

Student Learning Summary Form AY2016-17

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?</p> <p>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.</p> <p>(GSLO:Mastery of Knowledge)</p>	<p>Passing performance on EPPP (National exam for psychology licensure) (Direct measure)</p>	<p>70% or higher on select subtests on EPPP (biological bases, cognitive-affective bases, social/cultural, growth/development)</p>	<p><i>Mean of 11 students (2015-2016 data) was 73% for Biological Bases, 77% for Cognitive-Affective Bases and 76% for Social and Cultural domain of EPPP, 73% for Growth and Development.</i></p>	<p>DCT (Director of Clinical Training)</p> <p>Outcomes Assessment Meeting (annually in May or June)</p>

<p>2. 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 have defended their proposal successfully. 7/8 5th year students defended their dissertations. (one student delayed internship a year and will defend by Fall 2017)</p> <p>All 3rd and 4th year students (15/15) rated as meeting or exceeding expectations (dissertation items).</p> <p>100% of 2nd year student (5/5) portfolios endorsed by faculty</p>	<p>DCT</p> <p>DCT</p> <p>Clinical faculty</p> <p>Outcomes Assessment Meeting (annually in May or June)</p>
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<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>Mid-year internship evaluation (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, each item 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>Ratings of acceptable performance on Internship 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 (21/21)</p> <p>100% of 2nd year (5/5) portfolios endorsed by faculty</p> <p>100% of students on placement rated as meets or exceed expectations for assessment /diagnosis. (16/16)</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. (7/7)</p> <p>8/8 4th year students passed prelims</p>	<p>DCT</p> <p>Clinical Faculty</p> <p>DCT</p> <p>DCT</p> <p>DCT/Clinical Faculty</p> <p>Outcomes Assessment Meeting (annually in May or June)</p>
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<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>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>100% of 2nd year (5/5) portfolio's endorsed by faculty</p> <p>100% rated as meets or exceeds for therapy items (12/12)</p> <p>15/15 rated as meeting or exceeding expectations on placement evaluation form</p> <p>7/7 students rated as meeting or exceeding expectations on midyear internship evaluation for items pertaining to interventions.</p>	<p>DCT</p> <p>Clinical Faculty</p> <p>DCT</p> <p>DCT</p> <p>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 (midyear; 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 (30/30)</p> <p>Placement evals: 100% meet or exceed (15/15)</p> <p>100% rated as meeting or exceeding expectations related to professionalism on mid-year internship evaluation (7/7)</p>	<p>DCT</p> <p>DCT</p> <p>DCT</p> <p>Outcomes Assessment Meeting (annually in May or June)</p>

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<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>	Semester Evaluation Form (direct)	Rating of meets or exceeds on Semester Evaluation Form (diversity items)	100% of students met or exceeded expectations on items related to diversity (30/30)	DCT
	Placement Progress Report (direct)	Ratings of meets or exceeds on Placement evaluation (diversity items)	100% met or exceeded expectations on items related to diversity (15/15)	DCT
	Internship Evaluation (direct)	Ratings of acceptable performance on Internship evaluation (diversity items)	100% met or exceeded expectations on items related to diversity (mid-year evaluation) (7/7)	DCT Outcomes Assessment Meeting (annually in May or June)

<p>7. 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>Alumni Survey (#9: items on supervision)</p>	<p>All 4th year students (8/8) rated as meeting or exceeding expectations for consultation and supervision items.</p> <p>Alumni Survey being administered in Summer 2018</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>Alumni Survey being administered in Summer 2018</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>Alumni Survey being administered in Summer 2018</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. (30/30)</p> <p>Alumni Survey being administered in Summer 2018</p>	<p>DCT</p> <p>N/A</p> <p>Outcomes Assessment Meeting (annually in May or June)</p>

Part Two

The Psy.D. program was evaluated by our accrediting body (American Psychological Association) in the spring of 2016 and we were granted full accreditation with the next review scheduled for 2023 (we were given the maximum of 7 years before our next review). The program was found to be in compliance with all accreditation criteria and there was no request for additional information or follow-up (see attached accreditation letter).

