Neuropsychology Integrated Assessment-see attached rubric</p> <p>Student can demonstrate the ability to interpret assessment results. They select instruments following current research and professional guidelines in informing their case conceptualizations and recommendations and ensure their decision making is free of bias. They can distinguish some aspects of assessment that are objective</p>	<p>Neuropsychology Integrated Assessment-see attached rubric</p> <p>Interprets and integrates results from standardized tests and interview following established guidelines and as appropriate uses multiple applicable norm sets. Can identify the strengths and limitations of various types of assessment data and reconciles or explains discrepancies between various sources of data. Can</p>	<p>Neuropsychology Integrated Assessment-see attached rubric</p> <p>Demonstrates the ability to thoroughly Interpret and integrate results from standardized tests and interviews following established guidelines and as appropriate uses multiple applicable norm sets. Comprehensively identifies the strengths and limitations of various types of assessment data and correctly</p>			
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		from those that are subjective.	from those that are subjective.	suggest alternative interpretations or explanations in light of ant limitations of the assessment instruments.	reconciles or explains discrepancies between various sources of data. Forms an excellent synthesis of alternative interpretations or explanations in light of ant limitations of the assessment instruments			
<b>2.4</b> Establish and maintain effective relationships with the recipients of psychological services.	Readiness for Internship Evaluation completed by the Clinical Training Committee during Fall semester of 4 <sup>th</sup> year.	Score of "1" on relevant items (8, 15, 16). Student displays inadequate ability to develop effective relationships with recipients of psychological services. Shows evidence of inadequate communication, inability to	Score of "2" on relevant items (8, 15, 16). Student displays inconsistent ability to develop effective relationships with recipients of psychological services. Shows evidence of establishing initial relationships	Score of "3" on relevant items. Shows average and acceptable ability to establish and maintain effective relationships with recipients of psychological services. Can acknowledge challenging communicatio	Score of "4" or "5" on relevant items. Shows above average or outstanding ability to establish and maintain effective relationships; able to engage in challenging communication, tolerate instability in relationships	N/A	N/A	N/A

		establish and maintain effective working alliances. Below expectations.	but struggles with maintaining relationships. Shows inconsistent communication and instability in relationships.	n with client but may struggle somewhat with repairing ruptures in relationships.	and can initiate healing within a ruptured relationship.			
<b>2.5</b> Develop and implement evidence-based intervention plans specific to the service delivery goals that are informed by assessment findings, diversity characteristics, and contextual variables.	Readiness for Internship Evaluation (Items 9, 10, 18-22)	Score of "1" on relevant items. Student displays inadequate ability to develop and implement evidence-based intervention strategies; does not adequately attend to assessment findings, diversity characteristics, or other contextual variables. Lacks adequate understanding on assessment	Score of "2" on relevant items. Student displays inconsistent ability to develop and implement effective intervention strategies. Misses and fails to take into consideration key risk factors or other diversity factors.	Score of "3" on relevant items. Student displays average and acceptable ability to develop and implement evidence-based intervention strategies. Adequately identifies relevant risk, diversity and other contextual factors but doesn't always take these	Score of "4" or "5" on relevant items. Student shows above average to outstanding ability to develop and implement intervention strategies that are based on all appropriate contextual variables. Risk factors are sufficiently addressed; diversity variables are considered and addressed in	N/A	N/A	N/A



		system and does not adequately assess and respond to risk factors.		factors into consideration when implementing intervention or doesn't adequately raise the issue with client even if it is identified.	the therapeutic relationship.			
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**PLO 3: Relational and Cultural Competence:** Students will demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, clinical services, and other professional activities).

