

WASC Exhibit 7.1

Inventory of Educational Effectiveness Indicators

Graduate School of Education & Psychology

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
2016 At the school level:	Yes	Outcomes published on program specific websites; see individual program information below.	<ul style="list-style-type: none"> • EEIs collected at the program level • Learning Environment Outcomes assessed with the Noel-Levitz 	<ul style="list-style-type: none"> • EEIs: Refer to each program below • GSEP academic program review for diversity: program directors and faculty • Learning Environment Outcomes: Dean of Student Services summarizes Noel-Levitz data and presents the findings to the members of Administrative Council 	<ul style="list-style-type: none"> • Student learning outcomes: Refer to each program below • Learning Environment Outcomes: Administrative Council proposes a plan of action for addressing issues related to student satisfaction and campus climate concerns 	
2012 At the school level:	Yes	http://gsep.pepperdine.edu/welcome/student-learning-outcomes/	<ul style="list-style-type: none"> • EEIs collected at the program level • GSEP academic program review for diversity: Identification of themes for the positive and areas in need of improvement • Learning Environment Outcomes assessed with the Noel-Levitz: 	<ul style="list-style-type: none"> • EEIs: Refer to each program below • GSEP academic program review for diversity: GSEP Diversity Council conducts a review of its academic programs to assess how each program trains students to work with diverse 	<ul style="list-style-type: none"> • Student learning outcomes: Refer to each program below • GSEP academic program review for diversity: GSEP Diversity Council uses findings from its internal program review process to plan and implement programs and initiatives that address 	

			Strength are identified by areas rated above midpoint in importance and top quartile in satisfaction; challenges are identified by areas rated above the midpoint and in the lower quartile in satisfaction. Data are analyzed for GSEP as a whole and by graduate campus location and academic program.	populations; program directors/academic chairs provide an action plan for areas identified as requiring improvement and provide the Council an update on progress made toward meeting these needs	diversity related issues and concerns	
				<ul style="list-style-type: none"> Learning Environment Outcomes: Assistant Dean of Student Services summarizes Noel-Levitz data and presents the findings to the members of Administrative Council 	<ul style="list-style-type: none"> Learning Environment Outcomes: Administrative Council proposes a plan of action for addressing issues related to student satisfaction and campus climate concerns <p>Examples:</p> <ul style="list-style-type: none"> The Diversity Council program reviews identified the need to engage in a more systematic assessment of meeting diversity related learning outcomes Noel-Levitz data informed changes to the service offered students, e.g., developing and disseminating informational materials, offering regular updates on services, providing writing support, and using Skype to advice students on financial matters 	

At the program level:

Education Division						
2016	Yes	http://gsep.pepperdine.edu/masters-education/learning-outcomes/	http://gsep.pepperdine.edu/masters-education/performance-indicators/	Academic chair and MAE/MAETC faculty interpret the evidence and devise an action plan to address issues that emerge	Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.	2016-2017
1. MA in Education (MAE)		http://gsep.pepperdine.edu/tesol/learning-outcomes/	http://gsep.pepperdine.edu/tesol/performance-indicators/			
<i>5 Pathways within MAE</i> <ul style="list-style-type: none"> MAE for Teacher Preparation; MAE: Educational Psychology; MAE: Literacy; MAE: Science, 			Students are required to complete in MATP 691 and MATP 692. The Action Research Project is assessed with a rubric at three stages of			

<p>Technology, Engineering, and Mathematics (STEM);</p> <ul style="list-style-type: none"> MAE: Teaching English to Speakers of Other Languages (TESOL). <p>2012</p> <p>1. MA in Education (MAE)</p> <p>A. Pedagogy B. Psychology Emphasis C. Teaching English to Speakers of Other Languages (NEW)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/maesters-education/learning-outcomes/</p>	<p>the project development – research question/bibliography, project design, and discussion/reflection. Ratings of “Satisfactory” or “Exemplary” are required for assessed criteria at each stage.</p> <p>Students are required to complete in MATP 691 and MATP 692. The Action Research Project is assessed with a rubric at three stages of the project development – research question/bibliography, project design, and discussion/reflection. Ratings of “Satisfactory” or “Exemplary” are required for assessed criteria at each stage.</p> <p>http://gsep.pepperdine.edu/maesters-education/performance-indicators/</p> <ul style="list-style-type: none"> Rubrics (ED 608A,B,C) for Action Research Project at three stages of project development – research question/ bibliography, project design, and discussion/reflection: Ratings of “Satisfactory” or “Exemplary” required for all criteria at each stage assessed to meet program performance standards 	<p>Academic chair and MAE/MAETC faculty interpret the evidence and devise an action plan to address issues that emerge</p>	<p>Findings are used to make resource neutral changes to the program curriculum as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources</p> <p>Example: Data from the annual program review shows a lack of consistency across all campuses for the assessment of written assignments, which has resulted in a comprehensive and systematic curriculum review of both the MAE and MAETC programs</p>	<p>(No Program Review)</p>
<p>2016</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/maester-teaching/learning-</p>	<p>http://gsep.pepperdine.edu/maester-teaching/performance-</p>	<p>Academic chair and MAE/MAETC faculty</p>	<p>Findings are used to make resource neutral changes to</p>	<p>2014</p>

