Institutional Effectiveness Report

Name of Program/Department: Master of Science in Applied Psychology and Specialist in School Psychology
Year: 2021-2022
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Program Mission

Francis Marion University is responsive to the region's needs by offering the Master of Science in Applied Psychology (MSAP) and the Specialist in School Psychology (SSP) and proposing program modifications in these professional degree programs as indicated. Graduates of the MSAP program in Clinical/Counseling Psychology and the SSP program in School Psychology will have developed the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist-practitioners. The MSAP degree in the School Psychology program is an intermediate degree rather than a terminal degree, and students in the School Psychology Option must complete both the MSAP and the SSP to be eligible for practice. The MSAP program adheres to the Council of Applied Master's Programs in Psychology (CAMPP) standards. It is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC). The SSP program adheres to the standards of training of School Psychologists (NASP), is approved as a specialist-level training program of school psychologists by NASP, and is nationally recognized by the National Council for Accreditation of Teacher Education (NCATE). Students and graduates of the MSAP and SSP programs bring scholarship and reflection to their work and an understanding of diversity in methodology and application. MSAP and SSP faculty produce scholarship that enhances teaching involves students, and contributes to the profession of psychology. MSAP and SSP faculty members consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

Program Learning Outcomes (PLOs)

Graduates of the Master of Science in Psychology and Specialist in School Psychology programs at Francis Marion University will:

1. Have the knowledge required to be successful as Licensed Professional Counselors, Licensed Psychoeducational Specialists, or Nationally Certified School Psychologists.
2. Have the skills needed to function successfully as Licensed Professional Counselors, Licensed Psychoeducational Specialists, or Nationally Certified School Psychologists.
3. Analyze problems and develop solutions or strategies to solve those problems.
4. Be able to communicate effectively.
5. Be able to apply their discipline's code of ethics when making decisions.
6. Be able to design an experiment and analyze data.

Executive Summary

The Master of Applied Science in Clinical/Counseling Psychology (MSAP) and Specialist in School Psychology (SSP) programs generally have been successful this year in meeting the benchmarks established by the faculty. The MSAP program met or exceeded all benchmarks across all three student learning outcomes (SLOs) as rated by the interns, practica supervisors, and students enrolled in their practica.

The SSP program met or exceeded the set benchmarks for all four SLOs. However, at exit interview, students made several suggestions. First, they wanted additional time to work with the state of South Carolina's ENRICH special education system. Second, students requested more case studies to be integrated into courses. Third, students indicated that while they are expected to complete "behavioral observations" and "mental status exams" during assessments and in classes, there is no direct instruction in how to report these in their reports. Fourth, students requested more direct instruction for counseling and counseling treatment planning.

The MSAP and SSP faculty are particularly proud of our students and their performance in meeting not only the SLOs established by the programs, but also meeting the standards set by our national accrediting bodies (i.e., CAMPP & NASP). This is evidenced by their 20+-year 100% passing rate, on both the *Praxis II Examination* and the *National Counselor Exam (NCE)*. In addition, all students who have graduated from both programs were offered positions within SC, fulfilling our program mission to "develop the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners".

School Psychology Program

Student Learning Outcomes

1. Students will develop a knowledge base in psychology and understand the significant domains of practice for the discipline.

2. Students will communicate psychological concepts effectively using the professional standards of the discipline.

3. Students will apply ethical standards to evaluate psychological science and practice.

4. Students will demonstrate the ability to think critically about and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem-solving, including effective research methods.

Assessment Methods

Table 1. Student Learning Outcomes, Measures, and Benchmarks

Student Learning Outcome	Measures	Benchmark	Score	Met
Students will develop a knowledge base in psychology and will obtain an understanding of the major domains of practice for the discipline.	Praxis Exam (Interns)	Score of 147	166	YES
	Written Exam (First- and Second-Year Students)	Score of • ≥50% for First Year Students • ≥60% for Second Year Students	64% 66%	YES YES
	Oral Exam	Score of • ≥ 2.0 for First Year Students • ≥3.0 for Second Year Students	3.42 3.81	YES YES
	Supervisor Ratings	Scores of • ≥2.0 for First Year students • ≥3.0 for Second Year Students • ≥4.0 for Interns	3.48 3.81 4.74	YES YES YES
	Intern Exit Questionnaire	Scores of ≥3.0 across each domain	4.53	YES
Students will communicate psychological concepts effectively using the professional standards of the discipline.	Assessment Reports	Scores of • ≥50% for First Year Students • ≥60% for Second Year Students • ≥70% for Interns	78% 70% 90%	YES YES YES
	Case Studies	Scores of • ≥50% for First Year Students • ≥60% for Second Year Students • ≥70% for Interns	83% 88% 89%	YES YES YES
	Portfolio	Scores of • ≥2.0 for First Year students • ≥3.0 for Second Year Students • ≥4.0 for Interns	2.78 3.74 4.34	YES YES YES
	Intern Exit Questionnaire	Scores of ≥3.0	4.23	YES
Students will apply ethical standards to evaluate psychological science and practice.	Praxis Exam (Interns) Written Exam (First- & Second-Year Students)	Scores of • ≥40% for First Year Students • ≥50% for Second Year Students • ≥60% for Interns	64% 63% 68%	YES YES YES
	Oral Exam (First- & Second-Year Students)	Scores of • ≥2.0 for First Year Students • ≥3.0 for Second Year Students	3.41 3.40	YES YES
	Supervisor Ratings	Scores of		

Student Learning Outcome	Measures	Benchmark	Score	Met
		• ≥2.0 for First Year students	3.80	YES
		• ≥3.0 for Second Year Students	3.82	YES
		• ≥4.0 for Interns	4.80	YES
	Portfolio	Scores of • ≥2.0 for First Year students • ≥3.0 for Second Year Students • ≥4.0 for Interns	3.73 4.55 3.43	YES YES NO
	Intern Exit Questionnaire	Scores of ≥3.0	4.75	YES
Students will demonstrate the ability to think critically about and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem solving, including effective research methods.	Literature Review (Second Year students) Research Project (Interns)	Scores of • ≥3.0 for Second Year students • ≥4.0 for Interns	4.23 4.23	YES YES
	Supervisor Ratings	Scores of • ≥3.0 for Second Year Students • ≥4.0 for Interns	3.46 4.88	YES YES
	Portfolio	Scores of • ≥3.0 for Second Year Students • ≥4.0 for Interns	3.18 4.25	YES YES
	Intern Exit Questionnaire	Scores of ≥3.0	4.70	YES

Assessment Results

Student Learning Outcome 1: Development of knowledge base and understanding of the major domains of practice for the discipline.

School Psychology Option Assessment-Praxis II Performance

Scores on the Praxis II Examination necessary for certification and licensure in school psychology were received for all eight students completing internships in the School Psychology Option (See Table 2). The eight program completers received scores on the Praxis II. The mean score for these eight completers was 166, with individual scores ranging from 147 to 181. The required cut-score for the national certification of school psychologists has been set at 147.

By these evaluative criteria, all graduates exceeded the examination requirements for certification in their anticipated states of practice. Graduates of the program have traditionally provided a 100% pass rate for the required certification and licensure examination, and this year's graduates continue that tradition. This target was achieved.

Written Examination

This year first- and second-year school psychology students completed a program-developed written examination. It consists of 90 multiple-choice questions and was designed to be similar in content and format to the Praxis II examination required for certification and licensure. It is updated regularly to reflect changes in the field and Praxis content. Table 2 illustrates the results of this exam. First-year students are required to obtain a 50% or greater in each area of the written examination and obtain a 64% on the written exam. The second year students must meet or exceed a 60% on each area of the written examination and obtained a 66% on the written exam. All students met and exceeded the benchmark goal set by the program.

Oral Examination

First and second year School Psychology students sit for an oral examination, plus portfolio and transcript review in addition to the written examination. The oral examination consists of a case simulation for a hypothetical client with background characteristics, interview and observational data, test scores and graphs/data of responses presented for the student's analysis, summary and intervention recommendations. At least two faculty members evaluate each student's responses on a rating scale developed by the program faculty, and the median ratings of the faculty members present for each examination are recorded as the student's score for each question (Inter-rater Reliability = .85). A 5-point rating rubric, ranging from 5 (Attends to all data/issues; Applies data in sophisticated manner; Sound conclusions/data-based recommendations) to 1 (Fails to attend to, consider, or address appropriate data and/or issues) is used for each of 10 rating items. The rating items for first- and second-year students are only partially overlapping due to differences in completed course/practicum backgrounds and developed skill sets, and therefore item by item comparisons between cohorts are not possible. First year students are required to obtain ratings greater than 2.0 on the oral examination. Second year students must meet or exceed a criterion rating of 3.0 on the oral examination. All students across both cohorts met or exceeded the benchmarks set on the oral examination, with first year students obtaining a criterion rating of 3.42- and second-year students obtaining a criterion rating of 3.81. Thus, our target was achieved. Table 3 shows the results from this oral examination.

Portfolio Review

The master portfolio of the previous year's work presented by the student also is evaluated at this time. Since items in the portfolio were previously rated and graded during the course/practicum in which the requirements were met, portfolio items are rated simply on a 5-point scale, where 1 represented "remedial work," and 5 represented "advanced skills comparable to autonomous practice". First year students are required to obtain ratings greater than 2.0 on the portfolio. Second year students must meet or exceed a criterion rating of 3.0 on the portfolio. Interns are expected to meet or exceed a criterion rating of 4.0 on the portfolio.