PLO	Outcome Measure	Initial	Emerging	Developed	Exemplary	Class of 2023	Class of 2024	Class of 2025
<b>3.1</b>	PSY 801 Human Diversity Personal Awareness Paper	Human Diversity Personal Awareness Paper: Grade below 70%  Fails to recognize, understand, or monitor the impact of	Human Diversity Personal Awareness Paper: Grade of 70-79.5%  Demonstrates minimal ability to recognize, understand, and monitor	Human Diversity Personal Awareness Paper: Grade of 80-89.5%  Recognizes and monitors the impact of one's own identities in	Human Diversity Personal Awareness Paper: Grade of 90% and above  Recognizes, understands, and monitors the impact of		N/A	

understand and interact with people different from themselves		one's own identities in professional situations and does not understand how biases may affect their understanding and interactions with people different from themselves.	the impact of one's own identities in professional situations and understand how biases may affect their understanding and interactions with people different from themselves.	professional situations and understands how biases may affect their understanding and interactions with people different from themselves.	one's own identities in professional situations and is able to take corrective action if required Understands and monitors their biases to judge and alter how they affect their understanding and interactions with people different from themselves.			
<b>3.2</b> Students will demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing	PSY 607 Foundations S/C Assignment: Class Grant Project  PSY 607 Foundations S/C Final	PSY 607 Foundations S/C Assignment: Class Grant Project: Grade below 70%  PSY 607 Foundations S/C Final Essay	PSY 607 Foundations S/C Assignment: Class Grant Project: Grade of 70-79.5%  PSY 607 Foundations S/C Final Essay	PSY 607 Foundations S/C Assignment: Class Grant Project: Grade of 80-89.5%  PSY 607 Foundations S/C Final Essay	PSY 607 Foundations S/C Assignment: Class Grant Project: Grade of 90% and above  PSY 607 Foundations			N/A

diversity in all professional activities, including research, training, supervision, consultation, and service.	Essay Assignment	Assignment: Grade below 70%  Has yet to follow professional guidelines and scientific literature when available for providing services to diverse populations or engaging in professional activities.	Assignment: Grade of 70-79.5%  Recognizes and attempts to follow professional guidelines and scientific literature for providing services to diverse populations and while engaging in professional activities.	Assignment: Grade of 80-89.5%  Follows professional guidelines and scientific literature for providing services to diverse populations and while engaging in professional activities	S/C Final Essay Assignment: Grade of 90% and above  Consistently follows professional guidelines and scientific literature for providing services to diverse populations and while engaging in professional activities			
<b>3.3</b> Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of	Integrative Case Presentation Diversity Score  Clinical Training Committee Evaluation after P2: Internship	Score of "1" on items 7 & 9. Student displays inadequate ability to integrate awareness and knowledge of individual and cultural differences in	Score of "2" on items 7 & 9. Student displays inconsistent ability to integrate awareness and knowledge of individual and cultural differences in	Score of "3" on items 7 & 9. Student shows average and acceptable ability to integrate awareness and knowledge of individual and cultural	Score of "4" or "5" on items 7 & 9. Student shows above average or outstanding ability to integrate awareness and knowledge of individual and cultural	N/A	N/A	N/A

<p>professional roles.</p>	<p>Readiness Evaluation</p>	<p>the conduct of professional roles.</p> <p>Lacks the skills to integrate awareness and knowledge of individual and cultural differences into their own behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts</p>	<p>the conduct of professional roles.</p> <p>Is developing the ability to integrate awareness and knowledge of individual and cultural differences into their own behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts</p>	<p>differences in the conduct of professional roles.</p> <p>Integrates awareness and knowledge of individual and cultural differences into their behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts</p>	<p>differences in the conduct of professional roles.</p> <p>Integrates awareness and knowledge of individual and cultural differences into their own behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts and utilizes the assistance of other professionals and peers in furthering their personal discovery.</p>			
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<p><b>3.4</b> Students display the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are distinct from their own.</p>	<p>Clinical Training Committee Evaluation after P2: Internship Readiness Evaluation</p>	<p>Score of "1" on items 6, 8, 10. Student displays inadequate ability to work effectively with individuals whose group memberships, demographic characteristics, or worldviews are distinct from their own.</p> <p>Does not engage in respectful interactions with an awareness of individual, community, and organizational differences and does not apply</p>	<p>Score of "2" on items 6, 8, 10. Student displays inconsistent ability to work effectively with individuals whose group memberships, demographic characteristics, or worldviews are distinct from their own.</p> <p>Demonstrates basic engagement in respectful interactions with an awareness of individual, community, and organizational differences and limited</p>	<p>Score of "3" on items 6, 8, 10. Student displays average and acceptable ability to work effectively with individuals whose group memberships, demographic characteristics, or worldviews are distinct from their own.</p> <p>Engages in respectful interactions with an awareness of individual, community, and organizational differences and applies culturally</p>	<p>Score of "4" or "5" on items 6, 8, 10. Student displays above average or outstanding ability to work effectively with individuals whose group memberships, demographic characteristics, or worldviews are distinct from their own.</p> <p>Engages in respectful interactions with an awareness of individual, community, and organizational differences asking appropriate</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
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		culturally appropriate skills, techniques, and behaviors with an appreciation of individual differences	ability to apply culturally appropriate skills, techniques, and behaviors with an appreciation of individual differences	appropriate skills, techniques, and behaviors with an appreciation of individual differences	questions and demonstrating an accountability for the results while demonstrating superior ability to apply culturally appropriate skills, techniques, and behaviors with an appreciation of individual differences			
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**PLO 4: Professionalism:** Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

