

**Assurance of Student Learning  
2018-2019**

College of Education and Behavioral Sciences

Psychology Department

M.A. in Psychology, Clinical Concentration (092)

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1:**

Upon completion of this program, students will be able to accurately administer and score standardized, norm-referenced intelligence tests.

**Instrument 1** Direct: Checkout of administration

**Instrument 2** Direct: Final Assessment for each specific test.

**Instrument 3**

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

**Met**

Not Met

**Student Learning Outcome 2:**

Upon completion of this program, students will be able to display in a practice setting: knowledge of professional ethics, leadership ability, responsibility, and response to supervision (as MA practitioners must have a supervisor).

**Instrument 1** Direct: Supervisor at internship site will provide a rating on 7-point scale for each area.

**Instrument 2**

**Instrument 3**

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

**Not Met**

**Student Learning Outcome 3:**

Upon completion of this program, students will be able to demonstrate an adaptive, accurate and coordinated response to professional challenges displaying their professional knowledge, skills and thinking appropriate for the field.

**Instrument 1** Direct: Student report of employment related to behavioral health or being accepted by a doctoral program.

**Instrument 2**

**Instrument 3**

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

**Met**

Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**



**Student Learning Outcome 1**

<b>Student Learning Outcome</b>	Upon completion of this program, students will be able to accurately administer and score standardized, norm-referenced intelligence tests.		
<b>Measurement Instrument 1</b>	Students will complete three checkouts (direct observations of the student administering a standardized test and reviewing test booklets and videos of the client session for deviation from assessment requirements). Checkouts are designed to assess student’s mastery of test administration rules.		
<b>Criteria for Student Success</b>	The student must perform the tasks exactly as shown in the manual or the item is failed. They must pass the overall checkout at 90%.		
<b>Program Success Target for this Measurement</b>	95%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	All students in a cohort must complete three checkouts. Cohort size averages around 10. During the direct observation of student administration and scoring students will be presented with common administration and scoring issues (e.g., reversals, teaching items). Checkouts will be completed with a teaching assistant or faculty member enacting a “client” with a script to follow. They are scheduled at specified points in the semester. Errors in administration are recorded during the checkout or from video review after and scoring is checked by the instructor once the student turns in the test booklet. The rubrics contain proprietary information relating to the measures so I cannot share them but I can provide examples. Students are monitored on reading instructions exactly without additions or deletions, handling objects used in the test as per the standardization (e.g., showing a precise number of cubes with a particular design showing when apparently randomly shuffled), reciting numbers in a memory test at one per second, recording responses to vocabulary items precisely and scoring as the test progresses. Additional examples of the rubric include starting a test at the appropriate point for the client’s age and then stopping at the appropriate point based on scoring, querying the client as per the scoring manual when directed but not more than directed, summing all subtest scores correctly and using conversion tables to get the correct final scores. In addition the student is to be maintaining rapport with the client throughout.		
<b>Measurement Instrument 2</b>	Direct: Final Assessment for each specific test.		
<b>Criteria for Student Success</b>	Zero invalidating errors by the student. Overall score greater than 80%		
<b>Program Success Target for this Measurement</b>	95%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	All students in a cohort must go through this assessment. Cohort size averages around 10. The student completes their final assessment for a particular measure and turns in the video of the assessment and the test booklet and other materials. The materials are reviewed by the instructor. If there are any invalidating errors		

	the student must correct by repeating that portion of the assessment. Failure to remediate means failing the course. There is a limit on the number of repeats that are allowed.				
<b>Measurement Instrument 3</b>					
<b>Criteria for Student Success</b>					
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>			
<b>Methods</b>					
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>			<table border="1"> <tr> <td><b>Met</b></td> <td><b>Not Met</b></td> </tr> </table>	<b>Met</b>	<b>Not Met</b>
<b>Met</b>	<b>Not Met</b>				
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
As the students were successful changes anticipated will be fine-tuning the process before next semester and adapting to the Fall 2019 cohort as we learn about them.					
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
We will discuss student progress in this course during the 2019-2020 year and in later courses that use these skills and implement adjustments if needed.					

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	Upon completion of this program, students will be able to display in a practice setting: knowledge of professional ethics, leadership ability, responsibility, and response to supervision (as MA practitioners must have a supervisor).		
<b>Measurement Instrument 1</b>	Direct: Supervisors of the internship experience will rate the students on student knowledge of professional ethics, leadership ability, responsibility, and on response to supervision (4 areas).		
<b>Criteria for Student Success</b>	Students will receive a rating of 5 or better (above average) on the 7-point scales.		
<b>Program Success Target for this Measurement</b>	85% or better	<b>Percent of Program Achieving Target</b>	83%
<b>Methods</b>	All students on internship are assessed. The rating scale ranges from 1 (Poor) to 7 (Excellent) with 4 being Average. Supervisors are provided with a rating form and they complete the form at midterm and at the end of the internship. The ethics area has an overall item (used for ASL) but also 3 subitems for finer analysis if needed. Leadership is one overall rating. Responsibility is an overall rating (used for ASL) and 2 subitems. Response to supervision is also based on the overall item (used for ASL) and has 6 subitems for finer analysis. They have supervisors who directly monitor their behaviors at the internship site (working with clients, conducting assessments, working with colleagues). The ratings are done by the field supervisor and then discussed with the student and given to the internship coordinator.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>
			<b>Not Met</b>
<p>Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)            Five of 6 students earned 6s or 7s on the scale. The 6th scored 4s on all but leadership. On leadership the score was a 2. Our current steps appear to be working for the majority of students. The one outlier had a life history of high anxiety and while the person greatly improved during the onsite program it will take more time for that student to be comfortable in a leadership role.</p>			

<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
At the time of the next handbook revision (June) we will place more emphasis on personal mental health help and will also review the website for recommendations for those considering our program but who have mental health needs.

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Upon completion of this program, students will be able to demonstrate an adaptive, accurate and coordinated response to professional challenges, displaying their professional knowledge, skills and thinking appropriate for the field.		
<b>Measurement Instrument 1</b>	Direct: Student report of employment related to behavioral health or being accepted by a doctoral program.		
<b>Criteria for Student Success</b>	The students will obtain employment related to behavioral health or admission to a doctoral program.		
<b>Program Success Target for this Measurement</b>	70% of students will obtain employment within one year of completing their degree or will be in a doctoral program.	<b>Percent of Program Achieving Target</b>	67%
<b>Methods</b>	We strive to get information on every student. Typically students share their achievement with one of the faculty who then tell the Program Coordinator. If we do not hear we email and ask and/or check with their friends on what they are doing. As they typically ask for letters of recommendation we have that opportunity to discuss their plans so we have a basis for following up later.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	

<b>Methods</b>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
<p>Our goal of 70% was almost accomplished with a current state of 67% either working in behavioral health or a doctoral program. Of the 7 members of the 2016-17 cohort, (the group that has been out about a year) two continued in doctoral programs and two are working in behavioral health. Of the remaining three, two are delayed in finishing and one decided to go into Nutrition after she finished. We expect those two who are almost completed to continue into behavioral health, one is already working in the field.</p>		
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
<p>We will monitor the next cohort to see if they behave similarly. With small numbers just one student opting for a different direction can appear to make a large percentage difference. After that assessment we will decide on appropriate action.</p>		