

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: Psy.D. in Clinical Psychology **Contact Name and Email:** Liz O’Laughlin (lizo@indstate.edu)

Part One

<p>a. What learning outcomes did you assess this year? If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What method(s) 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 expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?</p>
<p>1. Demonstrate knowledge in the broad theoretical and scientific foundations of the field of psychology including biological, cognitive, affective and social aspects of behavior. (GSLO:Mastery of Knowledge)</p>	<p>Academic performance in Psychology Course Courses* (direct measure) Passing performance on EPPP (National exam for psychology licensure) (Direct measure)</p>	<p>Grade of B- or higher in select required courses 70% or higher on select subtests on EPPP (biological bases, cognitive-affective bases, social/cultural, growth/development)</p>	<p>100% of students achieved grades above B- (29/29) <i>Mean of 40 students (2007-2012) was 80% for Biological Bases, 80% for Cognitive-Affective Bases and 77% for Social and Cultural domain of EPPP, 74% for Growth and Development.</i></p>	<p>Course instructors DCT (Director of Clinical Training) Outcomes Assessment Meeting (annually in May or June)</p>
<p>2. Demonstrate knowledge of statistics and research design. (GSLO:Mastery of Knowledge)</p>	<p>Academic performance in Psy 604 (Stats), 602 (Methods), 680 (Research in Clinical Psychology) (Direct) Dissertation proposal and final defense (Direct) Semester evaluation form (completed by faculty) (Direct) Masters Portfolio form (research skills) (Direct)</p>	<p>Grade of B- or higher in Psy 602, 604, 680, satisfactory progress in Psy 799 (dissertation) Successful dissertation proposal defense and final defense Ratings of acceptable performance on student evaluation form (dissertation items) Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.</p>	<p>100% with B- or higher (15/15) 8/8 4th year students have defended their proposal successfully. 6/6 5th year students defended their dissertations. All 3rd and 4th year students (16/16) rated as meeting or exceeding expectations (dissertation items). 100% of 2nd year student (8/8) portfolios endorsed by faculty</p>	<p>Course instructors DCT DCT Clinical faculty Outcomes Assessment Meeting (annually in May or June)</p>

*Psychology Course Courses: 608: Biopsychology, 658: Psychopharmacology; Psy 603: Learning and Cognition; Psy 668: Advanced Psychopathology; Psy 662: Theories of Personality; Psy 607: Social Bases of Behavior; Psy 690J: Psych Sciences Seminar; Psy 521: History and Systems; Psy 566: Human Ontogeny

<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>Academic performance in Psy 664a (ability assessment), 664c (objective assessment), 668 (adv. psychopathology)</p>	<p>Grade of B- or higher in 664a, 664c, and, 668.</p>	<p>83% with B- or higher (4/5)**</p>	<p>Course instructors</p>
	<p>Semester evaluation form (direct)</p>	<p>Rating of meets or exceeds on semester evaluation form (assessment, Report writing skills)</p>	<p>100% of 1st, 2nd & 3rd year students met criteria (29/29)</p>	<p>DCT</p>
	<p>Master's Portfolio form (Direct)</p>	<p>Portfolio with documentation of Clinical skills, each item endorsed by at least one faculty member.</p>	<p>100% of 2nd year (8/8) portfolios endorsed by faculty</p>	<p>Clinical Faculty</p>
	<p>Placement Progress Report (each semester; direct)</p>	<p>Ratings of acceptable performance on Placement evaluation (items related to assessment, diagnosis and report writing)</p>	<p>100% of students on placement rated as meets or exceed expectations for assessment /diagnosis. (16/16)</p>	<p>DCT</p>
	<p>Mid-year internship evaluation (direct)</p>	<p>Ratings of acceptable performance on Internship evaluation (items related to assessment, diagnosis and report writing)</p>	<p>100% of students rated as meeting or exceeds expectations on mid-year internship evaluation for items related to asm, dx and report writing. (6/6)</p>	<p>DCT</p>
	<p>Prelim Performance form (direct)</p>	<p>Preliminary examination performance</p>	<p>8/8 4th year students passed prelims</p>	<p>DCT/Clinical Faculty</p>
				<p>Outcomes Assessment Meeting (annually in May or June)</p>