PLO	Outcome Measure	Initial	Emerging	Developed	Exemplary	Class of 2023	Class of 2024	Class of 2025
4.1	SEPS Professionalism section items at end of P1 evaluation	Score of "1" on relevant items. Student shows inadequate ability to behave in ways	Score of "2" on relevant items. Student shows inconsistent ability to behave in ways	Score of "3" on relevant items. Student shows average and acceptable ability to	Score of "4" or "5" on relevant items. Student shows above average or outstanding			

<p>attitudes of the profession of psychology. These include integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.</p>	<p>SEPS Professionalism section items at end of P2 evaluation</p> <p>SEPS Professionalism section items at end of P3 evaluation</p>	<p>that reflect the values and attitudes of psychology.</p> <p>Does not use knowledge of professional competence to guide scope of practice</p> <p>Does not engage in systematic and ongoing self-assessment or skill development</p> <p>Fails to accept responsibility for one's own professional work or take appropriate corrective action</p> <p>Has not had an opportunity to maintain</p>	<p>that reflect the values and attitudes of psychology.</p> <p>Recognizes the need to use knowledge of professional competence to guide scope of practice</p> <p>Has selective engagement in systematic and ongoing self-assessment and skill development</p> <p>Can accept some responsibility for professional work and occasionally take appropriate</p>	<p>behave in ways that reflect the values and attitudes of psychology.</p> <p>Uses appropriate knowledge of professional competence to guide scope of practice</p> <p>Engages in systematic and ongoing self-assessment and skill development</p> <p>Accepts responsibility for professional work and takes appropriate corrective action if needed</p>	<p>ability to behave in ways that reflect the values and attitudes of psychology.</p> <p>Effectively utilizes knowledge of professional competence to guide scope of practice</p> <p>Consistently applies systematic and ongoing self-assessment and skill development</p> <p>Takes comprehensive personal and professional responsibility for work and takes appropriate</p>			
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		awareness of personal factors that may impact professional functioning	corrective action  Demonstrates some awareness of personal factors that may impact professional functioning	Maintains awareness of personal factors that may impact professional functioning	corrective action if needed  Maintains a high degree of awareness for personal factors that may impact professional functioning			
<b>4.2</b> Actively seek and demonstrate openness and responsiveness to feedback and supervision.	SEPS Supervisor sections items at end of P1  SEPS Supervisor sections items at end of P2  SEPS Supervisor sections items at end of P3  Practicum Case Conference Supervision section items	Score of "1" on relevant items. Student shows inadequate openness and responsiveness to feedback and supervision.  Score of "1" on items in Section VIII (Supervision) of Practicum Case Conference Student Evaluation.	Score of "2" on relevant items. Student shows inconsistent openness and responsiveness to feedback and supervision.  Score of "2" on items in Section VIII (Supervision) of Practicum Case Conference Student Evaluation.	Score of "3" on relevant items. Student shows average and acceptable openness and responsiveness to feedback and supervision.  Score of "3" on items in Section VIII (Supervision) of Practicum Case Conference	Score of "4" or "5" on relevant items. Student shows above average or outstanding openness and responsiveness to feedback and supervision.  Score of "4" or "5" on items in Section VIII (Supervision) of Practicum Case Conference		N/A	N/A