<p>2. MA in Teaching with preliminary teaching credential</p> <p>2012</p> <p>2. Combined MA in Education/Teaching Credential (MAETC)</p>	<p>Yes</p>	<p>outcomes/</p> <p>http://gsep.pepperdine.edu/masters-education-teaching-credential/learning-outcomes/</p>	<p>indicators/</p> <p>Students are required to complete in MATP 691 and MATP 692. The Action Research Project is assessed with a rubric at three stages of the project development – research question/bibliography, project design, and discussion/reflection. Ratings of “Satisfactory” or “Exemplary” are required for assessed criteria at each stage.</p> <ul style="list-style-type: none"> • Performance Assessment of California Teachers (PACT): Minimum score of 2 on 10 of the 12 assessment criteria • Rubrics (ED 611A,B,C) for Action Research Project at three stages of project development – research question/ bibliography, project design, and discussion/reflection: Ratings of “Satisfactory” or “Exemplary” required for all criteria at each stage assessed to meet program performance standards 	<p>interpret the evidence and devise an action plan to address issues that emerge</p> <p>Academic chair and MAE/MAETC faculty interpret the evidence and devise an action plan to address issues that emerge</p>	<p>the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p> <p>Findings are used to make resource neutral changes to the program curriculum as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources</p> <p>Example: Data from the annual program review shows a lack of consistency across all campuses for the assessment of written assignments, which has resulted in a comprehensive and systematic curriculum review of both the MAE and MAETC programs</p>	<p>(2001 CCTC only; 2012 next CCTC review & site visit)</p>
<p>2016</p> <p>3. MA in Learning Technologies (MALT)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/masters-learning-technologies/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/masters-learning-technologies/performance-indicators/</p>	<p>Academic chair and MALT faculty interpret the evidence and devise an action plan to address issues that emerge</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as</p>	<p>2016-2017</p>

