

Student Outcomes Assessment and Success Report AY2017-18

Unit/Program Name: Psychology/ PsyD Clinical Psychology **Contact Name(s) and Email(s)** Liz O’Laughlin (lizo@indstate.edu)

Part 1a: Summary of Assessment Activities

| <p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p> | <p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p> | <p>c. What were your expectations for student performance?</p> | <p>d. What were the actual data/results?</p> | <p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year’s report?</p> |
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| <p>1. Demonstrate knowledge of statistics and research design.</p> <p>(GSLO:Mastery of Knowledge)</p> | <p>Dissertation proposal and final defense (Direct)</p> <p>Semester evaluation form (completed by faculty) (Direct)</p> <p>Masters Portfolio form (research skills) (Direct)</p> | <p>Successful dissertation proposal defense and final defense</p> <p>Ratings of acceptable performance on student evaluation form (dissertation items)</p> <p>Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.</p> | <p>7/7 4th year students defended their proposal successfully. 9/9 5th year students successfully defended their dissertations.</p> <p>All 3rd and 4th year students (12/12) rated as meeting or exceeding expectations (dissertation items).</p> <p>8/9 2nd year students completed portfolios endorsed/approved by faculty</p> | <p>None—results meet/exceed expectations</p> <p>(Note: one 2nd year student elected to delay masters until Dec of 2018, thus will be submitting portfolio in fall 2018).</p> |
| <p>2. Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.</p> <p>(GSLO: Mastery of Knowledge. Mastery of Skills)</p> | <p>Semester evaluation form (direct)</p> <p>Master’s Portfolio form (Direct)</p> <p>Placement Progress Report (each semester; direct)</p> <p>Prelim Performance form (direct)</p> | <p>Rating of meets or exceeds on semester evaluation form (assessment, Report writing skills)</p> <p>Portfolio with documentation of Clinical skills, endorsed by at least one faculty member.</p> <p>Ratings of acceptable performance on Placement evaluation (items related to assessment, diagnosis and report writing)</p> <p>Preliminary examination performance</p> | <p>100% of 1st, 2nd & 3rd year students met criteria (22/22)</p> <p>2nd year (8/9) portfolios endorsed by faculty</p> <p>100% of students on placement rated as meets or exceed expectations for assessment /diagnosis. (12/12)</p> <p>7/7 4th year students passed prelims</p> | <p>None—results meet/exceed expectations</p> |

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| <p>3. Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.</p> <p>(GSLO: Mastery of Knowledge, Mastery of Skills)</p> | <p>Master's Portfolio Form (direct)</p> <p>Semester Evaluation Form (direct)</p> <p>Placement Progress Report (direct)</p> <p>Mid-year internship evaluation (direct)</p> | <p>Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12 Clinical skills.</p> <p>Rating of meets or exceeds on student evaluation form (therapy items)</p> <p>Ratings of acceptable performance on Placement evaluation form (therapy, professionalism)</p> <p>Ratings of acceptable performance on Internship evaluation.</p> | <p>8/9 2nd year portfolios endorsed by faculty</p> <p>100% rated as meets or exceeds for therapy items (12/12)</p> <p>12/12 rated as meeting or exceeding expectations on placement evaluation form</p> <p>9/9 students rated as meeting or exceeding expectations on mid-year internship evaluation for items pertaining to interventions.</p> | <p>None- results meet/exceed expectations</p> |
| <p>4. Students will acquire knowledge, skills and supporting attitudes related to ethical and professional conduct in practice and research</p> <p>GSLO: Professional and Ethical Challenges, Mastery of knowledge and skills)</p> | <p>Semester Evaluation Form (Direct)</p> <p>Placement Progress Report (direct)</p> <p>Preliminary Exam (orals)</p> | <p>Rating of meets or exceeds on performance on student evaluation form (overall ethics and professional conduct)</p> <p>Ratings of meets or exceeds on Placement evaluation (ethics and professional conduct)</p> <p>Passing performance on ethics portion of oral preliminary exam</p> | <p>97% rated as meets or exceeds expectations (28/29)</p> <p>Placement evals: 100% meet or exceed (12/12)</p> <p>7/7 students successfully passed oral preliminary exam</p> | <p>One student was rated below expectations on professionalism due to consistently not meeting deadlines for class assignments. This student was put on remediation and a remediation plan, focused on completing work in a timely manner and communication with faculty, was developed.</p> |
| <p>5. Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients, organizations and colleagues.</p> <p>GSLO: Contribute to diverse and complex communities; Mastery of knowledge and skills</p> | <p>Semester Evaluation Form (direct)</p> <p>Placement Progress Report (direct)</p> <p>Internship Evaluation (direct)</p> | <p>Rating of meets or exceeds on Semester Evaluation Form (diversity items)</p> <p>Ratings of meets or exceeds on Placement evaluation (diversity items)</p> <p>Ratings of acceptable performance on Internship evaluation (diversity items)</p> | <p>100% of students met or exceeded expectations on items related to diversity (29/29)</p> <p>100% met or exceeded expectations on items related to diversity (12/12)</p> <p>100% met or exceeded expectations on items related to diversity (mid-year evaluation) (9/9)</p> | <p>None- results meet/exceed expectations</p> |