	<p>at the end of P1 Practicum Case Conference Supervision section items at the end of P2 Practicum Case Conference Supervision section items at the end of P3</p>	<p>Student shows inadequate openness and responsiveness to feedback and supervision.  Has yet to identify limits of professional competence  Sometimes seeks appropriate consultation when unsure about one's competence or additional need for training and professional development  Does not seek additional knowledge, training, or supervision</p>	<p>Student shows inconsistent openness and responsiveness to feedback and supervision.  Can identify basic limits of professional competence  In a limited manner, seeks appropriate consultation when unsure about competence or additional need for training and professional development Has some understanding of the need to seek additional knowledge, training, and</p>	<p>Student Evaluation. Student shows average and acceptable openness and responsiveness to feedback and supervision.  Understands and identifies limits of professional competence  Seeks appropriate consultation when unsure about competence and additional need for training and professional development  Seeks additional</p>	<p>Student Evaluation. Student shows above average or outstanding openness and responsiveness to feedback and supervision.  Implements corrective actions after identifying limits of professional competence  Asks appropriate questions when seeking consultation about competence or additional need for training and professional development</p>			
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		<p>when expanding scope of practice</p> <p>Has no ability to update knowledge or skills relevant to psychological practice on an ongoing basis</p>	<p>supervision when expanding scope of practice</p> <p>Can identify some of the knowledge and skills relevant to psychological practice on an ongoing basis</p>	<p>knowledge, training, and supervision when expanding scope of practice</p> <p>Updates knowledge and skills relevant to psychological practice on an ongoing basis</p>	<p>Correctly identifies additional knowledge, training, and supervision when expanding scope of practice</p> <p>Is responsible for updating knowledge and skills relevant to psychological practice on an ongoing basis</p>			
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**PLO 5: Ethical Practice:** Students will resolve complex moral and ethical situations by acting in accordance with relevant rules, laws, and regulations governing the profession of psychology.

PLO	Outcome Measure	Initial	Emerging	Developed	Exemplary	Class of 2023	Class of 2024	Class of 2025
5.1	PSY 608 Article	PSY 608 Article Discussion Assignment:	PSY 608 Article Discussion Assignment:	PSY 608 Article Discussion Assignment:	PSY 608 Article Discussion Assignment:			
Be knowledgeable								