<p>2012 3. MA in Learning Technologies (MALT)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/ma-asters-learning-technologies/learning-outcomes/</p>	<p>Conceptual Tools: Students' paired responses for entrance and exit surveys are coded and content analyzed to identify "conceptual shifts" in how learning and leadership are understood.</p> <p>Design Learning: Students design a rubric and evaluate their learning products after testing it with a target audience; student reflections on their learning products are content analyzed for themes and triangulated with the rubric findings to assess performance.</p> <p>Action Research: Students' action research web and oral presentations are evaluated with a rubric in which 16+ points total is required to meet standards for acceptable work.</p> <p>http://gsep.pepperdine.edu/ma-asters-learning-technologies/performance-indicators/</p> <ul style="list-style-type: none"> • Conceptual Tools: Code and content analyze entrance and exit survey paired responses for a subset of students to identify "conceptual shifts" in how learning and leadership are understood • Design Learning: Students design a rubric and evaluate their learning products after 	<p>Academic chair and MALT faculty interpret the evidence and devise an action plan to address issues that emerge</p>	<p>help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p> <p>Findings are used to make resource neutral changes to the program curriculum as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources</p> <p>Example: Results from the annual program review suggest students had more difficulty tying their work to theory in the conceptual tools and action research strands so both strands will place more emphasis on helping students make this connection</p>	<p>2007 (Next review 2012)</p>
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			<p>testing it with a target audience; student reflections on their learning products are content analyzed for themes and triangulated with the rubric findings to assess performance</p> <ul style="list-style-type: none"> Action Research rubric: 16+ points total required to meet standards for acceptable work for both web and oral presentations 			
<p>2016 4. MA in Social Entrepreneurship & Change (SEC)</p>	Yes	http://gsep.pepperdine.edu/ma-asters-social-entrepreneurship-and-change/learning-outcomes/	<p>http://gsep.pepperdine.edu/ma-asters-social-entrepreneurship-and-change/performance-indicators/ Students' e-Portfolio presentations are assessed for quality with a rubric in which a rating of "proficient" or higher is required for artifacts, reflections, and originality; a rating of "developing" or higher is required for multimedia, writing mechanics, and references.</p> <p>Students' e-Portfolios are assessed for learning outcomes with a rubric in which a rating of "proficient" or higher is required for all program learning outcomes.</p>	SEC faculty, with academic chair, meet and discuss the evidence and develop a plan of action for addressing curriculum needs that emerge	Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.	2016-2017
<p>2012 4. MA in Social Entrepreneurship & Change (SEC)</p>	Yes	http://gsep.pepperdine.edu/ma-asters-social-entrepreneurship-and-change/learning-outcomes/	<p>http://gsep.pepperdine.edu/ma-asters-social-entrepreneurship-and-change/</p> <ul style="list-style-type: none"> Rubric for e-Portfolio quality: A rating of 	SEC faculty, with academic chair, meet and discuss the evidence and develop a plan of action for addressing curriculum needs that emerge	Findings are used to make resource neutral changes to the program curriculum as well as help the program academic chair, associate dean, and dean prioritize	New Program (commenced 2010; first review 2012)

			<p>“proficient” or higher is required for artifacts, reflections, and originality; a rating of “developing” or higher is required for multimedia, writing mechanics, and references</p> <ul style="list-style-type: none"> • Rubric for e-Portfolio meeting learning outcomes: A rating of “proficient” or higher is required for all program learning outcomes 		<p>needs requiring resources</p> <p>Example: Data indicated that students had good ideas and appeared to understand key issues relevant to the field, but needed to improve on their ability to reflect on and analyze their ideas and offer support for their ideas from the scholarly literature</p>	
<p>2016</p> <p>5. MS in Administration & Preliminary Administrative Services Credential (ELA)</p>	Yes	<p>http://gsep.pepperdine.edu/masters-educational-leadership-administration/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/masters-educational-leadership-administration/performance-indicators/</p> <p>Students’ Leadership Portfolios are assessed with an analytic rubric in which an average rating of 3 or higher is required to demonstrate having met or exceeded expectations.</p> <p>Students’ Leadership PAR Projects are assessed with an analytic rubric in which an average rating of 3 or higher is required to demonstrate having met or exceeded expectations.</p> <p>Students’ CA Professional Standards for Educational Leaders (CPSEL) field experience oral presentations require an average rating of 3 or higher to demonstrate having met or exceeded expectations.</p> <p>Students’ University</p>	<p>ELA faculty, academic chair, and ELA Community Committee meet and discuss the evidence and develop a plan of action for addressing curriculum needs that require attention</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p>	2016-2017

<p>2012</p> <p>5. MS in Administration & Preliminary Administrative Services Credential (ELA)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/masters-educational-leadership-administration/learning-outcomes/</p>	<p>Supervisor CPSEL ratings require an average rating of 3 or higher to demonstrate having met or exceeded expectations.</p> <p>http://gsep.pepperdine.edu/masters-educational-leadership-administration/</p> <ul style="list-style-type: none"> Analytic rubric used to assess Leadership Portfolio: Average rating of 3 or higher required to demonstrate have met or exceeded expectations Analytic rubric used to assess Leadership Project PAR elements: Average rating of 3 or higher required to demonstrate have met or exceeded expectations CA Professional Standards for Educational Leaders (CPSEL) field experience oral presentation: Average rating of 3 or higher required to demonstrate have met or exceeded expectations University Supervisor CPSEL rating: Average rating of 3 or higher required to demonstrate have met or exceeded expectations 	<p>ELA faculty, academic chair, and ELA Community Committee meet and discuss the evidence and develop a plan of action for addressing curriculum needs that require attention</p>	<p>Findings are used to make resource neutral changes to the program curriculum as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources</p> <p>Example: In reviewing the PAR data, the cohort of students assigned to a particular faculty member did not perform at the same level of quality as other cohorts – this faculty member was replaced and more instruction on suitable levels of coaching is now offered faculty who work with students on their PAR</p>	<p>2007 (Next review 2012)</p> <p>(2001 CCTC; 2012 next CCTC review & site visit)</p>
<p>2016</p> <p>6. EdD in Educational Leadership, Administration,</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/doctorate-educational-leadership-administration-policy/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/doctorate-educational-leadership-administration-policy/performance-</p>	<p>Academic Chair and ELAP Faculty Committee interpret evidence and develop a plan of action for addressing</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as</p>	<p>2016-2017</p>

