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| **Assurance of Student Learning Report****2020-2021** |
| College of Education and Behavioral Sciences | *Psychology Department* |
| M.A. in Psychology, Clinical Concentration (092) |
| Program Director: Sally Kuhlenschmidt. Assessment Coordinator: Dennis George |

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| ***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: Final Competency Checkout for each specific test (WAIS and WISC). |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  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, diagnosis, interventions and intellectual assessment. |
| **Instrument 1** | Upon completion of this program, students will be able to display in a practice setting: knowledge of professional ethics, diagnosis, interventions and intellectual assessment. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[ ]  Met** | **[x]  Not Met** |
| **Student Learning Outcome 3:** |
| **Instrument 1** |  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check 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.)**  |
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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Upon completion of this program, students will be able to accurately administer and score standardized, norm-referenced intelligence tests. |
| **Measurement Instrument 1**  | Direct: Final Competency Checkout for each specific test (WAIS and WISC). The rubric was revised with a new instructor and the information in the new rubric is proprietary information, not to be released to the general public.  |
| **Criteria for Student Success** | Students must earn an 80% or better on the rubric (a checklist of administration tasks) to pass the competency checkout. The score is based on overall accuracy |
| **Program Success Target for this Measurement** | 100% of students in the program will have earned 80 out of 100 on the rubric. | **Percent of Program Achieving Target** | 100% of the cohort |
| **Methods**  | All students in a cohort (N=8) must take this course and pass this assessment. The student completes their final assessment for a particular measure (WAIS or WISC) and turns in the video of the assessment and the test booklet and other materials. The materials are scored by a GA and then by the instructor and disagreements between the two are discussed and resolved. Points are taken off for a variety of errors ranging from .5 for a judgement call to 5 points for an error that would invalidate the test scores.  |
| **Measurement Instrument 2** | Do you have other measures of assessment for SLO 1? If so, please add that here along with all the information below. If not, you may delete this section and move on to **“… whether the program met the goal Student Learning Outcome 1.”** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** | Do you have other measures of assessment for SLO 1? If so, please add that here along with all the information below. If not, you may delete this section and move on to **“… whether the program met the goal Student Learning Outcome 1.”** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| Based on last years assessment a more experienced experienced instructor was used and all students were successful and were more positive about the assessment experience.  |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| We are satisfied at the change in instructor and student learning and do not anticipate any changes for the future.  |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| We will next assess this outcome at the end of Fall 2022 in Psy 562. The measure will continue to be used but may get updated if a new test edition is released. Rick Grieve will provide the data on success of students.  |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | Upon completion of this program, students will be able to display in a practice setting: knowledge of professional ethics, diagnosis, interventions and intellectual assessment. |
| **Measurement Instrument 1** | Direct: At the end of their internship class, students will complete a comprehensive full-day exam covering these topics. |
| **Criteria for Student Success** | Students will earn an 80% on this comprehensive exam and at least 70% on each of the individual practice areas, demonstrating knowledge of APA’s code of ethics, the Diagnostic and Statistical Manual and interpretation of intelligence test results. |
| **Program Success Target for this Measurement** | 80% of students will earn at least an 80% on the exam and on no individual dimension will the average score across students be less than 65% | **Percent of Program Achieving Target** | On the overall test 66% (4 of 6) earned at least an 80%. On subtest items the same 66% earned an 80% except on intellectual assessment (78%) and research design (77%) but performance was still above the new criteria.  |
| **Methods**  | All students (100%) in the internship class complete the exam (N=7, missing data on 1 so N=6). They constitute the 2nd year cohort of students at the end of their coursework. The exam is given over the course of a single day and proctored by the instructor. The instructor was able to accommodate to COVID and retain this system for all but 1 student who was tested later due to illness. That student earned a 70% overall and was consistently 1 of the bottom 2 except for intellectual assessment. The other low performer has an undergraduate degree outside of psychology. I included this data in the set reported above so numbers may be an underestimate.  |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[ ]  Met** | **[x]  Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| The sample size is so small that interpretation is challenging, especially as one of the outliers had been sick and was tested in a different manner from the others. Last years intervention may have been effective as ethics was no longer the lowest area or it could be normal measurement error variation. If we accept the result then this measurement may be more useful in the aggregate to pick out those operating under a disadvantage. Action 1 is for the admissions committee to consider whether we focus on restricting access by changing criteria or stay more open to divergent backgrounds. We will discuss this during the next admissions cycle. As this is a philosophical position it will be influenced by the universities needs as well as program needs.  |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| The exam is administered every year in the internship course (the end of their 2-year program) so it will be assessed again by the course instructor in Spring 2022. If the committee decides to restrict admission then that will be implemented at the speed the Graduate School permits. We are also moving the MA program into alignment with the doctoral program in anticipation of a similar accreditation process when those standards are finalized. The software only permits one submission until it has passed all the way through the hierarchy so we have to hold revisions until we have all we anticipate needing to be done.  |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| The exam is administered every year in the internship course so it will be assessed again by the internship course instructor at the end of Spring, 2022 |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  |  |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods**  |  |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[ ]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
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