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| <p>6. Students will gain foundational knowledge and skills in supervision, consultation</p> <p>GSLO: Mastery of knowledge and skills</p> | <p>Semester Evaluation Form (direct)</p> <p>Alumni Survey (indirect)</p> | <p>Rating of acceptable performance on Semester evaluation form (consultation, provision of supervision)</p> <p>80% of more of alumni will report 3 (adequately prepared) or higher</p> | <p>All 4th year students (7/7) rated as meeting or exceeding expectations for consultation and supervision items.</p> <p>100% reported '3' or higher on items pertaining to supervision. 100% reported 3 or higher for ability to engage in effective consultation. 94% 3 or higher in knowledge of consultation models</p> | <p>None- results meet/exceed expectations</p> <p>NOTE: 17/19 alums completed survey (89%) representing students 2 and 5 years post-grad. (Accrediting body requires collecting info from alums at 2 and 5 year post grad)</p> |
| <p>8. Graduates will have knowledge and skills needed for professional practice</p> <p>GSLO: Mastery of knowledge and skills</p> | <p>Alumni Survey (indirect)</p> | <p>At least 80% of Alumni survey respondents will report feeling well prepared or very well prepared for first job</p> | <p>100% of alum surveyed (17/17) agreed or strongly agreed that program prepared well for first job</p> | <p>None- results meet/exceed expectations</p> |
| <p>9. Graduates will contribute to the field through professional activities.</p> <p>GSLO: Professional Communication</p> | <p>Alumni Survey (indirect)</p> | <p>At least 80% of Alumni Survey respondents will report involvement in a range of professional activities (> 1).</p> | <p>94% of alum surveyed (16/17) reported involvement in at least one professional activities (i.e., mentored trainees, attended conferences)</p> | <p>None- results meet/exceed expectations</p> |
| <p>10. Current students and graduates will demonstrate commitment to continued professional education</p> <p>(GSLO: Mastery of Skills)</p> | <p>Year-End Self-Evaluation (indirect)</p> <p>Alumni Survey (indirect)</p> | <p>100% of students on campus will report attending 6 or more hours of professional development (conference, speaker, workshop) during academic year</p> <p>At least 80% of Alumni Survey respondents will report making use of 1 or more resources for staying current in the field.</p> | <p>97% of students reported attending at least 10 hours of professional development on Year-End self-evaluation. (28/29)</p> <p>94% of alum surveyed (16/17) reported using multiple methods of staying current (i.e., professional journals, conference) in the field</p> | <p>Advisors will check in with advisees at the end of the fall semester to inquire and develop plan if needed to meet goal of 10 hours of professional development.</p> <p>(Note: one respondent did not complete all items on alumni survey, thus response was missing for prof dev items)</p> |

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

The Psy.D. faculty met on 6/11/18 to review program goals, objectives and outcomes (for 2017-2018). Student outcomes were found to meet or exceed expectations for all goals/objectives that were evaluated. Areas in which students clearly exceeded expectations included performance on the written preliminary exam (3.6/5 mean across students) and ratings by placement supervisors for 3rd and 4th year students (80% of supervisors rated PsyD student as demonstrating an exceptional level of competence in clinical skills, 87% rated PsyD students as demonstrating exceptional competence overall). Although student overall academic performance was rated as meets or exceeds expectations for 100% of students, several students in the 1st year cohorts were rated as “somewhat below” expectations on an item assessing clarity and organization of written work. However, only one student in the 2nd year cohort and none in the 3rd and 4th year cohort were rated below expectations in writing skills. Thus it appears that the lower ratings for the 1st year students likely reflects an adjustment to a different style of writing required for graduate level papers and psychological reports. In addition, none of the 3rd /4th year students were rated below expectations in writing (over many years), further suggesting that feedback and interventions to address difficulties in writing skills at the start of the program have been successful. A trend was also noted for 3rd and 4th year students to be rated as above expectations or displaying exceptional performance in one or more areas of performance on the semester evaluation (completed by faculty), in contrast to primarily “meets expectations” ratings for 1st and 2nd year students, demonstrating improvement in clinical skills over the course of the program.