<p>& Policy (ELAP)</p> <p>2012 6. EdD in Educational Leadership, Administration, & Policy (ELAP)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/dكتورate-educational-leadership-administration-policy/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/dكتورate-educational-leadership-administration-policy/</p> <p>indicators/ Students' PAR comprehensive final reports are assessed with an analytic rubric in which ratings of 3 or 4 are required to demonstrate have met or exceeded learning outcomes.</p> <p>Students' PAR presentations are assessed with an analytic rubric in which ratings of 3 or 4 are required to demonstrate have met or exceeded learning outcomes.</p> <p>Students' PAR portfolios are assessed with an analytic rubric in which ratings of 3 or 4 are required to demonstrate have met or exceeded learning outcomes.</p> <p>Students' capstone papers are assessed with an analytic rubric in which ratings of 3 or 4 are required to demonstrate have met or exceeded expectations.</p> <p>Students' capstone presentations are assessed with an analytic rubric in which ratings of 3 or 4 are required to demonstrate have met or exceeded expectations.</p> <p>The dissertation committee determines if a student has successfully defended the dissertation.</p>	<p>program needs and closing the loop</p> <p>Academic Chair and ELAP Faculty Committee interpret evidence and develop a plan of action for addressing program needs and closing the loop</p>	<p>help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p> <p>Findings are used to make resource neutral changes to the program curriculum as well as help the program</p>	<p>2007 (Next review 2012) (2001 CCTC; 2012)</p>
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			<ul style="list-style-type: none"> Analytic rubric used to assess PAR comprehensive final report: Ratings of 3 or 4 required to demonstrate have met or exceeded SLOs Analytic rubric used to assess PAR presentations: Ratings of 3 or 4 required to demonstrate have met or exceeded SLOs Analytic rubric used to assess PAR portfolio: Ratings of 3 or 4 required to demonstrate have met or exceeded SLOs Analytic rubrics used to assess Capstone paper: Ratings of 3 or 4 required to demonstrate have met or exceeded expectations Analytic rubrics used to assess Capstone presentation: Ratings of 3 or 4 required to demonstrate have met or exceeded expectations Successful completion of dissertation as determined by dissertation committee 		<p>academic chair, associate dean, and dean prioritize needs requiring resources</p> <p>Example: Based on analytic rubric for assessing PAR portfolio, more emphasis is being placed on helping students make explicit connections between ELAP course related learning (all courses) and PAR study each term.</p>	next CCTC review & site visit)
<p>2016</p> <p>7. EdD in Learning Technologies (EDLT)</p>	Yes	http://gsep.pepperdine.edu/doctorate-learning-technologies/learning-outcomes/	http://gsep.pepperdine.edu/doctorate-learning-technologies/performance-indicators/ <p>Students' comprehensive exam oral defenses are assessed with an analytic rubric in which successful completion requires an overall rating of "Pass."</p>	Academic Chair interpret evidence and collaborates with faculty to develop a plan of action for addressing program needs and closing the loop	Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.	2016-2017