**One student did not achieve a grade of B- or higher in Psy 664c; this student is no longer in the program.

<p>4. 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>Academic performance in Psy 665A (Foundations of Therapy), 665B (CBT), 676 (Adv Asm/Tx), 696 (Practicum) (direct)</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>Grade of B- or above in Psy 665A (Foundations of Therapy), 665B (CBT), 676 (Adv Asm/Tx), 696 (Practicum)</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>100% of students B- or higher (16/16)</p> <p>100% of 2nd year (8/8) portfolio's endorsed by faculty</p> <p>100% rated as meets or exceeds for therapy items (16/16)</p> <p>16/16 rated as meeting or exceeding expectations on placement evaluation form</p> <p>6/6 students rated as meeting or exceeding expectations on mid-year internship evaluation for items pertaining to interventions.</p>	<p>DCT</p> <p>Clinical Faculty</p> <p>DCT</p> <p>DCT</p> <p>DCT</p> <p>DCT Outcomes Assessment Meeting (annually in May or June)</p>
<p>5. 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>Internship Evaluation (mid-year; direct)</p>	<p>Rating of meets or exceeds on performance on student evaluation form (ethics and professional conduct)</p> <p>Ratings of meets or exceeds on Placement evaluation (ethics and professional conduct)</p> <p>Ratings of meets or exceeds on Internship evaluation (ethics and professional conduct)</p>	<p>100% rated as meets or exceeds expectations (29/29)</p> <p>Placement evals: 100% meet or exceed (16/16)</p> <p>100% rated as meeting or exceeding expectations related to professionalism on mid-year internship evaluation (6/6)</p>	<p>DCT</p> <p>DCT</p> <p>DCT</p> <p>Outcomes Assessment Meeting (annually in May or June)</p>

<p>6. 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>Academic performance in COUN 666 (Multicultural Counseling) (direct)</p>	<p>Grade of B- or above in COUN666 (Multicultural Counseling)</p>	<p>100% of students B- or higher (8/8)</p>	<p>Course Instructors</p>
	<p>Semester Evaluation Form (direct)</p>	<p>Rating of meets or exceeds on Semester Evaluation Form (diversity items)</p>	<p>100% of students met or exceeded expectations on items related to diversity (29/29)</p>	<p>DCT</p>
	<p>Placement Progress Report (direct)</p>	<p>Ratings of meets or exceeds on Placement evaluation (diversity items)</p>	<p>100% met or exceeded expectations on items related to diversity (16/16)</p>	<p>DCT</p>
	<p>Internship Evaluation (direct)</p>	<p>Ratings of acceptable performance on Internship evaluation (diversity items)</p>	<p>100% met or exceeded expectations on items related to diversity (mid-year evaluation) (6/6)</p>	<p>DCT</p> <p>Outcomes Assessment Meeting (annually in May or June)</p>

<p>7. Students will gain foundational knowledge and skills in supervision, consultation</p> <p>GSLO: Mastery of knowledge and skills</p>	<p>Academic Performance in Psy 671 (Supervision/Consultation) (direct)</p> <p>Semester Evaluation Form (direct)</p> <p>Mid-year Internship Evaluation (direct)</p> <p>Alumni Survey (indirect)</p>	<p>Grade of B- or above in Psy 671 (Supervision/Consultation)</p> <p>Rating of acceptable performance on Semester evaluation form (consultation, provision of supervision)</p> <p>Ratings of acceptable performance on Internship evaluation form (consultation, provision of supervision)</p> <p>Alumni Survey (#9: items on supervision)</p>	<p>100% B- or higher (8/8)</p> <p>All 4th year students (8/8) rated as meeting or exceeding expectations for consultation and supervision items.</p> <p>Mid-year evals that included supervision ratings, 100% rated as meeting expectations (3/3)</p> <p>no updated alumni info (data collected every 3 years, last administered in June 2015)</p>	<p>Course instructors</p> <p>DCT</p> <p>DCT</p> <p>DCT</p> <p>Outcomes Assessment Meeting (annually in May or June)</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>no updated alumni info (data collected every 3 years, last administered in June 2015)</p>	<p>N/A</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>no updated alumni info (data collected every 3 years, last administered in June 2015)</p>	<p>N/A</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>100% of students reported attending at least 6 hours of professional development on Year-End self-evaluation. (29/29)</p> <p>no updated alumni info (data collected every 3 years, last administered in June 2015)</p>	<p>DCT</p> <p>Outcomes Assessment Meeting (annually in May or June)</p>

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

The Psy.D. program was evaluated by our accrediting body (American Psychological Association) during this academic year. Although we have not yet received the final report, both the feedback we received on our self-study and verbal feedback we received from our site visitors was overwhelmingly positive. Our self-study included tables with goals, objectives, competencies, and outcomes over the past seven years. Neither the APA staff nor our site visitors had any concerns in regard to our assessment plan or report of outcomes. We achieved 100% of the outcome goals that were assessed for the 2015-2016 academic year. We anticipate that the ISU reviewers will suggest that we make use of specific assignments rather than grades in core courses as our method of assessment for several of our objectives. It is helpful to site specific courses for the purpose of our APA accreditation, as specific courses/content is required by APA as well for licensure. We have several other methods of assessment for most of the goals that do not involve course grades.