<p>of and act in accordance with the following: the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology codified at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.</p>	<p>Discussion Assignment  PSY 608 Weekly knowledge quiz scores</p>	<p>Grade below 70%</p> <p>PSY 608 Weekly knowledge quiz scores: Grade below 70%</p> <p>Does not demonstrate integration or application of ethics codes and laws in professional interactions</p> <p>Has yet to communicate ethical and legal standards in professional interactions</p> <p>Does not seek professional consultation on ethical or</p>	<p>Grade of 70-79.5%</p> <p>PSY 608 Weekly knowledge quiz scores: Grade of 70-79.5%</p> <p>Does not sufficiently demonstrate integration and application of ethics codes and laws in professional interactions</p> <p>Generally can communicate ethical and legal standards in professional interactions</p> <p>Seeks minimal professional consultation</p>	<p>Grade of 80-89.5%</p> <p>PSY 608 Weekly knowledge quiz scores: Grade of 80-89.5%</p> <p>Demonstrates integration and application of ethics codes and laws in all professional interactions</p> <p>Communicates ethical and legal standards in professional interactions as necessary</p> <p>Seeks professional consultation on ethical or</p>	<p>Grade of 90% and above</p> <p>PSY 608 Weekly knowledge quiz scores: Grade of 90% and above</p> <p>Demonstrates superior integration and application of ethics codes and laws in all professional interactions</p> <p>Accurately and consistently communicates ethical and legal standards in professional interactions as necessary</p>			
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		<p>legal issues when needed</p> <p>Some ability to discuss with peers and collaborators any ethical concerns with their behavior Does not have the ability to take appropriate steps to resolve conflicts between laws or rules and codes of ethics in their professional practice</p>	<p>on ethical or legal issues</p> <p>Is developing ability to discuss with peers and collaborators any ethical concerns with their behavior Takes basic steps to resolve conflicts between laws or rules and codes of ethics in their professional practice</p>	<p>legal issues when needed</p> <p>Discusses with peers and collaborators any ethical concerns with their behavior</p> <p>Takes appropriate steps to resolve conflicts between laws or rules and codes of ethics in their professional practice</p>	<p>Always seeks professional consultation on ethical or legal issues when needed</p> <p>Effectively discusses with peers and collaborators any ethical concerns with their behavior prior to making considered decision</p> <p>Identifies and implements appropriate steps to resolve conflicts between laws or rules and codes of ethics in their professional</p>			
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					practice in accordance to all applicable rules, laws, and regulations			
<p><b>5.2</b></p> <p>Recognize ethical dilemmas as they arise and apply an ethical decision-making process in order to resolve these dilemmas.</p>	ICP Ethics section	<p>Does not demonstrate the knowledge needed to systemically identify the ethical and legal issues and conflicts that occur in professional practice</p> <p>No ability to consult with peers to aid in ethical decision-making when needed</p> <p>Does not proactively</p>	<p>Can selectively identify the ethical and legal issues and conflicts that occur in professional practice</p> <p>Uses occasional consultation with peers to aid in ethical decision-making when needed</p> <p>Proactively addresses some identified ethical issues</p>	<p>Systemically identifies the ethical and legal issues and conflicts that occur in professional practice</p> <p>Consults with peers to aid in ethical decision-making when needed</p> <p>Proactively addresses identified ethical issues</p>	<p>Systemically identifies the ethical and legal issues and conflicts that occur in professional practice and takes action to remedy any deficiencies</p> <p>Frequently consults with peers to aid in ethical decision-making when needed</p> <p>Proactively addresses identified</p>	N/A	N/A	N/A

		address identified ethical issues			ethical issues in collaboration with identified experts in the field			
<b>5.3</b> Conduct self in an ethical manner in all professional activities.	SEPS Ethics section end of P1 evaluation  SEPS Ethics section end of P2 evaluation  SEPS Ethics section end of P3 evaluation	Score of "1" on section II items. Student displays inadequate ability to conduct self in an ethical manner in all professional practicum activities.  Has yet to practice in a manner commensurate with laws, ethical standards, practice guidelines, or	Score of "2" on section II items. Student displays inconsistent ability to conduct self in an ethical manner in all professional practicum activities.  Generally practices in a manner commensurate with laws, ethical standards, practice guidelines, and	Score of "3" on section II items. Student displays average and acceptable ability to conduct self in an ethical manner in all professional practicum activities.  Practices in a manner commensurate with laws, ethical standards, practice guidelines, and	Score of "4" or "5" on section II items. Student displays above average to outstanding ability to conduct self in an ethical manner in all professional practicum activities.  Consistently practices in a manner commensurate with laws, ethical standards, practice guidelines, and	N/A	N/A	N/A

		organizational constraints Has yet to manage billing practices	organizational constraints Can correctly manage billing practices in an ethical manner	organizational constraints Manages billing practices in an ethical manner	organizational constraints Demonstrates superior management of billing practices, ensuring ethical practices			
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**PLO 6: Collaboration and Consultation:** Students will demonstrate knowledge and respect for the roles and perspectives of other professions as well as knowledge of consultation practices utilized in health service psychology.

