

Student Outcomes Assessment and Success Report AY2018-19

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>
<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>5/5 4th year students defended their proposals successfully. 7/7 5th year students defended their dissertations</p> <p>All 3rd and 4th year students (14/14) rated as meeting or exceeding expectations for overall progress on dissertation.</p> <p>8/8 2nd year students completed portfolios endorsed/approved by faculty</p>	<p>A few 3rd year students rated below expectations in progress on proposal in fall evaluation. Set specific deadlines for completing components of the proposal for F19. We will be proposing a change in course sequence to move research course to 1st/2nd year, allowing more time for proposal development in 3rd year of the program.</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>Preliminary Exams (written and oral)</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>100% of 1st, 2nd & 3rd year students met criteria (25/25)</p> <p>2nd year (8/8) portfolios endorsed by faculty</p> <p>100% of students on placement rated as meets or exceed expectations for assessment /diagnosis. (12/12)</p>	<p>A few 1st/2nd year students rated below expectation in conceptualization, diagnosis in the fall, not spring semester.</p> <p>Discussed developmental expectations for 2nd year students and develop ways to provide more structure and feedback in regard to development of conceptual and diagnostic skills.</p>

		Mean of 2.75 of higher across raters for both written and oral prelims.	5/5 4th year students passed prelims	
<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, 2, 3rd year students)</p> <p>Ratings of acceptable performance on Placement evaluation form (therapy, professionalism)</p> <p>Ratings of acceptable performance on Internship evaluation. (intervention ratings)</p>	<p>8/8 2nd year portfolios endorsed by faculty (using checklist of competencies)</p> <p>88% rated as meets or exceeds for therapy items (15/17)</p> <p>12/12 rated as meeting or exceeding expectations on placement evaluation form*</p> <p>7/7 students rated as meeting or exceeding expectations on mid-year internship evaluation for items pertaining to interventions.</p>	<p>A few 2nd year students rated as "needs improvement" for specific therapy skills (i.e., conceptualization, use of confrontation) however overall therapy rating was meets or above for 2nd and 3rd year students.</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>Oral preliminary exam</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 (mean of 2.75 or higher based on ratings of committee members on Oral Prelims Rating Form (Ethics)</p>	<p>100% rated as meets or exceeds expectations in Spring 19, (1 student rated below in F18).</p> <p>Placement evals: 100% meet or exceed (12/12)</p> <p>5/5 students successfully passed oral preliminary exam</p>	<p>A remediation plan was developed for student rated below expectations in professional conduct in F18, student met these goals and was removed from remediation in Spring 19.</p> <p>One student asked to provide written responses to an additional ethics scenario due to weak performance in oral exam.</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>Semester Evaluation Form (direct)</p> <p>Placement Progress Report (direct)</p>	<p>Rating of meets or exceeds on Semester Evaluation Form (Cultural and individual Diversity items)</p>	<p>100% of students met or exceeded expectations on items related to diversity (30/30)</p> <p>100% met or exceeded expectations on items related to diversity (12/12)</p>	<p>None- results meet/exceed expectations</p>

<p>GSLO: Contribute to diverse and complex communities; Mastery of knowledge and skills</p>	<p>Internship Evaluation (direct)</p>	<p>Ratings of meets or exceeds on Placement evaluation (Cultural and Individual Diversity items)</p> <p>Ratings of acceptable performance on Internship evaluation (Items pertaining to cultural competence)</p>	<p>100% met or exceeded expectations on items related to diversity (mid-year evaluation) (7/7)</p>	
<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% or more of alumni will report feeling well prepared to engage in consultation and in provide effective supervision (#12, #14 on alumni survey)</p>	<p>All 4th year students (5/5) rated as meeting or exceeding expectations for consultation and supervision items.</p> <p>Summer 2019 Alumni survey: 100% reported feeling well/very well prepared for providing supervision, 91% for consultation (1 reported adequately prepared)</p>	<p>None- results meet/exceed expectation</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 (Question 10, item #2, alumni survey)</p>	<p>100% of respondents on Summer 2019 Alumni Survey (11/11) agreed or strongly agreed to feeling well prepared for first job</p>	<p>None- results meet/exceed expectation</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). (Alumni survey #11)</p>	<p>Summer 2019 Alumni Survey: 91% reported involvement in mentoring trainees, providing supervision, and attending conferences.</p>	<p>None- results meet/exceed expectation</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. (#12)</p>	<p>100% of students reported attending at least 10 hours of professional development on Year-End self-evaluation. (30/30)</p> <p>(100% of respondents on Sum 2019 Alumni survey reported using at 3 or more resources for staying current in the field.</p>	<p>None- results meet/exceed expectation</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 6/19/19 to review program goals, objectives and outcomes (for 2018-2019). Student outcomes were found to meet or exceed expectations for all goals/objectives that were evaluated. Areas in which students exceeded expectations based on ratings by placement supervisors for 3rd and 4th year students included intervention (i.e., therapy) skills (64% rated as above expected level of competence), sensitivity to cultural and individual diversity (86% rated above expected level of competence), and ability to recognize and address ethical issues (79% above expected level of competence). Similar to what was noted in our 2017-2018 assessment report, a few students were rated by clinical faculty as “below expectations” in regard to specific clinical skills (i.e., conceptualization, diagnosis) in the fall semester of the 2nd year (first year providing clinical services) but were rated as meeting expectation by the end of the spring semester. Several 3rd year students were rated by faculty as below expectation in making progress on their dissertation proposal at the end of the fall semester. Although note a program requirement to complete the proposal in the fall of the 3rd year, delays in completing an acceptable draft in the 3rd year contribute to delays in defending proposal in the 4th or 5th year. The clinical faculty agreed that a primary cause of this delay in developing a draft of the dissertation proposal was the addition of more statistics content and assignments in the Psy 680 course (course in which students also develop their proposal) in the fall of the 3rd year. This problem was addressed through two changes agreed upon by the clinical faculty during the 6/19/19 outcomes meeting: 1) students will be given specific deadlines for submitting components of the proposal and will be given an incomplete in the Psy 680: Clinical Research course if they do not submit a full draft of the proposal to their chair by the end of the semester; 2) revising the sequence of the research focused coursework such that the three research (and statistics) focused courses will be completed by the end of the second year, resulting in fewer competing demands when developing the proposal in the 3rd year of the program.

