

## Annual Evaluations

Students will be evaluated at least annually by the faculty evaluation committee in the areas of academic performance, research, teaching, clinical experience and overall professional development. The annual student evaluation forms are in Appendix F.

### 1. Rationale

In order to monitor student progress, assess student competencies and developmental needs, and identify barriers to the timely and successful completion of program requirements, all graduate students will participate in an ongoing evaluation process. The process is characterized by faculty-generated evaluations that culminate in yearly evaluation feedback sessions with the faculty.

### 2. Faculty Evaluations of the Student and Feedback Sessions

- a. Rationale: The psychology faculty is invested in the current and future success of students and is obliged to monitor student progress and critically evaluate the professional skill level of students on a regular basis.
- b. Process: First year psychology graduate students will be formally evaluated by the faculty after completing their first semester. All non-first year students will be formally evaluated by the faculty during the spring semester.
- c. Procedures (Clinical):
  - Fall evaluations:** PAA completes the annual student evaluation form, research competency form, and portfolio review. Clinical supervisors complete the clinical competency form. Students complete the student evaluation of supervisor form and student evaluation of placement form.
  - Spring evaluations:** Faculty meet with students (groups of two faculty each) to review all forms from the previous calendar year. Clinical supervisors complete the clinical competency form. Students complete the student evaluation of supervisor form and student evaluation of placement form.
  - Summer evaluations:** Clinical supervisors complete the clinical competency form. Students complete the student evaluation of supervisor form and student evaluation of placement form.
- d. Procedures (Experimental):
  - First year students:**

**November / December** of the first year: the student meets individually with his or her Primary Academic Advisor. The advisor completes the annual student evaluation form.

**December / January:** The Experimental Faculty will meet to discuss all the evaluated students.

**January / February:** The DET provides each student with a review letter documenting the student's strengths and weaknesses as well as any pertinent feedback or suggestions from the Experimental faculty.

**January / February:** The student meets in-person with their Primary Academic Advisor and one other faculty member to discuss the evaluation. Students will have the opportunity to ask questions, seek clarification, or provide feedback during this time.

**Non-first year students:**

**April / May** of the semester: the student meets individually with his or her Primary Academic Advisor. The advisor completes the annual student evaluation form.

**April / May:** The Experimental Faculty will meet to discuss all the evaluated students.

**May / June:** The DET provides each student with a review letter documenting the student's strengths and weaknesses as well as any pertinent feedback or suggestions from the Experimental faculty.

**June-August:** The student meets in-person with their Primary Academic Advisor and one other faculty member to discuss the evaluation. Students will have the opportunity to ask questions, seek clarification, or provide feedback during this time.

3. Additional Evaluations

- a. All students serving as instructors of record for their own courses will be evaluated by the students in the courses they teach.

- b. Each teaching supervisor will complete an evaluation of the student every semester and that evaluation will be used in determining the student's course grade in the teaching practicum.
- c. Students will complete annual evaluations of their primary academic advisors and the general program through an online survey mechanism.

### **Student Documentation of Achievement of Program Goals and Matriculation Progress**

Though student achievements in curricular, research and clinical areas progress is assessed each term, each student's overall progress in meeting program and individual goals is assessed programmatically on an annual basis. This process begins with each student gathering and submitting information as follows:

Each student will submit a completed ASEF along with portfolio containing a cover sheet identifying admission year to the program and primary academic advisor. The portfolio includes a copy of Program of Study for the Master's degree form and the Program of Study for the Doctoral Degree Form including all courses completed, course grades and any transferred courses; current curriculum vitae; research progress including conference presentations, manuscripts, and grants; degree milestones including Thesis, Preliminary Project, and Dissertation; clinical skills progress including documented training hours and Clinical Capstone Project; any and all documentation pertaining to remediation or disciplinary actions, and professional development and lifelong learning activities including invited talks or presentations, conferences and workshops or talks attended, membership in professional organizations, teaching experience, and other service activities.

Portfolios are to be submitted to the Primary Academic Advisor by the end of the last week in November. The student should then schedule a time to meet with the primary academic advisor to review and discuss progress as delineated in the portfolio. At this time the graduate student and primary academic advisor should complete the Signature Form for Portfolio Review and the student should turn in this form along with the portfolio (and ASEF described above) to the clinical psychology executive aide by the end of the second week of December. In addition to benefiting each student directly for internship and employment applications, the documentation of activities and experiences are used in program evaluation to demonstrate the program's commitment to applied training and to fostering lifelong learning.

## **Program Evaluation**

All students involved in clinical training placements will evaluate the placement and clinical supervisor each semester via the Student Evaluation of Placement form and Student Evaluation of Supervision Form, respectively. These forms should be submitted to the clinical psychology executive aide no later than the end of the last week of classes each semester.

To ensure monitoring of mission and integration with program goals, students anonymously complete the Student Perception of Goal Achievement Form annually. Additionally, placements rate match of clinical experiences with program goals and objectives annually (Survey of Program Goals Form).

## **Timeline**

*No later than last week of November:*

Portfolio due to primary academic advisor

*No later than the end of the first week in December:*

Meeting with primary academic advisor to discuss ASEF, Portfolio, and Research Competencies Evaluation Form

*No later than the end of the second week in December:*

ASEF, Portfolio and Signature Form for Portfolio Review, and Research Competencies; Forms due to executive Aide

*No later than the end of the last week of classes each semester:*

Clinical Competencies Form, Student Evaluation of Placement Form, and Student Evaluation of Supervision Form due to executive aide

*Early spring semester:*

Faculty evaluation committee annual feedback sessions

*Summer:*

Student Perception of Goal Achievement Form due to executive aide

## **Evaluation Forms**

- a. Annual Summary Evaluation Form
- b. Research Competencies Form

- c. Clinical Competencies Form
- d. Signature Form for Portfolio Review
- e. Student Evaluation of Placement Form
- f. Student Evaluation of Supervision Form