We do not plan to make any major changes to our program or our assessment plan at this point, as we feel that both the plan and the outcomes provide support for the success of our program. We will be implementing our alumni survey next in the summer of 2018 (given every three years). We did make some changes this year based on the 2015 alumni survey. For example, students are now required to complete a Year-End Self-evaluation at the end of the academic year and to review this evaluation with his/her advisor to ensure that the student is on track in meeting annual goals and also to track student professional development hours (Goal #10). In addition, we began implementing a biennial Program Satisfaction Survey to all students on campus (1-4th year) in the spring of 2015. This measure will be administered again in the spring of 2017. This is an indirect measure that provides additional information on student satisfaction with required courses, clinical training, program climate/support and program resources. Information from this measure will be added to our 2016-2017 assessment report in support of Goals # 3-4 (clinical training goals: assessment, diagnosis and treatment goals). Lastly, we solicit information from our 4th year students during an exit interview and also gain information from our students on internship (e.g., in regard to preparation for internship) through an Internship Discussion board; this information is also reviewed annually and considered in regard to making changes/improvements to the program. In summary, our 2016-2017 assessment plan will focus on the same goals and competencies as this year, however we will also implement our Program Satisfaction Survey and will add this information to our 2016-2017 assessment report. We will also consider our other indirect methods of assessment (Internship student comments, 4th year exit interview) during our annual outcome assessment meeting which is scheduled for June 9, 2016.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Psy. D. in Clinical Psychology Date: 8.25.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified. <input type="checkbox"/> No Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes were identified. <input checked="" type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning

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				<p>outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input checked="" type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.</p>	<p><input checked="" type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</p> <p><input checked="" type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> Mechanisms (rubrics,</p>

				<p>checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
3. Results	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p> <p><input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
4. Engagement & Improvement	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p>	<p><input checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of</p>

	<input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<p>whole on a regular basis.</p> <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.</p> <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

I recognize that the program's learning outcomes likely are dictated by its accreditor, but to be consistent with comments I've made on other programs' reports, I will note that 3-8 should more specifically identify the actions students are expected to take to demonstrate that they "have," "acquire," or "gain" the knowledge and skills referenced in the outcome. In any case, they clearly are program-level outcomes that address the discipline's most important goals.

2. Measures & Performance Goals

The program used at least ten discrete measures to assess students' performance, including the national exam, a portfolio, the dissertation, and progress reports and evaluations. Though the alumni survey was not administered this year, the program also has this indirect measure in place. As a result, students have ample opportunities to demonstrate (and improve upon) their knowledge and skills at levels that are appropriate to a graduate program—though I would like to know more about what constitutes successful performance on the dissertation proposal and acceptable performance on the student evaluations.

As to grades, yes, you anticipated my comment! I do understand that course grades are milestones of interest to your accreditor. But since they do not tell us anything specific about what students know and can do, why not just omit them as a measure in this report? You have plenty of other measures; use this as an opportunity to streamline your work. (You also can omit any measures you did not collect data for.)

3. Results

Detailed numerical results show that students met all standards (though exam results are presented only in the aggregate, not for individual cohorts of students). In Part Two, I would like to know more about what the results mean: What exactly do students know and do well/less well? Do these detailed results identify specific areas for improvement that you have addressed or will address? Have such efforts been successful?

4. Engagement & Improvement

Securing and maintaining accreditation typically entails being a program whose faculty are committed to understanding and improving student learning—and that is the case here. The report shows that multiple faculty members collect and analyze assessment data and share it regularly. While no actions are planned for the coming year, the program has made changes to improve student learning in previous years, including requiring self-evaluations and implementing a satisfaction survey. In next year's report, please provide more detail about what you have learned from assessment. Is performance continuously improving?

You have a very solid assessment program. Thanks for sharing this summary!