Results of the First- and Second-Year Student Reviews are presented in Table 4. First year students obtained a mean rating of 2.78 on their portfolios; second year students obtained a 3.74 on their portfolios, and interns obtained a 4.34 on their portfolios. Thus, all students across all cohorts met or exceeded the benchmark set. This target was achieved.

Practicum Supervisor Ratings

Practicum field supervisor ratings are required to be completed by both university- and site-based supervisors for all students each semester. First year students are required to obtain ratings greater than 2.0 on the practicum supervisor ratings. Second year students must meet or exceed a criterion rating of 3.0 on the practicum supervisor ratings.

Examination of field supervisor ratings submitted showed that all students met or exceeded minimum requirements for acceptable performance and contact hours in course-related practice settings. First year students were rated at a 3.48 by their practicum supervisors and second year students were rated a 3.81 by their practicum supervisors. Refer to Table 5 for the results of these ratings.

School Psychology Option Assessment-Internship Performance Assessment

To assess our goal of developing professionals with skills necessary to work as applied psychologists, the Department assesses the internship experience. In the school psychology option, this year was the ninth year of use for a revised set of practicum and internship field supervisor rating forms designed to provide increased information relevant to NASP training domains. End-of-Internship ratings of school psychology interns by field-based supervisors for eight interns (all degree seeking students completing level II certification training) who completed their one academic year internship in Spring 2022 produced a mean composite rating of 4.74 on a 5 point scale, with a rating of 5 representing competence at the level of unsupervised practice, 4 representing a requirement of minimal or occasional supervision, and 3 indicating continued intermediate supervision required. Interns must meet or exceed a criterion rating of 4.0 on the practicum supervisor ratings. Mean internship supervisor ratings computed in relation to NASP training Domains and other skill competency areas are shown in Table 6. All eight interns were rated above the expected criterion.

School Psychology Option Assessment & Exit Interviews

School psychology option graduates also were asked to rate the extent to which they assessed their courses, practica, and internship work as addressing NASP skill domains. A 5-point scale was employed where 3 represented "general competence," 4 represented "considerable competence," and 5 represented "complete competence." The program aspired to exceed a criterion rating of 3.0 across all ratings.

Across the 10 skill domains, course ratings averaged 4.53 and practicum ratings averaged 4.55 and internship ratings averaged 4.53. Thus, the benchmark was achieved. Mean ratings for each NASP Domain are displayed in Table 7. Collectively, students completing the program at the end of internship rated their course, practicum,

and internship experiences as preparing them in regard to NASP skill domains at a level of general competence or higher.

Comments from students during exit interviews indicated that they generally felt well prepared and are confident in using their skillset in everyday practice. However, several issues were identified to improve the program.

First, they wanted additional time to work with the state of South Carolina's ENRICH special education system. Second, students requested more case studies to be integrated into courses. Third, students indicated that while they are expected to complete "behavioral observations" and "mental status exams" during assessments and in classes, there is no direct instruction in how to report these in their reports. Fourth, students requested more direct instruction for counseling and counseling treatment planning.

Student Learning Outcome 2: Students will communicate psychological concepts effectively using the professional standards of the discipline.

Evaluation Reports

To assess our learning goal of communicating psychological concepts, the program assesses the evaluation reports that are provided to parents and schools. A 5-point rating rubric, ranging from 5 (Attends to all data/issues; Applies data in sophisticated manner; Sound conclusions/data-based recommendations) to 1 (Fails to attend to, consider, or address appropriate data and/or issues) is used. First-year students are required to obtain ratings greater than 60% on all reports. Second year students must meet or exceed a criterion rating of 70% on all reports. Interns must meet or exceed a criterion of 80%. Results of this assessment are shown in Table 8.

Results from these data indicate that each cohort met or exceeded the minimum criterion that was set. First year students averaged 78% on their reports; second year students averaged 70% on their reports; interns averaged 90% on their reports. The target was achieved.

Case Studies

To assess our learning goal of communicating psychological concepts, the program assesses the case studies that are provided to school professionals. A 5-point rating rubric, ranging from 5 (Attends to all data/issues; Applies data in sophisticated manner; Sound conclusions/data-based recommendations) to 1 (Fails to attend to, consider, or address appropriate data and/or issues) is used. First year students are required to obtain ratings greater than 60% on all case studies. Second year students must meet or exceed a criterion rating of 70% on all case studies. Interns are must meet or exceed a criterion of 80% on all case studies. Results of this assessment are shown in Table 9.

Results from these data indicate that each cohort met or exceeded the minimum criterion that was set. First year students averaged 83% on their case studies; second year students averaged 88% on their case studies; interns averaged 80% on their case studies. Thus, this target was achieved.

Student Learning Outcome 3: Students will apply ethical standards to evaluate psychological science and practice.

Scores on the Praxis II Examination necessary for certification and licensure in school psychology were received for all six students completing internship. The eight program completers received scores on the Praxis II, which

was revised and implemented this year. The program expects that our students will achieve a minimum of 60% on internship in the domain of *Foundations of School Psychological Service Delivery,* which includes ethical decision-making (See Table 2). Our interns obtained an average of 68% in this area; thus, meeting the benchmarks set.

Written Examination

The program-developed written examination taken by students consists of 90 multiple-choice questions and was designed to be similar in content and format to the Praxis II examination required for certification and licensure, and it is updated regularly to reflect changes in the field and Praxis content. The program expects that our students will achieve a minimum of 50% for first year students, and 60% for second year students in the domain of *Foundations of School Psychological Service Delivery* (See Table 3). By these evaluative criteria, all students exceeded the benchmark set with first year students obtaining 64%- and second-year students obtaining 63%. This target was achieved.

Oral Examination

The oral examination consists of a case simulation with background characteristics, interview and observational data, test scores and graphs/data of responses to intervention of a hypothetical client presented for the student's analysis, summary and intervention recommendations. At least two faculty members evaluate each student's responses on a rating scale developed by the program faculty, and the median ratings of the faculty members present for each examination are recorded as the student's score for each question. A 5-point rating rubric, ranging from 5 (Attends to all data/issues; Applies data in sophisticated manner; Sound conclusions/data-based recommendations) to 1 (Fails to attend to, consider, or address appropriate data and/or issues) is used for each of 10 rating items. First year students are required to obtain ratings greater than 2.0 on the oral examination. Second year students must meet or exceed a criterion rating of 3.0 on the oral examination. By these evaluative criteria, all students exceeded the benchmark set with first year students achieving a 3.41- and second-year students achieving a 3.81. This target was achieved. Table 3 illustrates the results from the oral examination.

Portfolio Review

The master portfolio of the previous year's work presented by the student also is evaluated at this time. Since items in the portfolio were previously rated and graded during the course/practicum in which the requirements were met, portfolio items are rated simply on a 5-point scale, where 1 represented "remedial work," and 5 represented "advanced skills comparable to autonomous practice". First year students are required to obtain ratings greater than 2.0 on the portfolio. Second year students must meet or exceed a criterion rating of 3.0 on the portfolio. Interns are expected to achieve or exceed a criterion rating of 4.0 on the portfolio. First and second year students met or exceeded the benchmark and achieved the target with first year students obtaining a 3.73, second year students obtaining a 4.55. Interns did not meet the benchmark set, obtaining a mean of 3.43. Table 5 indicates the results of these ratings of the portfolio.

Practicum Supervisor Ratings

Practicum field supervisor ratings are required to be completed by both university- and site-based supervisors for all students each semester. First year students are required to obtain ratings greater than 2.0 on the practicum supervisor ratings. Second year students must meet or exceed a criterion rating of 3.0 on the practicum supervisor ratings. Examination of field supervisor ratings submitted showed that all students met or exceeded minimum requirements for acceptable performance and contact hours in course-related practice settings. This target was achieved with first year students obtaining a 3.80- and second-year students obtaining a 3.82. Table 5 indicates the results of these ratings.

School Psychology Option Assessment-Internship Performance Assessment

To assess our goal of developing professionals with skills necessary to work as applied psychologists, the Department assesses the internship experience. In the school psychology option, this year was the eighth year of use for a revised set of practicum and internship field supervisor rating forms designed to provide increased information relevant to NASP training domains. End-of-Internship ratings of school psychology interns by field-based supervisors for eight interns (all degree seeking students completing level II certification training) who completed their one academic year internship in Spring 2022 produced a mean composite rating of 4.80 on a 5 point scale, with a rating of 5 representing competence at the level of unsupervised practice, 4 representing a requirement of minimal or occasional supervision, and 3 indicating continued intermediate supervision required. Interns must meet or exceed a criterion rating of 4.0 on the practicum supervisor ratings. Mean internship supervisor ratings computed in relation to NASP training Domains and other skill competency areas are shown in Table 6. All eight of the interns met the criterion set.

School Psychology Option Assessment

School psychology option graduates also were asked to rate the extent to which they assessed their courses, practica, and internship work as addressing NASP skill domains. A 5-point scale was employed where 3 represented "general competence," 4 represented "considerable competence," and 5 represented "complete competence." The program aspired to exceed a criterion rating of 3.0 for this area. Table 7 indicates that this benchmark was met. This target was achieved with courses, practica, and internship obtaining a 4.75, 4.79, and 4.78 ratings respectively.

Student Learning Outcome 4: Students will demonstrate the ability to think critically about and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem-solving, including effective research methods.