An area for focus discussed during our Spring 2018 program assessment meeting was student self-care, as it was noted that at least two students seemed to struggle with timeliness and inconsistent quality of academic work in part due to high levels of stress. It was decided that starting in the fall of 2018, students in the 1st year cohort would develop a self-care plan in a required fall semester class and that the plan would be discussed/monitored in a required spring semester class. In addition, the program will be piloting a peer mentoring program between 1st year and 3rd year cohorts intended to provide additional support to 1st year students who are adjusting to graduate school demands and expectations. Currently, 4th year students serve as peer supervisors for 2nd year students and provide informal mentoring/support. Thus both 1st and 2nd year students will be receiving support/mentoring from upper level students.

Over the coming year, the program will continue to work on developing rubrics for key assignments that reflect required competencies. During the 2017-2018 academic year, 1st, 3rd and 4th year cohorts participated in a simulated clinical situation at the ISU Simulation center and received feedback via a rubric developed to assess demonstration of specific clinical competencies. The program would like to continue to expand on performance based evaluation and feedback via rubrics with a plan to eventually replace our master’s portfolio (composed of student summaries of grades, experiences and work samples), with rubrics that demonstrate student competence (based on faculty feedback) on the 12 clinical skills covered in the portfolio. Information regarding outcomes and plans for program improvement are shared with clinical faculty via monthly meetings and our spring outcome assessment meeting. Information regarding student outcomes is also updated each fall and posted on the [program website](#) as required by our accrediting body (American Psychological Association).

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

| a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion? | b. What primary action steps were taken to make progress on each goal and who was responsible? | c. What data informs progress on each goal? | d. What were some accomplishments or achievements for each goal and/or challenges confronted? | e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line. |
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| <p>Two objectives were added to reflect changes in accreditation required competencies:</p> <p>2.6.1 Produce and oral and written communication that is informative, well-integrated and demonstrates thorough grasp of professional language and concepts</p> <p>2.6.2 Demonstrate effective Interpersonal skills, including Including empathetic listening, ability to Listening, ability to Provide and receive Feedback, and ability To establish a Working alliance</p> | <p>New objective approved by clinical faculty at June 2018 Program assessment meeting.</p> <p>Instructor for Supervision/Consultation course (Kathy Ocampo) will develop a rubric to assess interprofessional communication skills based on a simulation that students conduct in her class in conjunction with Athletic Training grad students.</p> | <p>2.6.1: will be evaluated through ratings on semester evaluation form pertaining to written and oral communication (meets expectations of higher)</p> <p>2.6.1: students complete an integrated evaluation as part of Psy 678 (Adv Asm and Treatment). A rubric will be developed to provide feedback and assess both written report and oral presentation on the evaluation.</p> <p>2.6.2: Will be evaluated through ratings on semester evaluation form pertaining to interpersonal skills (meets expectations for higher)</p> | <p>Initial data collected on the two new objectives (ratings on semester evaluation) shows that 100% of students met both objectives in 2017-2018</p> | <p>All goals reported on in Part 1 will be continued. We have not replaced any goals. As noted, we have added a competency under Goal 2 related to interpersonal skills and written communication that includes two objectives (2.6.1, 2.6.2)</p> |