<p>2012 7. EdD in Learning Technologies (EDLT)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/dكتورate-learning-technologies/learning-outcomes/</p>	<p>Students' comprehensive exam papers are assessed with an analytic rubric in which successful completion requires an overall rating of "Pass."</p> <p>The dissertation committee determines if a student has successfully defended the dissertation.</p> <p>http://gsep.pepperdine.edu/dكتورate-learning-technologies/</p> <ul style="list-style-type: none"> Analytic rubric to assess comprehensive exam oral defense: Successful completion requires an overall rating of "Pass" Analytic rubric to assess comprehensive exam paper: Successful completion requires an overall rating of "Pass" Successful completion of dissertation as assessed by dissertation committee 	<p>Academic Chair interpret evidence and collaborates with faculty to develop a plan of action for addressing program needs and closing the loop</p>	<p>Findings are used to make resource neutral changes to the program curriculum as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources</p> <p>Example: In assessing PLO K1, connections among research, theory, and practice, the research overview course does successfully introduce and explore the interrelatedness of these three elements, but to reinforce the interconnection, this PLO was added to every course in the curriculum</p>	<p>2007 (Next review 2012)</p>
<p>2016 EdD in Organization Change (EDOC) This program no longer exists.</p>	<p>--</p>	<p>--</p>	<p>--</p>	<p>--</p>	<p>--</p>	<p>--</p>
<p>2012 8. EdD in Organization Change (EDOC) (This program is no longer admitting students and</p>	<p>--</p>	<p>--</p>	<p>--</p>	<p>--</p>	<p>--</p>	<p>2007 (Next review 2012)</p>

<p>students who remain are working on their dissertation with an anticipated completion during the 2012-13 academic year – a phase out plan is in place and the remaining students have been notified of the program’s status)</p>						
<p>2016 8. EdD in Organizational Leadership (EDOL)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/dكتورate-organizational-leadership/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/dكتورate-organizational-leadership/performance-indicators/</p> <p>Students’ comprehensive exams are assessed with an analytic rubric in which ratings of 3 or above are required to demonstrate have met or exceeded learning outcomes.</p> <p>The dissertation committee determines if a student has successfully defended the dissertation.</p> <p>Students’ pre- and post-international trip Intercultural Development Inventory scores are compared with an expected level of post-trip development of “minimization,” “acceptance,” or “adaptation.”</p>	<p>EDOL academic chair interprets the evidence and devises a plan for addressing issues that emerge and closing the loop</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p>	<p>2016-2017</p>
<p>2012 9. EdD in Organizational Leadership (EDOL)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/dكتورate-organizational-leadership/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/dكتورate-organizational-leadership/performance-indicators/</p> <ul style="list-style-type: none"> Analytic rubric to assess comprehensive exam: 	<p>EDOL academic chair interprets the evidence and devises a plan for addressing issues that emerge and closing the loop</p>	<p>Findings are used to make resource neutral changes to the program curriculum as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources</p>	<p>2007 (Next review 2012)</p>

			<p>Ratings of 3 or above required to demonstrate have met or exceeded SLOs</p> <ul style="list-style-type: none"> • Successful completion of dissertation as determined by dissertation committee • Pre- and post-international trip analysis of Intercultural Development Inventory (IDI): Expected level of development post-trip is “minimization” or higher (i.e., “acceptance” or “adaptation”). 		<p>Example: Initial IDI data found students were not experiencing a shift in their global and intercultural understanding after being abroad – by altering the experience so students spent time in less metropolitan regions, marked shifts in intercultural development were observed</p>	
<p>2016 9. Ph.D. in Global Leadership and Change</p>	<p>Yes</p>	<p>Not yet published on website.</p> <p>PLO #1 Students will be able to describe, understand, and correctly apply leadership theory to educational and organizational entities recognizing the importance of the environment of change.</p> <p>PLO #2 Students will be able to utilize creative and innovative skills to select a topic for research and find new information as an outcome of the dissertation process</p> <p>PLO # 3 Students will be able to describe, understand, and correctly apply organizational theory to educational and organizational entities recognizing the environment of change and the importance of leadership, advocacy and policy</p> <p>PLO#4 Students will be able</p>	<p>Performance Indicators not yet published on website.</p> <p>The written and oral comprehensive examination scored using the leadership and assessment rubric. Student surveys administered as a form of indirect data.</p> <p>After the international experience, students take the post-tests of both the IDI and GLI inventories (The pretests are given at program orientation in August before the program begins). A rubric will be applied to the findings of the post-test. Student surveys administered as a form of indirect data.</p> <p>The dissertation committee determines if a student has successfully defended the dissertation.</p>	<p>Research Team interprets the evidence and devises a plan for addressing issues that emerge and closing the loop</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p>	<p>None, new program commenced Fall 2016</p>