Research Project

The School Psychology Program has developed an internal assessment rubric to evaluate students' critical thinking about and analysis of psychological concepts. In its current form, the assessment has ten questions, some of which assess students' presentation of their research at the FMU Research and Exhibition Day and some of which assess the quality of students' research. Each question is rated on a five-point scale with 1 indicating does not meet expectations and 5 indicating exceeding expectations. Questions include:1) overall quality of presentation, 2) overall breadth of knowledge, 3) quality of response to questions, 5) review of literature, 6) significance, 7) rationale, 8) research design and implementation, 9) contribution to discipline, and 10) quality of writing. The program has set a benchmark of 3.0 or greater for second year students, and 4.0 or greater on this measure for interns. As can be seen in Table 10, the overall average for second year students is a 4.23 and a 4.23 for interns indicating that the program met this benchmark. This target was achieved.

Portfolio Review

The master portfolio of the previous year's work presented by the student also is evaluated at this time. Since items in the portfolio were previously rated and graded during the course/practicum in which the requirements were met, portfolio items are rated simply on a 5-point scale, where 1 represented "remedial work," and 5 represented "advanced skills comparable to autonomous practice". Second year students are expected to exceed a criterion of 3.0 on this portion of their portfolio. Interns are expected to exceed a criterion of 4.0 on this portion of their portfolio. Table 4 shows that all students exceed the benchmarks set with second year students obtaining a 3.18 and interns obtaining a 4.25. This target was achieved for both of our second year students and interns.

School Psychology Option Assessment-Internship Performance Assessment

To assess our goal of developing professionals with skills necessary to work as applied psychologists, the Department assesses the internship experience. In the school psychology option, this year was the eighth year of use for a revised set of practicum and internship field supervisor rating forms designed to provide increased information relevant to NASP training domains. Interns must meet or exceed a criterion rating of 4.0 on the practicum supervisor ratings. End-of-Internship ratings of school psychology interns by field-based supervisors for ten interns who completed their one academic year internship in Spring 2022 produced a mean composite rating of 4.88 on a 5-point scale, which is at the benchmark set for the year.

School Psychology Option Assessment

School psychology option graduates also were asked to rate the extent to which they assessed their courses, practica, and internship work as addressing NASP skill domains. A 5-point scale was employed where 3 represented "general competence," 4 represented "considerable competence," and 5 represented "complete competence." The program aspired to exceed a criterion rating of 3.0 for this area. Table 10 indicates that this benchmark was met, and the target achieved with coursework, practica, and internship being rated at a 4.70, 4.71, and 4.69, respectively.

Action Plan

Student Learning Outcome 1: Development of knowledge base and understanding of the major domains of practice for the discipline.

Generally, students performed well on the *Praxis-II,* the Written Exam, the Oral Exam, the portfolio, the practicum supervisor ratings, intern supervisor ratings, with all meeting and exceeding the overall benchmarks set. However, student concerns on exit interview still must be addressed.

First, they wanted additional time to work with the state of South Carolina's ENRICH special education system. This has been a consistent concern with our students. The program has obtained an "ENRICH sandbox" where students can practice entering their deidentified cases and following a student from referral to completion. Beginning in the Fall 2021, each semester students are expected to take a case through the "ENRICH sandbox" from referral to results. The first cohort to complete this assignment will be graduating May 2023.

Second, students requested more case studies to be integrated into courses. They indicated that the case studies provided in consultation and the academic intervention courses were the most beneficial teaching technique to their consolidation of diverse skills across the NASP Domains. They wanted more case studies across coursework with a specific emphasis on interpreting data and how that relates to providing recommendations and treatment planning.

Third, students indicated that while they are expected to complete "behavioral observations" during assessments and in classes, there is no direct instruction in how to report these "behavioral observations" in their reports. Additionally, they are expected to complete a "mental status exam" for counseling sessions, but there was no direct instruction in this in any of their coursework. They requested more explicit instructions in these areas in the first semester.

Fourth, students requested more direct instruction for counseling and counseling treatment planning. They felt that they were expected to provide counseling services without having adequate modeling or instruction in their classes. Specifically, they felt that watching a session of a case in each stage of the counseling process, might be beneficial in their learning ("I do"). Additionally, they felt that practicing skills during the time reserved for practicum with a classmate might also be beneficial ("We do"). Finally, they felt that they should have the opportunity to audiotape or videotape a "mock" session and have explicit feedback provided, would improve their skills ("You do"). Regarding treatment planning, they felt that if they were provided the same direct instruction as described above, with a sample treatment plan being provided, walking through the treatment planning phases in class using the model ("I do"), being provided mock data to work on together with a partner in class ("We do"), and finally having mock data to work through after class where they could get explicit feedback from the professor ("I do") would aid in their understanding of treatment planning.

Student Learning Outcome 2: Students will communicate psychological concepts effectively using the professional standards of the discipline.

For the fourth year, students were required to have their psychological evaluation reports and case studies evaluated by the faculty. On these measures, students performed well across the program. The program validated the usefulness of these instruments this year. However, we still would like to continue to ensure that each criterion's answers are as behavioral or observable as possible.

This year the program utilized two new measures to assess attainment of this SLO. For our interns, teachers completed a *Consultation Satisfaction Questionnaire (CSQ)* that addressed how well our interns communicated complex concepts to the recipients of our indirect services. Secondly, the *Standardized Training and Evaluation for Psychologists (STEPs) – Sharing Assessment Findings with a Parent,* was completed by the interns' supervisors to address how well interns communicated with parents. On the *CSQ* and the *STEPs,* we set an initial overall benchmark at 3.0 for interns. Results from these measures indicated that our interns not only met but exceeded our initial benchmark obtaining a 4.81 on the *CSQ* and 4.57 on the *STEPs.*

Student Learning Outcome 3: Students will apply ethical standards to evaluate psychological science and practice.

Generally, students performed well on the *Praxis-II,* the Written Exam, the Oral Exam, and practicum supervisor ratings, and internship supervisor ratings, with all students meeting the overall benchmarks set. In previous years, this area was one of the weaker areas of the program. Thus, the course was moved from a 5-week summer course to a 15-week course that is taken during the first semester of enrollment in the program. The cohort that graduated in Spring 2019 is the first cohort to go through the program with this scheduling change. It appears that this scheduling change was effective as students now are performing well in this area. We will continue to monitor our students to ensure that they are upholding the ethical and legal standards to the best of their abilities.

Student Learning Outcome 4: Students will demonstrate the ability to think critically about and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem solving, including effective research methods.

This year the second-year students and the internship class were assessed on critical thinking and analysis of psychological concepts. Students present orally to their classmates prior to participation at the research fair, with students meeting the benchmarks this year for all areas on the literature review and research project. However, students continue to need to demonstrate proficiency with other areas of program evaluation, particularly when submitting elements for their portfolio. Several students did not submit a required portfolio element, their presentation to their district, so received lower scores on this area. We will continue to emphasize the research and program evaluation aspect for our students. We will make sure that students have ALL elements of this SLO in their portfolio next year.

Appendix A

Other Programmatic Issues

Preparation and renewal of NASP accreditation and CAEP national recognition

The accreditation review was due on September 15, 2016. The 2016 review was conducted employing newly adopted 2010 accreditation standards. This required significant reorganization of program and course goals to correspond to the new standards. Two complete years of program outcome data were required for the review and the review was submitted. In February 2017, the program was notified that we were FULLY APPROVED until 2023. The next review will be due on March 15, 2023.

There remains a need to increase the number of competitive applicants to the school psychology option.

As part of the Psychology Department's overall graduate marketing and recruitment plan, efforts continue to be undertaken to network with colleagues at other universities and increase our internet presence. The number and quality of applicants continues to be variable. The FMU program attracts one quarter to one third of the applicant pool of competing regional programs.

Continued increases in student financial aid opportunities (scholarships, assistantships, on- campus employment opportunities, etc.) also would improve our competitiveness with regional programs, which continue to offer more generous financial incentives.

Specialized training for school psychology students

Since the school psychology option is unable to offer entry incentives competitive with other regional programs, the program has been offering training imbedded within required coursework that leads to professional certifications for graduates that will improve their employability upon graduation. Competing programs typically do not provide similar opportunities at the current time. Some of these training opportunities also are made available to regional practitioners as a continuing education outreach resource if space is available after current students are enrolled.

Currently, graduates are able to exit the program with the following certifications (in addition to SC School Psychologist II and Nationally Certified School Psychologist):
- Autism Diagnostic Observation Schedule – Second Edition (ADOS-2)
- Autism Diagnostic Interview – Revised (ADI-R)
- PREPaRE: School Crisis Prevention and Intervention Training
- Trauma-Focused Cognitive-Behavioral Therapy Training (TF-CBT)
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- Suicide Risk Assessment
- Threat Assessment

Board Certified Behavior Analyst
In the Summer 2016, the school psychology program conducted a feasibility study to determine the utility of adding a certification on to the Specialist in School Psychology for certification as a Board-Certified Behavior Analyst. After reviewing all data, this certification has now been approved by the University and South Carolina's Commission on Higher Education. The added coursework has been reviewed by the Behavior

Analyst Certification Board and FMU now is accepted as a location for the Verified Course Sequence (VCS). The first classes toward this additional certification were offered in Fall 2018 and while only one traditional student seeking the MSAP enrolled in the program, due to lack of marketing, seven of the traditional school psychology students enrolled and have completed the additional 15 hours of coursework necessary to sit for the BCBA exam. Although we have not marketed the program again this year, we have 8 students seeking the MSAP enrolled for the Fall 2022 and 2 school psychology students enrolled to complete the VCS.