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

Students in the Psy.D. program have not experienced difficulties related to retention or completion. Over the past two years (2016/2017 and 2017/2018), all but two students have completed the Psy.D. program in five years, which is the minimal time needed to complete the program. One student elected to stay an extra year on campus to gain additional clinical experience prior to applying for internship and one student will graduate in 5 ½ years due to internship ending past August graduation. The mean completion time over the past 10 years is 5.69 years. Considering attrition, 100% of students have either graduated or successfully completed all program requirements in 2017-2018. Over the past six years, only two students have left the program. Concerns regarding student academic and/or clinical performance have been rare and addressed successfully through remediation or probation plans such that students not meeting expectations have improved performance (and thus taken off remediation) or have been dismissed from the program. Also as mentioned, the program has taken steps to increase focus on self-care and providing supporting during the 1st year (transition to graduate school) in an attempt to decrease those situations in which student performance does not reflect ability due to stress and/or difficulty adjusting to graduate school demands. Considering readiness for career, based on results of our summer 2018 alumni survey, 100% of 2-year post-graduation alums are licensed and working as psychologists. All but one of the 5-year post-graduation respondents is licensed and working in psychology. As mentioned, 100% of respondents on the alum survey (n = 17) reporting feeling well prepared by the program for their first job post-graduation.

Dear Liz,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

| Program: Psy D Clinical Psychology | |
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| Assessment Practice Overall Rating: Mature (2.31/3.00) | |
| Student Success Practice Overall Rating (notes below in blue): Mature (3.00/3.00) | |
| Strengths | Recommendations |
| <ul style="list-style-type: none">• Learning outcomes are clear, student-centered, and, for the most part, specific and measureable. Good tie-in the Graduate Student Learning Outcomes.• Clear information about what types of assignments/measures were used to assess student performance relative to outcomes with a good mix of direct and indirect measures.• Clear information provide about expected and actual student performance relative to outcomes.• Great information provided from analysis of findings, including supporting students in achieving their needed hours of professional development, noting how student professionalism was remediated, and determining that student self-care was an area to be addressed.• Good information about the development of rubrics for key assignments and the expansion of performance based evaluation. This sounds like an exciting way to deepen student learning and increase the usefulness of assessment and resulting feedback to students.• Great incorporation of faculty into the assessment process.• Clear, relevant, and timely goals tied to accreditation changes.• Information provided about rubric development and faculty responsibility is clear. | <ul style="list-style-type: none">• Some outcomes are compound, meaning they require multiple displays of competence, which requires measuring multiple displays to know whether the outcome was achieved (ex: knowledge, ability, and supporting attitudes). This is challenging, but sufficiently complex evaluative tools can make these measurable.• It's noted that evaluations are used for the some of the assignments but not all – are there rubrics or checklists that can be described or attached to future reports?• Consider noting which portions of the larger measures correspond to specific outcomes (for example, if a specific section of the portfolio or dissertation proposal corresponds to a specific outcome, make sure that is noted so that composite scores are not used for interpretation where a more specific section score would have been more accurate). |

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included on the last page for reference only. Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

| Evaluation Criteria | Exemplary | Mature | Developing | Undeveloped |
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| <p>Student Learning Outcomes</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p> | <p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p> |
| <p>Performance Goals & Measures</p> | <p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p> | <p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p> | <p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p> | <p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p> |
| <p>Analysis & Results</p> | <p>Data is collected using the measures and tools identified.</p> | <p>Data is collected using the measures and tools identified.</p> | <p>Data is collected using the measures and tools identified.</p> | <p>No data is being collected.</p> <p>No results are provided.</p> |

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| | <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p> | <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> | <p>Results are reported with little description of analysis.</p> | |
| Sharing & Use of Results for Continuous Improvement | <p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p> | <p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> | <p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p> | <p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p> |
| Overall Rating | <input type="checkbox"/> Exemplary | <input checked="" type="checkbox"/> Mature | <input type="checkbox"/> Developing | <input type="checkbox"/> Undeveloped |

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

| Evaluation Criteria | 0 Undeveloped | 1 Developing | 2 Mature | 3 Exemplary |
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| Goals/ Objectives | No goals/objectives are identified. | Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required. | Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required. | Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required. |
| Action Steps | No action steps are identified. | Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions. | Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases. | Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline. |
| Data that Informs Progress on Each Goal/Objective | No data, quantitative or qualitative, is identified. | Data to inform progress are poorly suited to measure progress on goals/objectives. | Data to inform progress are generally well suited to measure progress on goals/objectives. | Data to inform progress are all well suited to measure progress on goals/objectives. |
| Assessment of Outcomes and Continuous Improvement | For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives. |
| Overall Rating | <input type="checkbox"/> Undeveloped | <input type="checkbox"/> Developing | <input type="checkbox"/> Mature | <input type="checkbox"/> Exemplary |