<p>2012 Program did not exist at this time; program commenced Fall 2016</p>	<p>--</p>	<p>to respond to the call for service to others through the complex interaction of faith, diversity, learning and practice PLO #5: Students will be able to demonstrate the ability to synthesize approaches to identifying and addressing problems, issues, or dilemmas and utilize social learning and cognitive learning principles to identify and describe possibilities for using technology for formal and informal learning sustained in the organization</p>	<p>--</p>	<p>--</p>	<p>--</p>	<p>--</p>
<p>Psychology Division</p>						
<p>2016 10. MA in Psychology (MAP)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/masters-psychology/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/masters-psychology/performance-indicators/</p> <ul style="list-style-type: none"> • PSY 690/691 Community/Clinical Research and Service I 	<p>Psychology Division Assessment Committee, comprised of faculty, collect and interpret evidence and develop plan for addressing curriculum needs; program director ensures loop is closed</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs</p>	<p>2016-2017</p>

<p>2012 10. MA in Psychology (MAP)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/ma-asters-psychology/learning-outcomes/</p>	<p>and II: Average score resulting from APA-style grant proposal and internship at approved site placement, with a grade of B or better required to successfully complete the course.</p> <p>http://gsep.pepperdine.edu/ma-asters-psychology/performance-indicators/</p> <ul style="list-style-type: none"> PSY 695 Comprehensive Review: Average score resulting from examinations in core areas of psychology determines grade for comprehensive examination, with a grade of B or better required to successfully complete the course 	<p>Faculty interpret evidence and develop plan for addressing curriculum needs; program director ensures loop is closed</p>	<p>requiring resources. Findings also used to inform other programmatic and School related changes.</p> <p>Findings are used to make resource neutral changes to the program curriculum as well as help the program director, associate dean, and dean prioritize needs requiring resources</p> <p>Example: Although the data indicate that virtually all students successfully complete the Comprehensive Review course, consideration of additional indicators is under discussion.</p>	<p>2011</p>
<p>2016 11. MA in Clinical Psychology with an Emphasis in Marriage & Family Therapy (MACLP) A. Daytime Format B. Evening Format C. Latina/o Emphasis</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-day/learning-outcomes/</p> <p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-evening/learning-outcomes/</p> <p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-latino/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-day/performance-indicators/</p> <p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-evening/performance-indicators/</p> <p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-latino/performance-indicators/</p> <p>Students are assessed by on-site clinical supervisors and ratings of 3+ in 10 clinical domains indicate satisfactory practica performance.</p> <p>The percentage of first time applicants for licensure who</p>	<p>Psychology Division Assessment Committee, comprised of faculty, collect and interpret evidence and develop plan for addressing curriculum needs; program director ensures loop is closed</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p>	<p>2016-2017</p>

<p>2012</p> <p>11. MA in Clinical Psychology with an Emphasis in Marriage & Family Therapy (MACLP)</p> <p>A. Daytime Format B. Evening Format</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-day/learning-outcomes/</p> <p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-evening/learning-outcomes/</p>	<p>pass the Board of Behavioral Sciences MFT Standard Written and Written Clinical Vignette examinations are equal to or exceed the average state pass rate.</p> <p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-day/performance-indicators/</p> <p>http://gsep.pepperdine.edu/ma-asters-clinical-psychology-mft-evening/performance-indicators/</p> <ul style="list-style-type: none"> • Practica as assessed by on-site clinical supervisors: Ratings of 3+ in 10 clinical domains indicate satisfactory performance • Percentage of first time applicants for licensure who pass the BBSE examination is equal to or exceeds state average 	<p>Faculty interpret evidence and develop plan for addressing curriculum needs; program director ensures loop is closed</p>	<p>Findings are used to make resource neutral changes to the program curriculum as well as help the program director, associate dean, and dean prioritize needs requiring resources</p> <p>Example: The practicum data suggested that curriculum changes are required to better prepare students to assess clinical situations, and organize the information in such a way that leads to a comprehensive clinical treatment plan. Changes to the curriculum are taking place that will enhance student preparation for clinical settings.</p>	<p>2011</p>
<p>2016</p> <p>12. MS in Behavioral Psychology (MSBP)</p>	<p>Yes</p>	<p>New program; not yet published on website.</p> <p>General Counseling Competencies (Domain 1) Graduates will demonstrate competence developing and delivering client treatment plans. Graduates will (a) conceptualize cases, (b) articulate treatment plans, (c) create effective counseling relationships, and (d) demonstrate competence in clinical practice with diverse communities.</p> <p>Assessment and Diagnosis (Domain 2) Graduates will</p>	<p>New program; performance Indicators not yet published on website.</p> <ul style="list-style-type: none"> • Practica as assessed by on-site clinical supervisors: Ratings of 3+ in 10 clinical domains indicate satisfactory performance • Percentage of first time applicants for board certification who pass the examination is equal to or exceeds state average 	<p>Psychology Division Assessment Committee, comprised of faculty, collect and interpret evidence and develop plan for addressing curriculum needs; program director ensures loop is closed</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p>	<p>None, new program commenced Fall 2016</p>