Faculty Retirement & Resignations
Dr. Crystal Hill-Chapman has recently taken over as the Chair of the Psychology Department. Dr. Stephanie Williams was hired to replace Dr. Hill-Chapman within the program with specific expertise in preschool assessment. Dr. Antonio Cooper was hired with specific expertise in cultural competence. However, the program will need to be at 3 FTE dedicated school psychology program faculty to remain accredited during the next NASP Accreditation Cycle. Currently, with Dr. Hill-Chapman serving as chair, she does not count towards this 3 FTE.

Behavioral Health Clinic
The School Psychology Program is working in conjunction with the Clinical/Counseling and Applied Behavior Analysis MSAPs to set up a Behavioral Health Clinic at 201 West Evans Street. Due to the lack of faculty, a part-time Licensed Professional Counselor – Supervisor (LPC-S), must be hired to help with the day-to-day supervision of students who are providing services as they are enrolled in their various practica. If FMU would like to move all training away from community mental health professionals, it may require this position be moved to a full-time position. This will allow them to oversee not only the supervision of the Clinical students, but also the students enrolled in the School Psychology program as well. If this is not a full-time position, an individual that can supervise School Psychology students as well as BCBA students is necessary.

Clinical/Counseling Psychology Option

Student Learning Outcomes

Students in the Clinical/Counseling program are expected to:

1. Develop a knowledge base in psychology and obtain an understanding of the major domains of practice for the discipline. These include the following:
    - Biological bases of behavior
    - Developmental bases of behavior
    - Social/cultural/systemic bases of behavior
    - Multicultural competency
    - Individual or unique bases of behavior
    - Methodology and program evaluation
    - Theory, history, and applications of psychological principles and practices
    - Cognitive, Career, and Personality assessment
    - Diagnosis of Psychopathology

2. Communicate psychological concepts effectively using the professional standards of the discipline.

3. Apply ethical standards to psychological science and practice.

Table 11. Student Learning Outcomes, Measures, and Benchmarks

Student Learning Outcome	Measures	Benchmark	Achieved	Met
Students will develop a knowledge base in psychology and will obtain an understanding of the major domains of practice for the discipline.	NCE Exam*	Passing Score	100%*	YES*
	Supervisor Ratings	Scores of: • ≥3.0 for Practicum Students • ≥4.0 for Interns	4.25 4.50	YES YES
Students will communicate psychological concepts effectively using the professional standards of the discipline.	Communication/Collaboration Supervisor Rating	Scores of • ≥3.0 for Practicum Students • ≥4.0 for Interns	4.44 4.69	YES YES
Students will apply ethical standards to psychological science and practice.	Adherence to Ethical Standards Supervisor Rating	Scores of • ≥3.0 for Practicum Students • ≥4.0 for Interns	4.58 4.77	YES YES

Assessment Results

Student Learning Outcome 1: Development of knowledge base and understanding of the major domains of practice for the discipline.

National Counselor Exam*

The *National Counselor Exam* (*NCE*) is a 200-item multiple-choice examination designed to assess knowledge, skills, and abilities determined to be important for providing effective counseling services. The *NCE* is a requirement for counselor licensure in the state of South Carolina and North Carolina, as well as many other states. The program expects all students who seek licensure to pass the exam. The NCE testing company no longer provides results directly to programs. Current knowledge self-reported by alumni indicates that all students who have taken the exam have passed it. The data reported from the past year are based on the six (6) Fall 2021 graduates. One of the students from the Fall 2021 graduates reported taking the exam and passing at the time data was collected. One Fall 2021 graduate was accepted into a doctoral program for the Fall 2022 term and will not sit for the NCE. Two other Fall 2021 graduates stated that they have not taken the exam because their current employer does not require LPC status. Data from the two remaining Fall 2021 graduates have not been obtained.

Internship Supervisor Ratings

The following information outlines the assessment of the Clinical/Counseling psychology students' internship experiences. Community supervisor rating forms for four (4) of the six (6) Clinical/Counseling interns who completed internships were obtained and produced a mean overall rating of 4.34 (See Table 12), which is favorable on a 5-point scale. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Since 2007-2008, the average supervisor rating of Clinical/Counseling interns has exceeded consistently a rating of four. Our benchmark for each of the areas is a 4.0 for interns. Our interns met or exceeded the benchmark in all areas.

Intern Ratings of Internship

Evaluation rating scales assessing the quality of internship were sought from students. A questionnaire was distributed to all six (6) interns. Feedback from this survey indicated that students felt generally positive about their internship experiences in the Master of Science program, Clinical/Counseling option. A rating of 1 indicates "unhelpful or inadequate," a rating of 3 indicates "helpful or adequate," and a rating of 5 indicates "extremely helpful or adequate" in the area being assessed. The overall mean program rating was 4.83 (see Table 13). Ratings in all areas of students' internship experiences in the MSAP program, Clinical/Counseling option exceeded the benchmark of 4.0.

Intern Ratings of the Clinical/Counseling Option

Evaluation rating scales assessing the quality of courses, practica, and internship preparation as part of the overall Clinical/Counseling curriculum were sought from graduates. Feedback from this survey indicated that students felt generally positive about their experiences in the Master of Science program, Clinical/Counseling option. A rating of 1 indicates "unhelpful or inadequate," a rating of 3 indicates "helpful or adequate," and a rating of 5 indicates "extremely helpful or adequate" in the area being assessed. Table 14 displays the training program quality ratings by interns. The overall, mean program rating was 4.07, compared to 4.67 last year. Ratings in all areas indicated a positive evaluation of students' experiences in the MSAP program,

Clinical/Counseling option with 11 of 18 areas meeting the faculty's expectation of 4.0. Consideration for lower ratings has been given to altered classroom and learning experiences due to the COVID-19 pandemic.

Students' comments on the open-ended questions on the questionnaire regarding their experience in the Clinical/Counseling option were largely positive. Strengths of the program continue to revolve around four main themes: (1) quality of the faculty (2) student-professor relationship; (3) hands-on training via practica/internship; and (4) excellence in clinical training and assessment. Areas for suggested improvement included providing more diverse clinical training opportunities (e.g., trauma therapy), more opportunities for 1st and 2nd year student social connection, increased opportunities for critical thinking, more professional development opportunities, and greater inclusion of diversity and multiculturalism across all courses.

Practicum Supervisor Ratings

The following information pertains to the assessment of the Clinical/Counseling Psychology students' practicum experiences. Community supervisor rating forms for 3 of 5 second year Clinical/Counseling students completing practica were submitted. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required (see Table 15). An overall rating by supervisors of practica students was 3.94 which exceeded our minimum expectations of 3.0. Due to the COVID-19 pandemic, particularly the resurgence in cases from the Delta and Omicron variants, the first year Clinical/Counseling students were delayed in being placed at external practica during the academic year. Thus, no data could be obtained from external supervisors at the time of data collection. Dr. Ron Murphy, Practicum and Internship Coordinator, arranged for the first year students to complete extended practica during late spring/summer and during their second year practicum placements to account for the deficit in practicum hours accrued due to the pandemic context.

Student Ratings of Practica

Evaluation rating scales assessing the quality of practica were sought from students. Due to the COVID-19 pandemic, first year Clinical/Counseling students were delayed in being placed in external practica this academic year. However, all first year students participated in an internal practicum experience based on the student's involvement with the university supervisor, Dr. Ron Murphy, who led the first year cohort's internal site activities.

An online questionnaire was distributed to all 5 second year students. A total of 2 out of 5 second year students completed the survey. Feedback from this survey indicated that students felt generally positive about their practica experiences in the M.S. program, Clinical/Counseling option. A rating of 1 indicates "unhelpful or inadequate," a rating of 3 indicates "helpful or adequate," and a rating of 5 indicates "extremely helpful or adequate" in the area being assessed. The overall mean program rating for practica was 3.86 (see Table 16). Ratings in all areas generally indicated a positive evaluation of students' practica experiences in the MSAP program, Clinical/Counseling option and meeting our minimum expectations of 3.0.

Student Learning Outcome 2: Students will communicate psychological concepts effectively using the professional standards of the discipline.

Internship Supervisor Ratings

The following information summarizes the assessment of the Clinical/Counseling psychology interns' ability to communicate psychological concepts effectively using the professional standards of the discipline. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Table 12 provides

community supervisor ratings for 5 of 6 Clinical/Counseling interns who completed internships. Across all interns a mean overall rating of 4.34 was obtained for communication/collaboration, meeting our benchmark of 4.0.

Practicum Supervisor Ratings

The following information regards the assessment of the Clinical/Counseling psychology students' ability to communicate psychological concepts effectively using the professional standards of the discipline. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Due to the COVID-19 pandemic, first year Clinical/Counseling students were delayed in being placed in outside practica this academic year. Thus, no data could be obtained from first year student external practicum supervisors at the time of data collection. Table 15 shows data from the second year cohort supervisors reflect a mean rating of 4.47 on communication/collaboration, thus exceeding the benchmark of 3.0.

Intern Ratings

The following information summarizes the assessment of the Clinical/Counseling psychology student's self-ratings of their ability to communicate psychological concepts effectively using the professional standards of the discipline. A rating of 1 indicates "unhelpful or inadequate," a rating of 3 indicates "helpful or adequate," and a rating of 5 indicates "extremely helpful or adequate" in the area being assessed. Table 14 displays the training program quality ratings by interns. The overall rating for this area was 4.75, meeting our benchmark.

Student Learning Outcome 3: Students will apply ethical standards to evaluate psychological science and practice.

Internship Supervisor Ratings

The following information regards the assessment of the Clinical/Counseling psychology interns' ability to apply ethical standards to evaluate psychological science and practice. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Across all interns a mean overall rating of 4.53 was obtained, meeting our benchmark of 4.00.

Practicum Supervisor Ratings

The following information regards the assessment of the Clinical/Counseling psychology students' ability to apply ethical standards to evaluate psychological science and practice. A rating of 5 represents competence at the level of unsupervised practice, 4 represents a requirement of minimal or occasional supervision, and 3 indicates that continued, intermediate supervision is required. Due to the COVID-19 pandemic, first year Clinical/Counseling students were unable to be placed in outside practica this academic year. Thus, no data could be obtained from first year student external practicum supervisors. Data from the second year cohort supervisors reflect a mean rating of 4.06 on adherence to ethical standards, thus exceeding the benchmark of 3.0.

Intern Ratings

The following information summarizes the assessment of the Clinical/Counseling psychology student's self-ratings of their ability to apply ethical standards to psychological science and practice. A rating of 1 indicates

"unhelpful or inadequate," a rating of 3 indicates "helpful or adequate," and a rating of 5 indicates "extremely helpful or adequate" in the area being assessed. The overall rating for this area was 5.00, meeting our benchmark.

Action Plan

Student Learning Outcome 1: Development of knowledge base and understanding of the major domains of practice for the discipline.

Our interns met or exceeded the benchmark of 4.0 in all areas of the assessment completed by the internship supervisor. Ratings in all areas indicated a positive evaluation of students' experiences in the MSAP program, Clinical/Counseling option meeting the faculty's expectation of 4.0.

Due to the COVID-19 pandemic, first year Clinical/Counseling students were unable to be placed in outside practica this academic year. Thus, no data could be obtained from external supervisors for students in that cohort. Overall supervisor ratings for second year students were 3.95, exceeding the faculty's expectation of 3.0.

Student Learning Outcome 2: Students will communicate psychological concepts effectively using the professional standards of the discipline.

Means for all domains met or exceeded our benchmarks of 3.0 for student enrolled in practica and 4.0 for students on internship.

Student Learning Outcome 3: Students will apply ethical standards to evaluate psychological science and practice.

Means for all domains met or exceeded our benchmarks of 3.0 for student enrolled in practica and 4.0 for students on internship.

Appendix B

MPCAC Accreditation

The Master of Science program in Applied Psychology, Clinical/Counseling adheres to the training of the Council of Applied Master's Programs in Psychology (CAMPP; www. camppsite.org) and is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of April 2018 through April 2028. The most recent site visit was in January 2018.

MPCAC is affiliated with both the Council of Applied Masters Programs in Psychology (CAMPP) and the North American Association of Masters in Psychology (NAMP). MPCAC is now accredited by the Council for Higher Education Accreditation (CHEA).

There remains a need to increase the number of competitive applicants to the Clinical/Counseling option.

The Clinical/Counseling Option's primary competitors for top graduate student applicants in the state are USC Aiken and the Citadel. The Applied Clinical Psychology MS program at USC Aiken has an in house departmental training clinic for students in their graduate program, and the Citadel describes available assistantships and practicum/internship placements on the program website. Although the Clinical/Counseling Faculty are strongly in favor of actively participating in the departmental Behavioral Health Clinic, logistical issues have thus far precluded efforts to initiate this plan (e.g., faculty teaching load and administrative responsibilities). Revenue generated from the Behavioral Health Clinic could help fund graduate student assistantships. Highly qualified applicants who declined offers of admission to the Clinical/Counseling Option have indicated that the lack of guaranteed assistantships and/or lack of tuition waivers influenced their decision to accept admission offers from other institutions. Please see Issues of Departmental Concern for further details.

The Clinical/Counseling program continues to explore ways to offer specialized training to students.

The core Clinical/Counseling Faculty is Dr. Erica James Young. Dr. Anna Chinnes and Dr. Matthew Hagler will join the Clinical/Counseling Faculty full-time beginning Fall 2022. Dr. Ron Murphy retired in May 2022. He has been granted Emeritus status and will assist the Clinical/Counseling Faculty with the teaching load beginning Fall 2022.

Consistently, various adjunct faculty members have also taught graduate courses for the Clinical/Counseling program; the quality of academic training provided by adjunct faculty has varied widely. During the 2020-2021 academic year, the core Clinical/Counseling Faculty taught all graduate classes in the program (60 credit hours), by taking on teaching overloads. However, the department was able to obtain an adjunct (Dr. Lea Pritchard-Boone) to assist with teaching load following the departure of Dr. Shannon Toney Smith in August 2021. The Clinical/Counseling faculty prioritize rigorous academic training for our students and will continue to do so, even if it is at the expense of the faculty's ability to engage in other professional endeavors (e.g., research, initiating our program's participation in the Behavioral Health Clinic). A fourth dedicated Clinical/Counseling faculty member is necessary to meet the MPCAC accreditation stipulation: "The teaching loads of program faculty shall be consistent with the goals and objectives of the program and are an integral part of professional preparation, and incorporate allocated time for advisement for, and supervision of, student research, professional research, and, if applicable, administrative responsibilities."

Our students continue to state that they would benefit from additional training in the areas of the treatment of trauma related diagnoses and child/adolescent diagnoses and treatment. The current Clinical/Counseling faculty do not have expertise in these domains. Our ability to meet students' training needs hinges on our ability to successfully recruit a highly qualified fourth faculty member for the additional faculty line. Please see Issues of Departmental Concern section for further information.

We continue to recommend that students supplement their Clinical/Counseling curriculum by taking courses in the School Psychology option if they wish to specialize in work with children and adolescents (e.g., PSYC 615: Child Psychopathology and PSY 714: Child and Adolescent Psychotherapy). However, students often have limited ability to add these elective courses to their schedules due to the rigorous nature of the required curriculum, practicum experiences, and external employment necessary to offset the costs of graduate education.

More creative ideas will need to be explored, and more faculty members added to the program, if the program is to expand its offerings in the future. More specialized offerings will likely increase the number of qualified applicants to the program.

Faculty Retirement & Resignations

Dr. Will Wattles retired at the end of the 2019-2020 school year. His position was not filled by a new hire bringing our Clinical/Counseling Faculty from 4 to 3 core faculty. Dr. Shannon Toney Smith resigned prior to the start of the 2021-2022 school year and Dr. Ronald Murphy retired at the end of the 2021-2022 school year. Two faculty members have been hired for Fall 2022 to fill Dr. Smith and Dr. Murphy's positions and to adhere to the stipulated MPCAC accreditation requirement, "Faculty supervisor to student ratio must allow for sufficient oversight and therefore should generally be about 1:8." (p. 4). From the MPCAC Accreditation Manual: "This [Faculty Supervisor to Student] ratio is to be computed based on the number of students who are under a faculty member's direct supervision in either an individual or group format. Thus, the number of faculty in the ratio will generally be 1 and the number of students will be the number under that individual's direct supervision. It is **not** to be calculated based on the total number of program faculty compared with total number of program students." (p. 12).

Behavioral Health Clinic
The Clinical/Counseling faculty are invested in participating in the Behavioral Health Clinic at 201 West Evans Street. To adequately execute such an endeavor, extensive faculty time and availability is required. To provide direct supervision of clinical training in a departmental clinic, a part-time Licensed Professional Counselor – Supervisor (LPC-S), must be hired to help with the day-to-day supervision of students who are providing services as they are enrolled in their various practica. Eventually, the Clinical/Counseling program goal is to move all pre-internship graduate training away from community mental health professionals, which would require this position to be moved to a full-time position. This arrangement would allow the LPC-S to oversee not only the supervision of the Clinical students, but also the students enrolled in the School Psychology program as well.

Summary of Department Assessment Activities

Program assessment regarding program admissions includes the number of applications received, as well as the number of qualified applicants to whom admission offers are made. Data in Table 17 reveal that 21 of 27 applicants were qualified for admission (77% acceptance rate), representing a slight decrease in the acceptance rate from the previous year (84%). Of those 21 students to whom admissions offers were made, 17 subsequently enrolled in the program (80% enrollment rate). This represents a slight increase in enrollment from the previous year (54%).

8 out of 33 Clinical students accepted 5 enrolled.
16 our of 44 School students accepted. 11 enrolled.

During the 2018-2019 academic year (Fall and Spring) 17 newly accepted students enrolled in the program (7 in Clinical/Counseling and 10 in school psychology). This number compares to 19 students that entered the program the previous academic year (7 in Clinical/Counseling and 12 in school psychology). Average GRE scores were Verbal of 149 (42nd percentile), Quantitative of 144 (23rd percentile), and Writing of 3.65 (42nd percentile). While the average Verbal GRE Score and Quantitative score remained the same from previous years, the average GRE Writing Score increased slightly. This year's average overall undergraduate GPA for newly enrolled students was 3.46, and the Psychology GPA was 3.47, as compared to 3.42 and 3.42 last year. Both GRE scores and GPA continue to fluctuate within a relatively narrow range from year to year. Overall, headcount enrollment in the program remained increased slightly to 50. Eleven students graduated from the degree program during 2018 - 2019 (7 Clinical/Counseling and 4 school). This compares to 15 the previous year. As in previous years, the overall size of the program remained relatively stable. Due to the pandemic context, the GRE was an optional application component for the 2020-2021 application cycle.

