***Graduate Outcome Assessment: Year 1***

***Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Assessment given at the end of year 1 . The first two competencies will be assessed independently by the graduate statistics instructors. The remaining competencies will be assessed by two or more faculty in the student’s area.***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *N/A* | *Failed to Meet Expectations* | | | *Met Expectations* | | | *Exceeded Expectations* | | |
|  |  | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* |
| *Understanding of Basic Statistical Principles such as Probability theory, Sampling Distributions, Statistical Decision Making*  ***To be assessed by Graduate Statistics Instructors for Psyc601 / Psyc602*** |  | *Struggles with basic concepts related to probability theory and hypothesis testing.* | | | *Understands basic probability theory.*  *Knows the properties of sampling distributions.*  *Understands the principles of statistical decision theory and the logic of hypothesis testing*  *Understands the concepts of type I errors, type II errors, and statistical power, and understands how to avoid inflated error rates.* | | | *Advanced knowledge of probability theory.*  *Deep understanding of philosophy of hypothesis testing and alternative approaches to hypothesis testing (Bayesian methods)* | | |
| *Justification (required for ratings 1 – 3)* |  | | | | | | | | | |
|  |  | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* |
| *Understanding of basic statistical methods (t-tests, linear regression, ANOVA) and when to apply them*  ***To be assessed by Graduate Statistics Instructors for Psyc601 / Psyc602*** |  | *Struggles to independently perform and/or correctly interpret common statistical analyses.*  *Struggles to understand when a particular analyses analysis is appropriate/inappropriate.*  *Does not have firm grasp of assumptions of statistical tests.* | | | *Appropriately performs, interprets, and applies commonly conducted statistical analyses.*  *Knows the underlying assumptions of common statistical tests and the consequences of violating those assumptions.* | | | *Appropriately performs, interprets, and applies sophisticated statistical analyses*  *Understands basic principles of non-standard statistical tests such as Bayesian methods or non-parametric tests.*  *Independently learns new statistical analyses techniques.*  *Develops monte carlo simulations to explore the behavior of one or more statistical test.* | | |
| *Justification (required for ratings 1 – 3)* |  | | | | | | | | | |
|  |  | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* |
| *Understanding of ethical conduct of research* |  | *Did not complete or failed to pass the online ethics training (CITI training)* | | | *Has completed and passed the online ethics training (CITI training)* | | | *Has completed and passed ethical research training seminars offered by campus (CITI training), and has completed one or more courses on research ethics or has completed independent research on research ethics.* | | |
| *Justification (required for ratings 1 – 3)* |  | | | | | | | | | |
|  |  | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* |
| *Written Communication Skills* |  | *Writing is weak*  *Numerous grammatical and spelling errors*  *Organization is poor*  *Poorly Documented* | | | *Writing is adequate*  *Some grammatical and spelling errors*  *Organization is logical*  *Adequate Documentation* | | | *Writing is publication quality*  *No grammatical or spelling errors apparent*  *Organization is excellent*  *Excellent Documentation* | | |
| *Justification (required for ratings 1 – 3)* |  | | | | | | | | | |
|  |  | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* |
| *Oral Communication/ Presentation Skills* |  | *Lack of logical progression*  *Monotone voice*  *Sometimes audible or inaudible*  *Consistently too fast or too slow*  *Gap fillers (ums/uh) interfere with expression*  *Makes little or no eye contact with audience* | | | *Adequate logical progression*  *Vocal delivery exhibits some energy and enthusiasm*  *Pace of presentation was mostly effective*  *Presentation has few gap fillers (ums/huhs).*  *Makes eye contact with limited group within audience* | | | *Strong logical progression*  *Clear and consistently understandable*  *Pace of presentation was consistently effective*  *Minimal number of gap fillers*  *Consistently makes eye contact with all members of audience* | | |
| *Justification (required for ratings 1 – 3)* |  | | | | | | | | | |
|  |  | *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* |
| *Practitioner Skills*  *(Clinical and Counseling areas only)* |  | *Struggles when working with clients to behave in a fashion consistent with psychological theories despite supervision*  *Struggles when working with clients to follow accepted practice despite supervision.*  *Behavior could be questions in terms of conformity with ethical principles*  *Struggles with establishing rapport and maintaining healthy relationship with client* | | | *Appropriately applies psychological theories when working with clients with minimal supervision*  *Appropriately applies psychological practices with clients with minimal supervision*  *Follows ethical practices with clients*  *Establishes rapport and maintains healthy relationship with client* | | | *Could be expected to appropriately apply psychological theories when working with clients even if not directly supervised.*  *Could be expected to appropriately apply psychological practices with clients even if not directly supervised.*  *Empathetic and connection with clients exceeds expectations for new Ph.D.*  *Expected to follow ethical practices* | | |
| *Justification (required for ratings 1 – 3)* |  | | | | | | | | | |

*Overall evaluation (mean):*

*Recommended Course of Action, if needed:*