

## Program Assessment: Annual Report

Program(s): Clinical Psychology

Department: Psychology

College/School: Arts & Sciences

Date: 10-01-2020

Primary Assessment Contact: Jillon Vander Wal

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Outcomes 1-6

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

Course grades, competency rating forms, alumni survey, EPPP scores, and number of publications. Madrid does not have a Clinical Psychology Doctoral Program.

3. How did you analyze the assessment data? What was the process? Who was involved?

**NOTE: If you used rubrics as part of your analysis, please include them in an appendix.**

Course grades were collected from transcripts. Competency rating forms were completed by clinical and research advisors. The alumni survey was conducted and summarized by the Director of Clinical Training (DCT). The Examination for Professional Practice in Psychology (EPPP) scores were obtained from the Association of State and Provincial Psychology Boards (ASPPB). The number of publications was reported by students and verified by supervisors. The data were evaluated from a student development perspective at our biannual Student Development Meeting. The data were evaluated from a programmatic perspective (what are we doing well and what do we need to do differently) at our November Clinical Faculty Meeting.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

**NOTE: If necessary, include any tables, charts, or graphs in an appendix.**

Course grades: For the Fall 2019 semester, 28 of 29 students earned grades of B or better in required courses. For the Spring 2020 semester, 28 of 28 students earned grades of B or better in required courses.

Competency rating forms: For the Fall 2019 semester, 1 student failed to meet full competencies in the area of ethical/legal standards, 1 student failed to meet full competencies in the area of professional values, and 2 students failed to meet competencies in the area of communication. For the Spring 2020 semester, only 1 student failed to meet full competencies in the area of clinical interventions.

Alumni survey: Students rated their preparation in each of the areas assessed: Discipline of Psychology (Domain Specific Knowledge, DSK, which addresses research), Clinical Psychology (Professional Wide Competencies, PWCs, which addresses ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, intervention, assessment, supervision, and consultation/interprofessional skills). Scores of 3.60 or greater on a scale ranging from 1 to 5 were obtained (1 = poor; 5 = excellent). See Table 2: Alumni Survey.

Examination for Professional Practice in Psychology (EPPP): Our students once again had a 100% EPPP

passage rate. ASPPB corrected their previous statistics that they provided which showed our weakest area to be in research methods and statistics. Instead, relatively weaker areas of performance were in the social and cultural bases of behavior, growth and lifespan development, and assessment and diagnosis. See Table 3. Passage Rates for the Examination for Professional Practice in Psychology.

Publications. Students in the program published 29 peer reviewed publications this past academic year.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Our analysis hasn't identified significant areas for change. It is hard to interpret passage rates in the individual areas of the EPPP given that we are seeing some degree of fluctuation despite the absence of any curricular change. The area of lowest performance was in growth and lifespan development which was brought to the attention of the course instructor. Areas of perceived weakness on the alumni survey included individual and cultural diversity, research, and supervision/consultation. We believe the findings with regard to individual and cultural diversity and research reflect greater student awareness of and interest in these areas. Faculty in our department have been asked to work to infuse a greater amount of diversity-related research into their courses. We are unsure how to increase opportunities for research training and collaboration with faculty in the present environment. Concerns re supervision and consultation have been brought to the attention of the course instructor.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

We have not made any significant changes in our program that would impact outcomes. It is important to note that our program was up for re-accreditation with the Commission on Accreditation of the American Psychological Association with our self-study submitted in November of 2019. Our site visit, which was originally scheduled for April of 2020, has been post-poned with a projected reschedule date sometime in 2021. Thus, it is in our best interest to await their feedback.

***IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.***

**Table 1a. Number of Students Meeting Full Competency Definitions**

	<b>Competency Areas (operational definitions available upon request)</b>	<b>Fall 2019 n = 29</b>	<b>Spring 2020 n = 28</b>
1	Research	29	28
2	Ethical/Legal Issues	28	28
3	Individual/Cultural Diversity	29	28
4	Professional Values	28	28
5	Communication	27	28
6	Assessment	29	28
7	Interventions	29	27
8	Supervision	29	28

**Table 2. Alumni Survey**

Scale: 1, not at all, 2, a little, 3 somewhat, 4, quite a bit, 5, very well

n = 5; students who completed the program two years ago.

<b>Competency</b>	<b>M</b>	<b>SD</b>
1. How well did the program prepare you in the competency of research? Graduates are expected to demonstrate the ability to formulate research and other scholarly activities (e.g., literature reviews, case studies, program development), conduct research or other scholarly activities, and critically evaluate and disseminate research or other scholarly activity.	3.80	1.13
2. How well did the program prepare you in the competency of ethical and legal standards? Graduates are expected to be knowledgeable of and act in accordance with codes of conduct, laws, regulations, rules, policies, standards, and guidelines; recognize ethical dilemmas as they arise; apply ethical decision-making processes; and conduct themselves in an ethical manner.	4.60	0.51
3. How well did the program prepare you in the competency of individual and cultural diversity? Graduates are expected to understand how their own background/attitudes/biases may affect how they interact with others; be knowledgeable of diversity as it relates to all professional activities; integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; and demonstrate the ability to apply this knowledge to effectively working with others.	3.70	0.82
4. How well did the program prepare you in the competency of professional values and attitudes? Graduates are expected to behave in ways that reflect the values and attitudes of psychology, engage in self-reflection regarding one's personal and professional functioning, actively seek and demonstrate openness and responsiveness to feedback, and respond professionally in complex situations.	4.10	0.99
5. How well did the program prepare you in the competency of communication and interpersonal skills? Graduates are expected to	4.40	0.84

develop and maintain effective relationships; produce and comprehend oral, nonverbal, and written communications; demonstrate thorough grasp of professional language and concepts; and demonstrate effective interpersonal skills.		
6. How well did the program prepare you in the competency of assessment? Graduates are expected to select and apply assessment methods that draw from the best available empirical literature; interpret assessment results following current research and professional standards; and communicate the results and implications in an accurate, effective, and sensitive manner.	4.70	0.67
7. How well did the program prepare you in the competency of intervention? Graduates are expected to demonstrate competence in evidence-based interventions including the ability to establish and maintain effective relationships with service recipients; develop evidence-based treatment plans, implement interventions, conduct and apply information from literature searches, modify and adapt evidence-based approaches when an evidence base is lacking, and evaluate intervention effectiveness.	4.50	0.53
8. How well did the program prepare you in the competency of supervision? Graduates are expected to demonstrate knowledge of supervision models and practices.	3.60	0.84
9. How well did the program prepare you in the competency of consultation and interprofessional/interdisciplinary skills? Graduates are expected to demonstrate knowledge and respect for the roles and perspectives of other professions and demonstrate knowledge of consultation models and practices.	3.80	0.79

**Table 3. Passage Rates for the Examination for Professional Practice in Psychology**

Program	Number	Pass Rate	Biological Bases of Behavior	Cognitive-Affective Bases of Behavior	Social and Cultural Bases of Behavior	Growth and Lifespan Development	Assessment and Diagnosis	Treatment/Intervention	Research Methods and Statistics	Ethical/Legal/Professional Issues
2019	8	100%	84%	79%	72%	68%	71%	82%	81%	80%
2018	*	100%	83%	91%	95%	71%	86%	74%	83%	82%
2017	*	100%	71%	81%	82%	81%	82%	68%	81%	79%
Mean			79%	84%	83%	73%	80%	75%	82%	80%

- Indicates that the number of students was not available.