We do not have GRE data because it was waived. 7 Clinical graduates and 16 school graduates.

Issues of Departmental Concern

Recruitment for graduate applicants remained an issue that requires addressing (a priority since 2007)

The Clinical Coordinator position for the Clinical/Counseling Option includes one course release per semester.

Since at least 2016, the Coordinator has not been able to accept the course releases due to the teaching needs of the graduate and undergraduate programs. Thus, travel to in-state universities to recruit applicants has not been undertaken. Other MPCAC accredited programs tend to assign the Clinical Coordinator a 1/2 teaching load instead of the 3/4 load that has been carried for the past several years by the FMU Clinical Coordinator. The Clinical/Counseling Practicum and Internship Coordinator currently receives no course release. At many programs accredited by MPCAC this is a stand alone full-time Administrative position because of the demand of such responsibilities (e.g., establishing relationships with placement sites, communication with site supervisors and students, placement contract negotiations, site visits, etc.).

Additionally, the excessive number of adjunct faculty (11; responsible for teaching approximately 43-45% of classes in Psychology Department, excluding those taught by Graduate TA's and Independent Research supervised by Faculty) listed on the Psychology Department website may raise applicants' concerns about the quality of graduate training provided. Two adjunct faculty members who previously taught graduate classes consistently for the Clinical/Counseling program have been dismissed from teaching due to problematic interactions with students and/or inconsistent academic rigor. Currently, we have 15 total adjuncts, five of which taught graduate classes.

The Clinical/Counseling program has also had great difficulty successfully recruiting faculty members recently. In the 2019-2020 academic year, no qualified candidate submitted applications for the open Clinical/Counseling Assistant Professor position. In the 2020-2021 academic year, three job offers have been made to highly qualified candidates. Two offers were rejected due to other offers received. One was initially accepted but later rejected due to another offer that was received. A fourth offer has just been extended to an additional candidate.

The estimated average Assistant Professor salary in the Psychology Department for a 9-month contract in the 2020-2021 academic year was $52,418. According to the American Psychological Association Website, the national median salary for a 9-month contract as an Assistant Professor in Psychology is $62,031. According to the South Carolina Department of Administration's Division of State Human Resources website and faculty currently listed on university institution websites, average salaries for Assistant Professors of Psychology at our peer institutions range from $56,967 (Coastal Carolina) to ~$62,000 (USC Aiken and the Citadel). The latter institutions are more comparable to FMU due to having Applied Clinical Psychology graduate programs. We are concerned that the compressed salaries in our department in comparison to the national average as well as our sister institutions is rendering it difficult to successfully retain qualified faculty members.

Last year the university launched a new format for the entire department website and a has supported the department by adding a graduate admissions coordinator. This transition has not been entirely smooth due to consistent difficulty faculty have incurred logging in to the AdmissionPros system. The Psychology Department will continue to work with the University on the graduate application process.

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To increase the visibility of our department, and thus spread word about our graduate program, we endeavor to host continuing education events each year, with the goal of at least two annually. These events also serve our colleagues in the community by helping them to obtain quality training to maintain their licensure/certifications. This year four *Cultural Conversations* were held with the opportunity of continuing education credit.

The need to improve efforts to retain students has remained an issue requiring attention.

One graduate student left the School Psychology Program due to the birth of a child. We continue to collect data from students regarding their reasons for leaving the program; we hope to discover impediments to staying in the program that we can proactively address. The School program lost two students and the Clinical/Counseling Option lost one student during the 2021-2022 academic year due to poor academic performance/professional behavior concerns. Although remediation plans were implemented and monitored in all situations, they were unsuccessful in remediating the students' academic and professional behavior difficulties. The ability to recruit from a larger and higher quality applicant pool would significantly impact retention as well (see Recruitment above).

Dr. Young sponsors the FMU Psychology Graduate Student Association (PGSA), which is run by student leaders from both the School and Clinical/Counseling Options. We believe that such peer networking efforts will enhance the quality of life for graduate students and increase their investment in the program. However, no PGSA events were held during the past academic year due to the pandemic context.

The Department continues to seek means to provide greater financial support to graduate students.

During this school year the Department continued to look for on-campus assistantships for MSAP/SSP students. We implemented an application process for referring students to departments on campus for their selection processes. Within the Department we now have 6 assistantships (4 TAs, 1 front desk, 1 Center for the Child [20 hours]). Other on-campus assistantships available to graduate students include positions with the Center of Excellence and the Office of Career Development. However, the MSAP Clinical/Counseling program is not able to award any graduate applicants tuition waivers, which renders it difficult for us to recruit more highly qualified graduate students. Of the students who declined admission offers this year, all specifically stated that the student declined admission to FMU after receiving a tuition waiver from another university.

The Department continues to make student financial support a priority and will continue to seek additional sources of funding and employment for graduate students. Such efforts have been subsumed under the overall marketing and recruitment plan and include greater collaboration with the FMU Foundation, for example. Enrollment Management and the Graduate Office have provided critical support for this endeavor as well. Funds generated from a sliding scale fee Behavioral Health Clinic could assist tremendously with these efforts.

Appendix C
Tables

Table 2. Students' Knowledge and Skills for the School Psychology Program

Principal	2019-2020			2020-2021			2021-2022		
	First Year (n=12)	Second Year (n=5)	Intern (n=12)	First Year (n=14)	Second Year (n=8)	Intern (n = 8)	First Year (n=15)	Second Year (n=11)	Intern (n = 8)
Professional Practices, Practices that Permeate all Aspects of Service (2.1, 2.2)	70%	67%	70%	64%	76%	67%	58%	59%	70%
Direct and Indirect Services for Children, Families, & Schools (2.3, 2.4)	66%	59%	66%	51%	63%	73%	54%	57%	78%
Systems-Level Services (2.5, 2.6, 2.7)	73%	66%	73%	61%	73%	77%	71%	72%	71%
Foundations of School Psychological Service Delivery (2.8, 2.9, 2.10)	65%	57%	65%	57%	68%	69%	64%	63%	68%
OVERALL	**69%**	**62%**	**69%**	**59%**	**70%**	**72%**	**64%**	**66%**	**83%**

Table 3. Results of School Psychology Oral Exam

	2019-2020		2020-2021		2021-2022	
	First Year	Second Year	First Year	Second Year	First Year	Second Year
2.1 Data-based Decision Making and Accountability	3.50	4.04	3.54	3.88	3.41	3.69
2.2 Consultation and Collaboration	-	4.23	3.52	4.41	3.56	3.79
2.3 Interventions and Instructional Support to Develop Academic Skills	-	4.03	-	4.16	-	3.72
2.4 Interventions and Mental Health Services to Develop Social and Life Skills (2.4)	3.58	4.20	3.26	4.15	3.21	3.97
2.5 School-Wide Practices to Promote Learning	3.57	4.07	3.16	4.34	3.61	3.74
2.6 Preventive and Responsive Services	3.62	4.23	3.46	4.44	3.56	4.18
2.7 Family-School Collaboration Services	-	4.17	3.46	4.29	3.37	3.98
2.8 Diversity in Development and Learning	3.48	4.23	3.21	4.50	3.22	4.12
2.9 Research and Program Evaluation	-	4.03	-	4.33	-	3.47
2.10 Legal, Ethical, & Professional Practice	3.51	3.93	3.31	4.11	3.41	3.40
OVERALL	**3.54**	**4.12**	**3.37**	**4.26**	**3.42**	**3.81**

Table 4. Results of First- and Second-Year School Psychology Student Portfolios

	2019-2020			2020-2021			2021-2022		
	First Year	Second Year	Intern	First Year	Second Year	Intern	First Year	Second Year	Intern
Data-based Decision Making and Accountability (2.1)	3.00	4.67	4.25	3.36	4.38	4.25	3.60	3.73	4.50
Consultation and Collaboration (2.2)	3.20	2.92	4.29	4.14	3.63	4.25	4.07	4.18	4.38
Interventions and Instructional Support to Develop Academic Skills (2.3)	3.00	3.08	3.86	2.10	4.00	3.28	2.00	4.64	4.38
Interventions and Mental Health Services to Develop Social and Life Skills (2.4)	3.40	3.13	4.00	3.93	3.13	2.69	3.40	2.91	3.63
School-Wide Practices to Promote Learning (2.5)	3.00	3.83	4.25	2.50	4.25	4.25	2.50	3.82	4.88
Preventive and Responsive Services (2.6)	3.00	3.67	4.25	2.00	4.38	4.38	2.00	3.82	4.63
Family-School Collaboration Services (2.7)	3.20	4.00	4.25	2.50	4.88	4.75	2.50	3.55	3.88
Diversity in Development and Learning (2.8)	3.40	4.17	4.88	2.80	5.00	4.25	2.93	3.82	4.57
Research and Program Evaluation (2.9)	-	4.25	4.00	-	3.63	3.50	2.00	3.18	4.25
Legal, Ethical, & Professional Practice (2.10)	4.20	4.79	5.00	3.65	4.50	4.75	3.73	4.55	3.43
OVERALL	3.27	3.85	4.29	3.00	4.18	4.04	2.78	3.74	4.34

Table 5. Results of First- and Second-Year Practicum Supervisor Ratings

	2019-2020		2020-2021		2021-2022	
Domain/Year	First Year	Second Year	First Year	Second Year	First Year	Second Year
Professional Skills	3.51	4.04	3.88	4.69	4.07	3.74
Data-based Decision Making and Accountability	3.30	3.99	2.98	3.80	3.49	3.82
Consultation and Collaboration	3.24	3.88	3.30	4.15	3.49	3.75
Interventions and Instructional Support to Develop Academic Skills	3.08	3.96	3.29	4.25	3.47	3.94
Interventions and Mental Health Services to Develop Social and Life Skills	3.31	3.80	3.14	4.12	3.43	3.77
School-Wide Practices to Promote Learning	2.50	3.49	2.77	4.08	3.12	4.09
Preventive and Responsive Services	3.21	3.71	2.86	3.88	3.61	3.94
Family-School Collaboration Services	2.96	3.85	2.85	4.13	3.15	4.02
Diversity in Development and Learning	3.20	3.87	3.12	4.46	3.00	3.51
Research and Program Evaluation	2.75	4.08	3.00	4.21	3.12	3.46
Legal, Ethical, & Professional Practice	3.19	4.02	3.21	4.53	3.80	3.82
OVERALL	3.25	3.52	3.12	4.18	3.48	3.81

Table 6. School Psychology Internship Supervisor Rating Results by Average for Professional Skill Domains

Domain/Year	2019-2020	2020-2021	2021-2022
Professional Skills	4.18	4.32	4.78
Data-based Decision Making and Accountability	4.07	4.28	4.80
Consultation and Collaboration	4.18	4.35	4.63
Interventions and Instructional Support to Develop Academic Skills	4.01	4.03	4.69
Interventions and Mental Health Services to Develop Social and Life Skills	3.98	4.07	4.55
School-Wide Practices to Promote Learning	3.82	3.83	4.56
Preventive and Responsive Services	3.85	3.85	4.76
Family-School Collaboration Services	3.78	4.15	4.77
Diversity in Development and Learning	4.17	4.23	4.83
Research and Program Evaluation	3.96	4.10	4.88
Legal, Ethical, & Professional Practice	4.18	4.13	4.80
OVERALL	**4.02**	**4.12**	**4.74**

Table 7. Mean Ratings across NASP Domains for School Psychology Option

	2019-2020			2020-2021			2021-2022		
	Courses	Practica	Internship	Courses	Practica	Internship	Courses	Practica	Internship
Professional Skills	4.37	4.18	4.67	4.17	4.55	4.67	4.23	4.24	4.13
Data-based Decision Making and Accountability	4.57	4.28	4.77	4.35	4.27	4.54	4.63	4.66	4.69
Consultation and Collaboration	4.28	4.00	4.48	4.13	4.25	4.53	4.38	4.39	4.39
Interventions and Instructional Support to Develop Academic Skills	4.35	4.13	4.62	4.27	4.44	4.58	4.54	4.59	4.56
Interventions and Mental Health Services to Develop Social and Life Skills	4.30	4.15	4.62	4.08	4.23	4.21	4.56	4.56	4.56
School-Wide Practices to Promote Learning	4.32	4.10	4.35	3.83	4.21	4.27	4.34	4.33	4.33
Preventive and Responsive Services	4.28	4.00	4.68	4.08	4.17	4.40	4.53	4.52	4.52
Family-School Collaboration Services	4.30	4.13	4.63	3.98	4.33	4.44	4.53	4.52	4.52
Diversity in Development and Learning	4.48	4.30	4.78	4.25	4.46	4.44	4.65	4.66	4.68
Research and Program Evaluation	4.18	4.18	4.42	4.08	4.30	4.55	4.70	4.71	4.69
Legal, Ethical, & Professional Practice	4.43	4.37	4.71	4.13	4.50	4.73	4.75	4.70	4.78
OVERALL	**4.35**	**4.17**	**4.61**	**4.12**	**4.50**	**4.73**	**4.53**	**4.55**	**4.53**

Table 8. Evaluation Report Means

	2019-2020			2020-2021			2021-2022		
	First Year	Second Year	Intern	First Year	Second Year	Intern	First Year	Second Year	Intern
Assessment Procedures	65% (3.25)	72% (3.60)	91% (4.55)	66% (3.29)	77% (3.86)	97% (4.83)	76% (3.78)	77% (3.87)	91% (4.56)
Background	61% (3.05)	69% (3.45)	88% (4.40)	61% (3.06)	79% (3.95)	72% (3.60)	75% (3.75)	79% (3.97)	92% (4.60)
Behavioral Observations	57% (2.85)	70% (3.50)	73% (3.65)	61% (3.07)	74% (3.69)	64% (3.21)	72% (3.60)	46% (2.92)	81% (4.05)
Data Analysis and Interpretation Percentage	56% (2.80)	78% (3.90)	97% (4.85)	59% (2.96)	81% (4.04)	80% (3.98)	77% (3.87)	68% (3.41)	91% (4.53)
Synthesis	56% (2.80)	61% (3.05)	74% (3.70)	59% (2.93)	75% (3.75)	63% (3.17)	83% (4.17)	75% (3.75)	92% (4.58)
Application	54% (2.70)	70% (3.50)	69% (3.45)	69% (3.44)	73% (3.63)	91% (4.56)	68% (3.40)	58% (2.92)	88% (4.38)
Style, Clarity, & Communication	60% (3.00)	74% (3.70)	93% (4.65	71% (3.54)	80% (4.00)	95% (4.75)	97% (4.84)	86% (4.28)	95% (4.77)
OVERALL	**60% (3.00)**	**71% (3.55)**	**86% (4.30)**	**64% (3.18)**	**77% (3.85)**	**80% (4.01)**	**78% (3.91)**	**70% (3.50)**	**90% (4.50)**

Table 9. Case Study Means

	2019-2020			2020-2021			2021-2022		
	First Year	Second Year	Intern	First Year	Second Year	Intern	First Year	Second Year	Intern
Elements of an Effective Case Study	91% (4.55)	90% (4.50)	82% (4.10)	77% (3.85)	98% (4.90)	95% (4.75)	84% (4.20)	93% (4.65)	91% (4.55)
Problem Identification	89% (4.45)	85% (4.25)	80% (4.00)	78% (3.90)	84% (4.20)	88% (4.40)	84% (4.20)	89% (4.45)	75% (3.75)
Problem Analysis	84% (4.20)	80% (4.00)	87% (4.35)	79% (3.95)	94% (4.70)	95% (4.75)	82% (4.10)	94% (4.70)	82% (4.10)
Intervention	85% (4.25)	80% (4.00)	83% (4.15)	75% (3.75)	55% (2.75)	69% (3.45)	80% (4.00)	84% (4.20)	82% (4.10)
Evaluation	88% (4.40)	75% (3.75)	77% (3.85)	79% (3.88)	50% (2.50)	61% (3.05)	83% (4.15)	81% (4.05)	69% (3,45)
TOTAL	**87% (4.35)**	**82% (4.10)**	**82% (4.10)**	**77% (3.88)**	**76% (3.81)**	**82% (4.08)**	**83% (4.15)**	**88% (4.40)**	**89% (4.45)**

Table 10. Research Project Means by Area

Area	2019-2020		2020-2021		2021-2022	
	Second Year	Intern	Second Year	Intern	Second Year	Intern
Overall Quality of Presentation	4.00	5.00	4.00	4.17	4.00	4.88
Overall Breadth of Knowledge	4.00	5.00	4.45	5.00	4.00	4.25
Quality of Response to Questions	3.60	4.26	4.00	5.00	4.00	5.00
Review of Literature	3.90	4.43	4.05	3.86	4.83	3.69
Significance	3.80	4.31	3.80	3.82	4.16	3.84
Rationale	3.40	4.62	4.45	4.00	4.28	4.25
Research Design and Implementation	4.04	4.65	4.20	4.72	4.01	4.38
Contribution to Discipline	4.83	3.38	4.83	5.00	4.00	4.38
Quality of Writing	3.95	4.58	4.20	5.00	4.83	4.39
OVERALL	**3.95**	**4.47**	**4.22**	**4.51**	**4.23**	**4.23**

Table 11. Internship Supervisor Ratings by Domain for Clinical/Counseling Interns

Professional Skill Area/Year	Mean Supervisor Ratings		
	2019-2020 (n=7)	2020-2021 (n=6)	2021-2022 (n=4)
Communication/Collaboration	4.74	4.40	4.75
Interviewing and Psychological Assessment	4.59	4.11	4.18
Therapeutic Interventions	4.59	4.36	4.13
Group or Family Treatment	4.24	4.67	4.33
Consultation and In-Service Training	4.83	4.25	4.13
Professional Behavior	4.78	4.58	4.53
OVERALL RATING	4.67	4.50	4.34

Table 12. Student Ratings of Internship

Question	2019-2020 (n=7)	2020-2021 (n=7)	2021-2022 (n=6)
I found the practicum guidelines published in the *Clinical/Counseling Psychology Handbook* to be:	4.50	4.71	4.67
I found the practicum contract between the site/agency, University, and intern to be	4.63	4.80	4.83
I found the Intern Evaluation Form feedback to be	4.50	4.71	5.00
I found my contacts with the University internship faculty supervisor to be	4.75	4.42	4.83
I found the practicum seminar (PSY 699) to be	4.63	4.64	4.33
I found the resources at my site/agency for providing relevant experiences to allow me to meet my contract obligations to be	5.00	4.57	5.00
I found the amount of supervision provided by site supervisor to be	4.75	4.36	5.00
I found the quality of supervision provided by my site supervisor to be	4.88	4.36	5.00
OVERALL RATING OF INTERNSHIP	4.71	4.57	4.83