Response to feedback on 2015-2016 assessment report. The feedback was largely positive with most ratings in the “mature” or “exemplary” categories. Comments included a suggestion that we omit course grades as an outcome measure, which we have done. We plan to develop rubrics (over the next year) to assess student performance on a key projects/ assignments in most core clinical courses and will include this information in our 2017-2018 report. We were asked what constitutes successful performance on a dissertation proposal and academic performance on student evaluations. In the case of dissertation progress, there are 9 items on our semester evaluation form. The last item (overall progress) is what we report in our outcomes in regard to progress on the dissertation. I have changed the wording in our Student Learning summary to refer to dissertation “progress” rather than dissertation proposal. Similarly, the semester evaluation form includes 12 items that pertain to academic performance, the “overall” academic performance (based on other 11 items) is reported in the annual outcomes.

What we have learned/focus for coming year: Overall, I believe that our program sets very high standards for our students and our students consistently meet those standards (i.e., 100% of our students have met all program objectives). Based on our current program objectives and outcomes, there is no ‘new’ information from the AY 2016 outcomes that would suggest a need for intervention. We are however in the process of developing modifications to our program objectives in order to be consistent with changes in APA accreditation criteria. Using rubrics for key assignments in our core clinical courses will allow us to evaluate subcomponents of major projects, such as writing skills, that may be an obstacle for some students. The information that has proven most useful in making changes/improvements to our program has come from indirect measures that are not part of our formal assessment, namely our Program Satisfaction Survey which is administered every two years. A comparison of student responses on the 2017 survey versus 2015 responses revealed a significant increase in means (indicating greater satisfaction) for 19/71 items (27%). In addition, means were above 4.0 (on a 5 point scale) for 65/71 items. Some areas in which 2017 results indicated increased satisfaction included diversity content in curriculum, opportunity to work with diverse clients, quality of supervision on placement, financial support for presenting research and satisfaction with research opportunities. These areas reflect changes made in the program (i.e., increased focus on diversity, increase in funding for student travel to present research) in response to the 2015 survey. There was only one item (focused on relationships between students) in which mean satisfaction significantly decreased from 2015 to 2017. We were aware of changes in student relationships (i.e., greater competitiveness among students than in the past) and scheduled a student/faculty group building activity in April of 2017 to address this concern. We will discuss additional interventions to improve student relationships at our Program Outcomes meeting on June 7, 2017. We will also revisit our curriculum mapping during this meeting which will help reinforce what concepts and skills are being covered in which courses and facilitate discussion regarding rubrics for key projects/assignments.

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

Degree Program: Psy.D. in Clinical Psychology Date: 01.16.18

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input 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 important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. Most are <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 checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and

				<p>offers evidence that students have sufficient opportunity to master the associated learning 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 type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</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"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input checked="" type="checkbox"/> Multiple measures were employed, and most 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 checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</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"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p>

				<input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input type="checkbox"/> Students generally are achieving the performance standards expected of them.	<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. <input checked="" 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. <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.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing	<input type="checkbox"/> The same faculty member is responsible for collecting and	<input type="checkbox"/> Multiple faculty members are engaged in collecting and	<input checked="" type="checkbox"/> All program faculty members are engaged in

	<p>individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p>analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p>analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input checked="" type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p>collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.</p> <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.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
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

The program has a solid assessment plan and a record of success that includes students' EPPP pass rates and its recent re-accreditation. For future reference, I will note that some of the outcomes (9, 10) are clearer than others (6, 8), but all address knowledge and skills that are important to the discipline. General information is provided to show that outcomes and measures are aligned, but you could provide clearer evidence that you are assessing students' ability to present and use statistics, for example, if you offered results pertinent to this specific area, rather than noting students passed the defense.

Students met all standards. But the program continues to look for means to improve, as it did by implementing student-faculty group building activities to address concerns revealed by the satisfaction survey. Future plans include modifying the program's objectives and curriculum map and devising additional rubrics. Thank you for sharing your 2017 Student Learning Summary Report!