PLO	Outcome Measure	Initial	Emerging	Developed	Exemplary	Class of 2023	Class of 2024	Class of 2025
6.1 Demonstrate knowledge and respect for the roles and perspectives of other professions	SEPS Consultation section end of P1 evaluation SEPS Consultation section end of P2 evaluation	Score of "1" on section IX items; student displays inadequate knowledge and respect for the role and perspectives of other professions.	Score of "2" on section IX items; student displays inconsistent knowledge and respect for the role and perspectives of other professions.	Score of "3" on section IX items; student displays average and acceptable knowledge and respect for the role and perspectives	Score of "4" or "5" on section IX items; student displays above average or outstanding knowledge and respect for the role	N/A	N/A	N/A

	SEPS Consultation section end of P3 evaluation	<p>Does not recognize the organizational or systemic factors that affect delivery of psychological services</p> <p>Has yet to utilize knowledge of organizations and systems to optimize delivery of psychological services</p> <p>Does not know how to collaborate with various professionals to meet client goals</p>	<p>Does not sufficiently recognize the organizational and systemic factors that affect delivery of psychological services</p> <p>Demonstrates minimal knowledge of organizations and systems</p> <p>Is developing the skills needed to collaborate with various professionals to meet client goals</p>	<p>of other professions</p> <p>Recognizes the organizational and systemic factors that affect delivery of psychological services</p> <p>Utilizes knowledge of organizations and systems to optimize delivery of psychological services</p> <p>Collaborates with various professionals to meet client goals</p>	<p>and perspectives of other professions.</p> <p>Identifies all aspects of the organizational and systemic factors that affect delivery of psychological services</p> <p>Accurately and logically utilizes knowledge of organizations and systems to optimize delivery of psychological services</p> <p>Forms excellent</p>			
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					collaborative relationships with various professionals to meet client goals			
<b>6.2</b> Demonstrate knowledge of consultation models and practices.	PSY 804 Consultation Exam:  PSY 804 Consultation Project:	PSY 804 Consultation Exam: Grade below 70%  PSY 804 Consultation Project: Grade below 70%  Does not tailor consultation requests or provisions information based on knowledge of other's professional	PSY 804 Consultation Exam: Grade of 70-79.5%  PSY 804 Consultation Project: Grade of 70-79.5%  Can tailor basic consultation requests and provision of information based on other's professional needs and viewpoints	PSY 804 Consultation Exam: Grade of 80-89.5%  PSY 804 Consultation Project: Grade of 80-89.5%  Tailors consultation requests and provision of information based on knowledge of other's professional needs and viewpoints	PSY 804 Consultation Exam: Grade of 90% and above  PSY 804 Consultation Project: Grade of 90% and above  Consistently tailors consultation requests and provision of information based on knowledge of other's professional		N/A	N/A

		<p>needs and viewpoints</p> <p>Fails to use evidence based psychological theories, decision making strategies, or interventions when consulting</p> <p>Has yet to continually evaluate, modify, or assess the effectiveness of consultation</p>	<p>Uses evidence based psychological theories, decision making strategies, and interventions when consulting</p> <p>Recognizes the need to continually evaluate, modify, and assess the effectiveness of consultation</p>	<p>Uses evidence based psychological theories, decision making strategies, and interventions when consulting</p> <p>Continually evaluates, modifies, and assesses the effectiveness of consultation, considering all relevant variables</p>	<p>needs and viewpoints</p> <p>Uses thoroughly researched evidence based psychological theories, decision making strategies, and interventions when consulting</p> <p>Selects, defends, continually evaluates, modifies, and assesses the effectiveness of consultation</p>			
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## Accreditation

### American Psychological Association (APA):

The CNU Doctor of Psychology Degree Program has been awarded *Accredited, on contingency* status by the American Psychological Association's (APA) Office of Program Consultation and Accreditation <sup>1</sup>. This status is available to new programs and is considered **APA accredited**. Per the [APA's website](#), "If you complete a program that is recognized as *accredited, on contingency* effective before your graduation date, you will have completed an APA accredited program."

This status is effective beginning April 11, 2021 and was granted until April 11, 2026. In the spring of 2024, the program will be reviewed for full accreditation status.