Table 13. Training Program Quality Ratings

	2019-2020 (n=7)	2020-2021 (n=6)	2021-2022 (n=6)
I found the course requirements of the program to be:	4.71	4.83	4.00
I found the program's ability to help me develop a knowledge base and an understanding of the major domains of practice for the discipline to be:	4.57	4.83	3.75
I found the program's ability to aid in developing my critical thinking skills to be:	4.86	5.00	3.25
I found the program's ability to help me learn to communicate psychological concepts effectively using the professional standards of the discipline to be:	4.71	4.67	3.50
I found the program's ability to help me learn to apply ethical standards to evaluate psychological science and practice to be:	5.00	5.00	3.75
I found the prerequisite requirements and course sequencing to be:	4.29	4.50	4.00
I fund the quality of teaching in my courses to be:	4.00	4.50	3.50
I found the quality of texts and readings in my courses to be:	4.29	4.33	3.75
I found the audiovisual material and technology resources available for each course to be:	3.86	4.50	4.75
I found the practicum experiences required by the program to be:	4.86	4.83	4.50
I found the number of practicum hours required by the program to be:	4.71	5.00	4.75
I found the sites selected for practicum experiences to be:	5.00	4.83	4.50
I found practicum site supervisors to be:	5.00	4.83	4.50
My preparation for internship resulting from my course work was:	4.71	4.67	4.35
My preparation for internship resulting from my practicum work was:	N/A	4.67	4.50
I found the advice and guidance of my faculty adviser to be:	4.86	4.67	4.25
I found the advice and guidance provided in general by the faculty to be:	4.71	4.83	4.25
I found the availability/responsiveness of the faculty to be:	4.14	4.67	4.50
OVERALL	**4.60**	**4.67**	**4.07**

Table 14. Practicum Supervisor Ratings by Domain for Clinical/Counseling Students

Domain	2019-2020 (n=20)	2020-2021 (n=6)	2021-2022 (n=3)
Communication/Collaboration	4.54	4.44	4.47
Interviewing and Psychological Assessment	4.00	4.18	3.50
Therapeutic Interventions	4.12	4.22	3.69
Group or Family Treatment	4.00	3.86	4.00
Consultation and In-Service Training	4.19	4.52	3.93
Professional Behavior	4.41	4.77	4.06
OVERALL RATING	**4.00**	**4.25**	**3.94**

Table 15. Student Ratings of Practica

Question	2019-2020 (n=11)	2020-2021 (n=6)	2021-2022 (n=4)
I found the practicum guidelines published in the *Handbook* to be:	4.36	4.91	3.50
I found the practicum contract between the site/agency, University, and intern to be	4.55	5.00	3.50
I found the Student Evaluation Form feedback to be	4.70	5.00	N/A
I found my contacts with the University practicum faculty supervisor to be	4.73	4.91	4.00
I found the practicum seminar (PSY 600) to be	4.55	5.00	4.50
I found the resources at my site/agency for providing relevant experiences to allow me to meet my contract obligations to be	4.73	5.00	4.00
I found the amount of supervision provided by site supervisor to be	4.91	5.00	3.50
I found the quality of supervision provided by my site supervisor to be	4.91	5.00	4.00
OVERALL RATING OF PRACTICA	**4.68**	**5.00**	**3.86**

Table 16. Data for Applied Psychology Program: Applications and Admissions Offers

	Applied Behavior Analysis	Clinical/ Counseling	School	Total
Complete Applications	14	33	44	91
Incomplete Applications	0	0	0	0
Applicants Offered Admission	13	8	16	37
Students Enrolled	**7**	**5**	**11**	**21**

Table 17. Data for Applied Psychology Program: Newly Enrolled Students, Graduates, and Total Enrollment

Total MSAP	2018-2019	2019-2020	2020-2021	2021-2022
Newly Enrolled	17	19	20	16
GRE-V	149	148	148	N/A
GRE-Q	144	145	146	N/A
GRE-W	3.65	3.385	3.875	N/A
GPA (CUM)	3.46	3.30	3.50	3.49
GPA (PSY)	3.47	3.40	3.67	3.59
Graduates	11	17	15	21
Total Students	**50**	**45**	**58**	**55**

Table 18. Data for Clinical/Counseling Psychology Program: Newly Enrolled Students, Graduates, and Total Enrollment

Clinical/Counseling	2018-2019	2019-2020	2020-2021	2021-2022
Newly Enrolled	7	8	6	5
GRE-V	148	144	148	N/A
GRE-Q	147	143	149	N/A
GRE-W	3.43	2.87	3.83	N/A
GPA (CUM)	3.40	3.30	3.58	3.57
GPA (PSY)	3.60	3.53	3.84	3.70
Graduates	6	7	8	7
Total Students	24	25	22	10

Table 19. Data for School Program: Newly Enrolled Students, Graduates, and Total Enrollment

School	2018-2019	2019-2020	2020-2021	2021-2022
Newly Enrolled	10	11	14	11
GRE-V	149	151	148	N/A
GRE-Q	142	147	144	N/A
GRE-W	3.17	3.90	3.92	N/A
GPA (CUM)	3.52	3.30	3.41	3.42
GPA (PSY)	3.34	3.30	3.50	3.47
Graduates	4	10	8	9
Total Students	21	32	36	37

Table 20. Data for Applied Behavior Analysis Program: Newly Enrolled Students, Graduates, and Total Enrollment

Applied Behavior Analysis	2021-2022
Newly Enrolled	7
GPA (CUM)	3.49
GPA (PSY)	3.80
Graduates	1
Total Students	8

Appendix D: Links to All Assessment Measures

CCP - Faculty Evaluation of Student Performance
https://www.cognitoforms.com/PsychologyDepartment1/ccpfacultyevaluationofstudentperformance

CCP - Intern Evaluation Form
https://www.cognitoforms.com/PsychologyDepartment1/clinicalinternevaluationrequest

CCP - Internship Experience Evaluation
https://www.cognitoforms.com/PsychologyDepartment1/ccpinternshipexperienceevaluation

CCP - Practica Experience Evaluation
https://www.cognitoforms.com/PsychologyDepartment1/ccppracticaexperienceevaluation

CCP - Practicum Student Evaluation Form
https://www.cognitoforms.com/PsychologyDepartment1/ccppracticumstudentevaluationform

CCP - Program Quality Ratings - Student Completed
https://www.cognitoforms.com/PsychologyDepartment1/ccpprogramqualityratingsstudentcompleted

SP - Alumni Survey 2020
https://www.cognitoforms.com/PsychologyDepartment1/spalumnisurvey2020

SP - Assessment Rubric
https://www.cognitoforms.com/PsychologyDepartment1/spassessmentrubric

SP - Case Conceptualization & Treatment Plan - Family
https://www.cognitoforms.com/PsychologyDepartment1/spcaseconceptualizationtreatmentplanfamily2

SP - Case Conceptualization & Treatment Plan - Individual
https://www.cognitoforms.com/PsychologyDepartment1/spcaseconceptualizationtreatmentplanindividual

SP - Case Study Rubric
https://www.cognitoforms.com/PsychologyDepartment1/spcasestudyrubric

SP - Competency Assessment Form 2020-2021
https://www.cognitoforms.com/PsychologyDepartment1/spcompetencyassessmentform20202021

SP - Consultation Satisfaction Questionnaire
https://www.cognitoforms.com/PsychologyDepartment1/spconsultationsatisfactionquestionnaire

SP - Counseling Skills Evaluation
https://www.cognitoforms.com/PsychologyDepartment1/spcounselingskillsevaluation

SP - Cultural Competence Self-Assessment Questionnaire
https://www.cognitoforms.com/PsychologyDepartment1/spculturalcompetenceselfassessmentquestionnaire

SP - Employer Survey Fall 2020
https://www.cognitoforms.com/PsychologyDepartment1/spemployersurveyfall2020

SP - Ethics Self-Assessment
https://www.cognitoforms.com/PsychologyDepartment1/spethicsselfassessment

SP - Internship/Practica Site Evaluation
https://www.cognitoforms.com/PsychologyDepartment1/spinternshippracticasiteevaluation

SP - Oral Exam Rubric
https://www.cognitoforms.com/PsychologyDepartment1/sporalexamrubric

SP - Program Experience Evaluation
https://www.cognitoforms.com/PsychologyDepartment1/spprogramexperienceevaluation

SP - Research Project Scoring Rubric
https://www.cognitoforms.com/PsychologyDepartment1/spresearchprojectscoringrubric

SP - Rubric for Scoring the Portfolio
https://www.cognitoforms.com/PsychologyDepartment1/sprubricforscoringtheportfolio

SP - Standardized Training and Evaluation for Psychologists (STEPs) - Sharing Assessment Findings with a Parent

https://www.cognitoforms.com/PsychologyDepartment1/SPStandardizedTrainingAndEvaluationForPsychologistsSTEPsSharingAssessmentFindingsWithAParent

SP - Treatment Plan Rubric
https://www.cognitoforms.com/PsychologyDepartment1/sptreatmentplanrubric