<p>2012 Program did not exist at this time; program commenced Fall 2016</p>	<p>--</p>	<p>demonstrate competence in diagnosis and psychological assessment. This will include integrating an understanding in diagnosing and assessment of (a) mental health disorders, (b) human strengths and (c) sociocultural diversity.</p> <p>Theory Application and Research (Domain 3) Graduates will integrate and analyze psychological theory, scientific foundations and research methodology.</p> <p>Ethics, Professionalism and Interpersonal Competencies (Domain 4) Graduates will describe and apply the key legal/ethical, professional, and interpersonal standards of their profession.</p> <p>Diversity (Domain 5) Graduates will demonstrate awareness, apply knowledge and formulate and practice skills related to multi-contextual, multi-dimensional aspects of human experience – to include, but not limited to gender, physical ability status, spirituality, religion, sexual orientation, race, ethnicity, socio-economic status and age.</p>	<p>--</p>	<p>--</p>	<p>--</p>	<p>--</p>
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<p>2016 13. Doctor of Psychology (PsyD)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/doctorate-clinical-psychology/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/doctorate-clinical-psychology/performance-indicators/ Students must obtain an overall rating of Pass or Pass with Distinction to successfully complete the Clinical Comprehensive Examination for Predoctoral Internship Readiness.</p> <p>The percentage of students who secure APA or APPIC predoctoral internship sites must be equal to or exceed 75%, with the majority of those students placed in APA approved sites.</p> <p>The percentage of applicants for licensure who pass the Examination for Professional Practice in Psychology (EPPP) Licensing Exam must equal to or exceed the national and CA state pass rates for designated and accredited doctoral programs.</p>	<p>Psychology Division Assessment Committee, comprised of faculty, collect and interpret evidence and develop plan for addressing curriculum needs; program director ensures loop is closed</p>	<p>Findings are used to make resource neutral changes to the program curriculum and individual courses, as well as help the program academic chair, associate dean, and dean prioritize needs requiring resources. Findings also used to inform other programmatic and School related changes.</p>	<p>2016-2017 (Last APA Self-Study 2016; Site Visit 2017)</p>
<p>2012 12. Doctor of Psychology (PsyD)</p>	<p>Yes</p>	<p>http://gsep.pepperdine.edu/doctorate-clinical-psychology/learning-outcomes/</p>	<p>http://gsep.pepperdine.edu/doctorate-clinical-psychology/performance-indicators/</p> <ul style="list-style-type: none"> Clinical Comprehensive Examination for Predoctoral Internship Readiness: Two examiners rate the candidate independently using a rating scale of 1-4, with scores of 3 or higher required in four 	<p>Psy.D. Executive Committee and Faculty interpret evidence and develop plan for addressing curriculum needs; program director ensures loop is closed</p>	<p>Findings are used to make resource neutral changes to the program curriculum as well as help the program director, associate dean, and dean prioritize needs requiring resources</p> <p>Example: A review of the Clinical Comprehensive Examinations found that discussion of multicultural content and the use of evidence-based practices did</p>	<p>2011 (Last APA self-study 2004 and site visit and reaffirmation 2005; next self-study 2011 and site visit 2012)</p>

			<p>major areas to receive an overall rating of Pass or Pass with Distinction; a rating of a single "1" or two ratings of "2" in the areas assessed may result in an overall rating of Pass with Remediation or Retake</p> <ul style="list-style-type: none"> • Percentage of doctoral students who secure APA or APPIC predoctoral internship sites is at least 75%, with the majority of those students placed in APA approved sites • Examination for Professional Practice in Psychology (EPPP) Licensing Exam: Exceed national and CA state pass rates for designated and accredited doctoral programs 		<p>not allow for adequately assessing competence in these areas, requiring modifications in the contents of the written examination materials</p>	
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