<sup>1</sup>*Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone: (202) 336-5979. [www.apa.org](http://www.apa.org)*

### Western Association of Schools and Colleges (WASC):

California Northstate University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001. [The Clinical Doctor of Psychology \(PsyD\) Program has full WSCUC approval.](#)

### Bureau for Private Postsecondary Education (BPPE):

In accordance with the provisions of California Education Code 94866 or 94890, the [Bureau for Private Postsecondary Education](#) has approved California Northstate University, LLC to offer the Psy.D. Degree in Clinical Psychology.

## Report of high stakes exam (MILE)

The MILE (Master Integrative Learning Experience) is a written case report and oral presentation where students describe their work on a current or previous patient to a panel of two faculty members. Professors collaborate with the student and guide them through a process where the case report is examined and revised. Once the written report has been approved, an oral presentation is scheduled where the student will provide the panel with a summary that applies knowledge learned in the Foundations of Behavior series (biological, developmental, cognitive, affective, or social) to their clinical case. Once both written and oral sections of the MILE have been approved by their panel, the student will have completed the culminating experience required to receive their Master of Arts degree in clinical psychology.

Class of	N Students	Passed MILE	Percent
2023	5	5	100%

2024	7	5	71.4%
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## Dissertations

The dissertation is the culmination of a student’s work in the PsyD program. It is done under the supervision of faculty, but it is to be substantially the student’s independent, original work of publishable quality. The dissertation is one or several research projects that generally involve an empirical investigation or data analysis of a specific question within the field of psychology. It can be submitted as a monograph (one manuscript), or as a ‘cumulative dissertation’, which generally includes three or more peer-reviewed articles that are of publishable quality, and have been submitted, or accepted for publication in a psychology journal. The focus of the dissertation is to expand the student’s understanding of psychology, as well as professionalism, scholarly competence and knowledge of research design and analysis. Any dissertation, whether written as a monograph or as a cumulative dissertation, is being examined based on its scientific merits. Currently, we have one student that passed his dissertation (Topic: *Effects of a Brief ACT Intervention Promoting Physical Activity on Mental Health Symptoms and Quality of Life in Overweight Populations*) defense with revisions.

The following table gives an overview of the dissertation progress at PSY:

<b>Class of</b>	<b>N Students</b>	<b>Dissertation Proposal Defense</b>	<b>Dissertation Defense</b>
2023	5	3	0
2024	7	2	1
2025	8	0	0
2026	28	0	0
2027	26	0	0

## Scores from licensure exams

The [EPPP \(Examination for Professional Practice in Psychology\)](#) is one of the requirements for the licensure of psychologists in the United States and Canada. It is produced by the Association of State and Provincial Psychology Boards (ASPPB) with the assistance of the Professional Examination Service (PES). The [EPPP](#) is administered by Pearson VUE. The exam consists of 225 multiple-choice questions that each have four answers, only one of which is correct. Applicants have 4 hours and 15 minutes to complete the exam. Only 175 of the 225 items are scored; the remaining 50 items are experimental questions that are being assessed for future use and do not count toward the final score.

The first PSY graduates will take the EPPP earliest in summer of 2023 after finishing their internship year. So far, we don't have scores of licensing exams in PSY.

Appendix 1: Confidential Mid-Term Course Assessment

This survey consists of 10 questions and asks about your experiences and impressions from this class. The responses are collected anonymously. Please give us as much detail as possible - it helps us to improve the teaching and learning environment. Thank you for taking the time to fill it out!

1. What are the five most important ideas we have seen so far in this course?
2. Which of these five do you think you understand the best and why?
3. Which of these five do you think you understand the least and why?
4. What is going well for your learning in the course?
5. What is not going well for your learning?
6. Based on your answer to the previous question, what could the professor do differently?
7. Based on your answer to the previous question, what could you do differently?
8. Do you have any other comments?
9. Overall, how would you rate this class?