During the 2019-2020 academic year, program faculty will develop a curriculum proposal in regard to changing the sequence of some of the required courses (i.e., moving research courses to 1st/2nd year of the program). In addition, we will work on developing a rubric to evaluate student performance during the dissertation proposal and final dissertation defense meeting (in response to feedback on 2018 Assessment report). The dissertation proposal and final defense is currently the only “assignment” in our assessment plan that is not associated with a specific evaluation form or rubric; all other assignments/goals are evaluated using a direct or indirect evaluation. (Note the Master’s portfolio is evaluated via faculty review and a checklist confirming that documentation provides support for demonstration of competency in all areas). Feedback on our 2017-2018 assessment report included a recommendation to include a copy of rubrics or evaluation forms used to evaluate our goals/assignments. We have included a document that includes items and rubrics from all of the evaluation forms used for our assessment plan. It was also suggested that we note which portions of larger measures correspond to specific outcomes. This information has been included in the table in Part 1a for the past several years (highlighted in green in this report).

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.
We have not added or revised any of our goals/objectives.	Expectations were met or exceeded for all outcomes.	See Part 1a above	See Part 1b above	All goals reported on in Part 1 will be continued. We have not replaced any goals.

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?

As noted above, all student learning outcome goals were met in 2018-2019 and students in the program have consistently been rated as meeting or exceeding expectations in all areas. The majority of students complete the program in 5 years, with a few student electing to stay on campus an extra year, thus graduating in six years, which is the norm for most doctoral programs in Clinical Psychology. One student elected to leave the program at the end of the first year in the spring of 2019. Although it was the student's choice to leave the program, the clinical faculty have discussed ways that we can facilitate adjustment to graduate study expectations for first year student to address barriers that may impede success for future students. For example, we have discussed ways in which we can accommodate varying levels of writing skills such as allowing students to rewrite and resubmit some assignments and providing specific feedback through use of rubrics. Considering readiness for career, 100% of 2-year and 5-year alumni who responded to our summer 2019 survey (65% response rate) are licensed and working in psychology. In addition, 100% of respondents on the alum survey (n = 11) 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 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were 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: PsyD Clinical Psychology	Overall Rating: Exemplary (3.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measurable. They are aligned with Graduate Student Learning Outcomes.• Courses and assignments used for assessment are clearly described. Excellent description of the corresponding parts of each evaluation tool to each measure and related learning outcome. This provides strong transparency for the process, as well as a fantastic road map for faculty who might inherit the assessment process in the future.• Great intention to provide evaluative structure to the dissertation proposal and defense measures to improve the usefulness of findings.• Clear description of expected and actual student performance.• Strong analysis of findings, including a more granular look at challenge areas and how they improved over time.• Excellent description of how past findings have influenced current practice and how these findings will shape future practice.• Clear information about how faculty are involved in all steps of the assessment process.	<ul style="list-style-type: none">• No need to report Student Success data in this way moving forward (a new form was used this year that streamlined this section; can be found at www.indstate.edu/assessment/plan-components)

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<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>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <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>Data is collected using the measures and tools identified.</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>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</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 checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped