

## Key Program Evaluation & Quality Improvement Questions

*With thanks to the APA Commission on Accreditation Site Visitor Guidebook*

Overall Issues:

- How effective is the program in achieving its stated goals and objectives?
- How is students' overall competence to practice as professionals assessed?
- Including their understanding of:
  - o Ethical and other professional issues?
  - o Standards of practice?
  - o Professional competencies?
  
- What is the program's process of self-study/self-evaluation/self-improvement?
  - o How is it coordinated with departmental and institutional planning?
  - o How is it sensitive to new scientific developments or changes in the practice of psychology?
  - o How are students, faculty, & academic administrators involved in program planning?
  
- Is the program's mission consistent with local, regional, and national needs for psychological services?
  - o How does the program monitor that consistency?
  - o Does information about the roles within which graduates function after completion of the program inform the ongoing evaluation of the program?
  
- What program strengths & weaknesses have been noted in the past few years by initial employers of graduates? (Or by other relevant groups?)
  - o How is such information obtained & used by the program?
  
- What issues, if any, have been highlighted by the Accreditation Panel for further program development?
  - o What actions have been taken by the program & what results have been achieved?
  
- General correspondence between program goals/objectives/competencies & outcomes?
  - o Do these goals inform examination of competencies & program success?
  - o Do program outcomes influence program goals?
  - o Mutual influence of Standard II and Standard IX/VIII
  
- Does the program or department have any plans that might substantially change its nature or function in the next few years?

- How many faculty and students participated in the preparation of this self-study? What were their roles?

### Questions Specific to the Stated Standards

- What data does the program provide as evidence that it has achieved its goals?
- Does the program show, through self-examination & outcome data, that it has *achieved* its stated goals & objectives?
  - o Examine/connect to relevant work samples- for example comps, portfolios, dissertations, etc.
- How is feedback- proximal and distal data- obtained from faculty & staff, current & former students, interns & others involved in the program?
  - o Students/interns: How do you provide feedback about the program? Are you heard? What changes have occurred as a result of your feedback?
- What recent programmatic changes have been made based on the outcome data collected?
  - o Through what mechanisms did the program become aware or identify that change was needed?
- Are program faculty aware of, and planful about, how the program fits into trends that are affecting the sponsoring institution, career opportunities, and training trends in the region and nation?
- How often are meetings held?
  - o Who attends?
  - o How much time in meetings, during a year, is devoted to evaluation and planning activities?
  - o How are students involved in the self-study process?
  - o To what extent and how are faculty directly involved in the program planning and evaluation?