I am struggling a lot with this class, it is very challenging for me.	I struggle a little bit with this class, it is a bit challenging.	I do not have a strong opinion about this class.	I do not struggle, or just in an amount that is manageable.	I do not struggle at all.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I do not like this class at all.	I do not like this class.	I do not have a strong opinion about this class.	I like this class.	I really like this class.
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

## Appendix 2: Final Course Evaluation

**Q1**The instructor helped me to understand core ideas and issues in this course.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q2**This course helped me to appreciate the significance of the subject matter.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q3**This course helped me to consider connections between course material and other areas of my personal, academic, or professional life.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q4**The instructor encouraged critical, original, or creative thinking.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q5**The instructor presented material in a clear manner.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q6**The instructor explained what was expected of me in the assignments and assessments for this course.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q7**The instructor used class time productively.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q8**The instructor was well-prepared for each class.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q9**The instructor gave timely feedback on assignments.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q10**The instructor demonstrated interest in student learning.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

**Q11**The instructor was responsive to questions outside of class time.

Strongly agree

Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

**Q12**The instructor created a welcoming and inclusive classroom environment.

Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

**Q13**I felt comfortable asking questions in this course.

Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

**Q14**Tests, quizzes, papers, and other coursework were consistent with the course content and objectives.

Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

**Q15**The instructor did a thorough job of evaluating my performance in this course.

Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

**Q16**Based on the evaluation methods in this course (assignments, student performance ratings), was it an adequate and unbiased assessment of your performance in this course?

Strongly agree  
Agree

Neither agree nor disagree  
Disagree  
Strongly disagree

**Q17**The instructor was:

Excellent  
Good  
Average  
Marginal  
Poor

**Q18**Given my previous experience, the content of this course was:

Not challenging at all  
A little bit challenging  
Challenging  
Moderately challenging  
Very challenging

**Q19**Outside of class time, how many hours per week did you spend on this course?

Less than 2 additional hours per week  
About 3-6 additional hours per week  
About 7-10 additional hours per week  
About 11-15 additional hours per week  
More than 15 additional hours per week

**Q20**What improvements to the course would you recommend?

(Free Entry)



Please add your rating:

I am struggling a lot with this class, it is very challenging for me.	I struggle a little bit with this class, it is a bit challenging.	I do not have a strong opinion about this class.	I do not struggle, or just in an amount that is manageable.	I do not struggle at all.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I do not like this class at all.	I do not like this class.	I do not have a strong opinion about this class.	I like this class.	I really like this class.
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Appendix 3: Response Rates Final Course Survey

Spring Semester		2022		
P1 class	Course Title	Professor	Responses	Response rate
PSY 602	Foundations of Behavior: Developmental	Lisa Cochran-Navarra	24	77.42%
PSY 604	Psychopathology: Child/Adolescent	Andrea Schneider	22	70.97%
PSY 608	Standards and Ethics	David Jull-Patterson	26	83.87%
PSY 614	Statistics	Jason Lillis	28	90.32%
PSY 651	Practicum Preparation 2	Lisa Cochran-Navarra	27	87.10%
<b>Total</b>				
P2 class				
PSY 606	Foundations of Behavior: Cognitive/Affective	Veronica Dobson	7	87.50%
PSY 721	Assessment Series: Personality and Emotion	Craig Wetterer	7	87.50%
PSY 710	Interventions: Child and Adolescent	Haleigh Scott	8	100.00%
PSY 712	Interventions: Groups	David Jull-Patterson	8	100.00%
PSY 714	Practicum Case Conference 2	Tiffany Mimms	8	100.00%
<b>Total</b>				
P3 class				
PSY 861	Dissertation Research Seminar 1	Jason Lillis	6	85.71%
PSY 804	Interventions: Consultation and Supervision	David Jull-Patterson	4	57.14%
PSY 715	Intervention Series: Psychodynamic	Mark Etensohn	6	85.71%
PSY 722	Assessment Series: Neuropsychology	Katherine Kruser	5	71.43%
PSY 814	Practicum Case Conference 4	Clary Tepper	5	71.43%
<b>Total</b>				
P4 class				
PSY 815	Advocacy and Social Justice	Kristee Haggins	1	20.00%
PSY 806	Forensics	Craig Wetterer	1	20.00%
PSY 914	Practicum Case Conference 6	Lori Roberto	2	40.00%

