SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s): Clinical Psychology

Department: Psychology

College/School: Arts & Sciences

Date: 06-29-2018

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 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 learning 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 the annual Clinical Faculty Retreat.

4. What did you learn from the data? <u>Summarize</u> the major findings of your analysis for each assessed outcome.
    NOTE: If necessary, include any tables, charts, or graphs in an appendix.

> Course grades: All students earned grades of B or better in required courses.
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> Competency rating forms: Three students failed to meet expected competencies: Two in A1: Professional Attitudes; Two in B9. Professional Development Skills. See Table 1: Competency Ratings January 2018.
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> 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 3.14 or greater on a scale ranging from 1 to 5 were obtained (1 = poor; 5 = excellent). See Table 2: Alumni Survey.
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> Examination for Professional Practice in Psychology (EPPP): As of the time of this report, ASPPB did not have the 2017 statistics available. We previously reported the 2016 statistics. However, they were able to provide us with combined statistics from 2015-2017. They show that 17 of our students took the EPPP and passed. The overall passing rate is a significant improvement over the last reporting period (2012-2015 had

a passage rate of 88.46%). Our weakest area was research methods and statistics with a passage rate of 74%. 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?

Overall, we felt that we are doing well. However, we are making the following modifications:

a. As indicated in our 2016 report, we re-crafted our Competency Rating Forms to better capture the developmental progression of skills from years 1 to 4 of our program. Years 1-2 generally map into the master's outcomes; years 3-4 generally map onto the doctoral level outcomes. They were piloted in January of 2018 and implemented in June of 2018. Next year's report will contain these statistics.

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?)*

Use of the Competency Rating Form has been very helpful in identifying areas in need of attention. We are excited about the use of our New Competency Rating Forms, but our summer student evaluations are usually completed in June/July of each summer which conflicts with filing of this report. The Alumni Survey also indicated a need to do better in the area of supervision models and practices.

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

Table 1a. Competency Ratings; Years 1-2 Generally Corresponding to Master's Level; January 2018 (n = 16)

	Competency Areas (operational definitions available upon request)	M	SD	# Meeting
A1.	Professional Attitudes	1.8	0.63	15
A2.	Core Knowledge	1.9	0.31	16
B1.	Relationship/Interpersonal Skills	1.75	0.42	16
B2.	Research Skills	2	0	16
B3.	Skills in the Application of Research	2	0	16
B4.	Psychological Assessment Skills	1.78	0.44	15
B5.	Intervention Skills	2	0	16
B6.	Consultation Skills/Interprofessional Collaborations	2	0	16
B7.	Diversity – Individual and Cultural Differences	2	0	16
B8.	Ethics	2	0	16
B9.	Professional Development Skills	1.625	0.74	15
C	Metaknowledge/Metacompetencies	1.9	0.31	16

Table 1b. Competency Ratings; Years 3-4; Generally Corresponding to Doctoral Level; January 2018 (n = 13)

	Competency Areas (operational definitions available upon request)	M	SD	# Meeting
A1.	Professional Attitudes	1.67	0.71	12
A2.	Core Knowledge	1.89	0.33	13
B1.	Relationship/Interpersonal Skills	1.5	0.53	13
B2.	Research Skills	1.56	0.53	13
B3.	Skills in the Application of Research	1.67	0.5	13
B4.	Psychological Assessment Skills	1.89	0.33	13
B5.	Intervention Skills	1.67	0.5	13
B6.	Consultation Skills/Interprofessional Collaborations	1.56	0.53	13
B7.	Diversity – Individual and Cultural Differences	1.44	0.53	13
B8.	Ethics	2	0	13
B9.	Professional Development Skills	1.67	0.66	12
C	Metaknowledge/Metacompetencies	1.67	0.43	13

Table 2. Alumni Survey

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

n = 14; students who completed the program in the past 3 years responding.

Competency	M	SD
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.	4.29	0.91
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.	4.71	0.61
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.	4.29	0.99
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.	4.86	0.36
5. How well did the program prepare you in the competency of communication and interpersonal skills? Graduates are expected to 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.	4.71	0.47
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.	4.64	0.50
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	4.43	0.51

intervention effectiveness.		
8. How well did the program prepare you in the competency of supervision? Graduates are expected to demonstrate knowledge of supervision models and practices.	3.14	1.23
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.	4.0	1.04

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
1/1/2012-1/31/2015	26	88.46	75.12	75.19	73.46	67.96	72.12	80.50	73.15	79.19
2/2/2015 – 12/31/2017	17	100	75.65	83.24	77.24	79.12	77.12	78.24	73.65	84.65