

## Program-Level Assessment: Annual Report

Program Name (no acronyms): Clinical Psychology

Department: Psychology

Degree or Certificate Level: Ph.D.

College/School: Arts & Sciences

Date (Month/Year): 09/08/2021

Assessment Contact: David Kaufman

In what year was the data upon which this report is based collected? 2020-2021

In what year was the program's assessment plan most recently reviewed/updated? 2018

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

1. Students will demonstrate Discipline Specific Knowledge (DSK) (categories 1-3) as defined by the American Psychological Association's Office of Accreditation.
2. Students will demonstrate the ability to apply knowledge of DSK category 4 as defined by the American Psychological Association's Office of Accreditation.
3. Students will meet or exceed expectations on the Profession Wide Competencies (PWCs) as defined by the American Psychological Association's Office of Accreditation.

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Course grades, competency rating forms, alumni survey, and number of publications.

Due to the COVID-19 pandemic, approximately half of our lecture-based courses were exclusively online in Fall 2020 and Spring 2021. In the Fall 2020 semester, four courses were offered as in-person flex courses (PSY 5030, PSY 5520, PSY 6550, PSY 6680), while four others were offered exclusively online (PSY 5080, PSY 5300, PSY 5790, PSY 6800). In the Spring 2021 semester, four courses were offered as in-person flex courses (PSY 5040, PSY 5610, PSY 6560, PSY 6880), while five others were offered exclusively online (PSY 5090, PSY 5120, PSY 5220, PSY 6030, PSY 6500). Courses reflecting direct clinical training experiences (e.g., Clinical Practicum, Clerkship in Clinical Psychology) tended to meet online for supervision, but many practica activities were performed in-person. No courses were offered at the Madrid campus or any other off-campus location.

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

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 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.

### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Course grades: For the Fall 2019 semester, 27 of 28 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 research and 2 students failed to meet full competencies in the area of professional values. For the Spring 2020 semester, 1 student failed to meet full competencies in the area of professional values.

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 3.0 or greater on a scale ranging from 1 to 5 were obtained (1 = poor; 5 = excellent). See Table 2: Alumni Survey.

Publications. Students in the program published 8 peer-reviewed publications this past academic year, while there were 15 non-peer reviewed publications (e.g., book chapters, abstracts, commentaries).

## 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

When compared to previous years, our students had significantly fewer peer-reviewed publications in 2020-21. The primary reason for this was that COVID-19 caused significant disruptions to research projects and also slowed down the peer-review process for journal publication. Other results suggest that shifting some of our course content online did not appear to negatively impact short-term learning outcomes. In terms of alumni survey results, graduates of our program indicate that they perceive their weakest clinical competency to fall in the category of supervision, which was not previously required by APA but is a new area that we are tracking.

## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Faculty in our department have discussed new strategies to promote innovative research activities that can be completed while COVID-19 continues to disrupt in-person research projects. Given recent surges in COVID-19 infections in the community, it is difficult increase opportunities for research training in the present environment. We are also exploring new ways to infuse clinical supervision training into our program.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

- |   |                                 |  |
|---|---------------------------------|--|
| Changes to the Curriculum or Pedagogies | • Course content                | • Course sequence  |
|   | • Teaching techniques           | • New courses  |
|   | • Improvements in technology    | • Deletion of courses                                    |
|   | • Prerequisites                 | • Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan          | • Student learning outcomes     | • Evaluation tools (e.g., rubrics)                       |
|   | • Artifacts of student learning | • Data collection methods                                |
|   | • Evaluation process            | • Frequency of data collection                           |

Please describe the actions you are taking as a result of these findings.

Faculty members continue to seek opportunities for externally funded research projects that will promote greater levels of research productivity for our students. We are having discussions as a faculty about the best practices for increasing the training of clinical supervision skills within our program.

If no changes are being made, please explain why.

**7. Closing the Loop: Review of Previous Assessment Findings and Changes**

**A.** What is at least one change your program has implemented in recent years as a result of assessment data?

Faculty in our department have been asked to work to infuse a greater amount of diversity-related research into their courses. We also shifted the timing of our required course in Human Diversity to the end of the second year, based on student interest in taking the course earlier in the curriculum.

**B.** How has this change/have these changes been assessed?

Students have provided favorable feedback in the form of a climate survey and end-of-semester course evaluations. More detailed assessment has not been performed yet.

**C.** What were the findings of the assessment?

Initial results are indicative of favorable impressions from students. No formal outcomes on student learning objectives are available yet.

**D.** How do you plan to (continue to) use this information moving forward?

Faculty will continue to assess this area of our program and evaluate long-term student outcomes (e.g., alumni survey results) in the future.

**IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.**

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

	<b>Competency Areas (operational definitions available upon request)</b>	<b>Fall 2020 n = 28</b>	<b>Spring 2021 n = 28</b>
1	Research	27	28
2	Ethical/Legal Issues	28	28
3	Individual/Cultural Diversity	28	28
4	Professional Values	26	27
5	Communication	28	28
6	Assessment	28	28
7	Interventions	28	28
8	Supervision	28	28

**Table 2. Alumni Survey**

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

n = 8; students who completed the program 2 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.	4.13	0.83
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.	4.65	0.52
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.	3.88	0.83
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.	4.13	1.36
5. How well did the program prepare you in the competency of communication and interpersonal skills? Graduates are expected to	4.25	1.04

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.	4.5	0.76
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.	4.25	0.71
8. How well did the program prepare you in the competency of supervision? Graduates are expected to demonstrate knowledge of supervision models and practices.	3.0	1.51
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.	3.88	0.83