

ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2018-2019)

CURRENT YEAR - AY 2016-2017 (Year 4)

UNIT	COLLEGE OF ARTS AND SCIENCES
Department (if applicable)	PSYCHOLOGY
Degree/Program	Master of Arts
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Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to assessment@washburn.edu by **June 30** each year.

SECTION I

2016-2017 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Psychology received the university's "Assessment Achievement Award" with an associated \$500 prize, reflecting the great strides that we have made in program assessment. That said, we continue to work to achieve a rating of "target" for each area for both assessment rubrics.

Specific accomplishments:

For the first time, we collected data with the new MA Prospectus Evaluation rubric, which was used to provide students with feedback.

For the first time, we administered our new Graduate Student Exit Survey.

For the first time, during orientation, new graduate students received all MA assessment rubrics and the Graduate Student Exit Survey in the graduate student handbook, which was reviewed with them by the department chair.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Assessment Plan Evaluation Rubric Feedback

We were very proud to achieve a rating of "target" on all areas of the Assessment Plan Evaluation Rubric, with one exception. We were rated as developing for Stakeholder Involvement. We were asked to consider a broader group of external stakeholders. Action: The PY department chair will speak with several CAS

departments that have advisory boards to get a better understanding of how they work. The PY Department will then discuss developing an advisory board at a fall faculty meeting.

Annual Program Assessment Report Evaluation Rubric Feedback

Data Based Decision Making was rated as developing with a comment “seem to be still gathering data to evaluate curriculum/courses.” Action: It is true that we have been making many changes to our assessment practices in recent years (limiting the time frame for which data collection has been possible), and each of our graduate classes has an average of about 7 students (limiting the number of students available to complete any given assessment). Consequently, it will take several years before we have accumulated a reasonable dataset. That said, we have made some changes to our curriculum based, in part, on student feedback from our new Exit Survey. These changes will be described later in this report.

Communication with/between Faculty was rated as developing with a comment “More details re: how results are used (rather than just that they’re shared).” Action: Later in this report, I have made an effort to discuss how we have used what limited data we have to make some changes to our curriculum.

Communication with external constituents was rated as developing with a comment “Think more broadly about external stakeholders-alumni, advisory board, potential employers.” Action: The department chair will speak with several CAS departments that have advisory boards to get a better understanding of how they work. The PY Department will then discuss developing an advisory board at a fall faculty meeting.

Alignment, analysis, and improvement was rated as developing with a comment “Be sure to focus on improving curriculum in response to assessment data (as opposed to just the assessment plan itself).” Action: This comment seems to overlap with the others above regarding providing more explanation about how we have used data to improve our curriculum. Later in this report, I have made an effort to discuss how we have used what limited data we have to make some changes to our curriculum.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year’s report? *Cell will expand to accommodate your text.*

Yes (describe what and why below) No

2015-2016 Academic Year

Describe your program’s assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

We are encouraged that our assessment plan and report received much better reviews from the assessment committee relative to the past few years; however, we still needed to make improvements to meet our goal of being rated “target” in all areas.

Specific accomplishments:

We developed and collected data with rubrics for the capstone project (Empirically Supported Treatment [EST] Case Study or Master’s Thesis).

We have developed a rubric to collect data for an earlier time point for the master’s thesis. Specifically, a MA Prospectus Evaluation rubric has been developed. Data collection will begin with that instrument during the next academic year. Having two assessment time points will allow for more of a developmental approach to this assessment.

We have also made it a policy that the EST Case Study rubric will first be used by the student’s committee during his/her on-campus defense. It will then be used by the student’s supervisor when the student presents the project at the internship site for a grand rounds presentation. Having two assessment time points will allow for more of a developmental approach to this assessment.

The content of the MA Program Clinical Progress Form (rubric) was reviewed and revised during the past academic year. We are now using this updated version for data collection.

For the first time, during the past academic year, the MA Program Clinical Progress Form (rubric) was used in all courses that include a practicum (see Curriculum Map in Program Assessment Plan) in order to better assess knowledge and skill development across the curriculum.

We have developed a Graduate Student Exit Survey. We will administer this survey for the first time during the upcoming academic year.

All rubrics and the Graduate Student Exit Survey are now included in the graduate student handbook, which is distributed to new graduate students on the Thursday before classes start. It is reviewed with them by the department chair.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Assessment Plan Evaluation Rubric Feedback

Recommendation: May wish to drop the "competently" execute and just "execute" unless you have a defined measure of competency. Action: We dropped the word "competently" from the relevant PSLO.

Curriculum Progression Question: PSLO 1 – only assessed once during program of study? Action: We have two capstone options. For the thesis option, student will now be evaluated twice: first by their committee at the prospectus defense and later by their committee at the final thesis defense. A new rubric has been developed for the prospectus defense and placed in the rubric folder. For the EST case study option, students will now be evaluated twice: first by their committee at the prospectus defense and later by their internship site supervisor when they present their case at ground rounds at their internship site.

Direct/Indirect Assessment Measures Comment: No indirect measures identified for any PSLO. Possibilities are alumni/employer survey, graduate exit survey, internship evaluations. Action: We have developed a graduate exit survey which includes objective and open-ended questions about each PSLO. The survey has been placed in the rubrics folder.

Data Collection Calendar Comment: It appears that data is being collected each semester for PSLO 2,3,4 and yearly for PSLO 1. Why is "O" for Other used and not "S" for semester or "Y" for yearly? This needs clarification or to be corrected. Action: This correction was made to our Assessment Plan. We noted that data for our new graduate exit survey will be collected yearly.

Stakeholder Involvement: Consider including employers (internship) and students, especially graduates, as part of stakeholder group. Action: The Stakeholder section of the assessment plan was modified to clarify that we do include internship supervisor feedback on our students as part of our continuous improvement process (as formally assessed through performance evaluations using the MA Program Clinical Progress Form but also informally through site visits). We have also clarified that our internship sites represent, by far, the places most likely to employ our students; hence, internship site feedback does represent feedback from employers. Additionally, with the newly developed Graduate Exit Survey, students will now have a formal way to provide feedback to assist with the continuous improvement process.

Annual Program Assessment Report Evaluation Rubric Feedback

Communication with students comment: Great progress. Would suggest expanding future communication with students by providing all rubrics with assignments. Action: All MA Assessment Rubrics and the Graduate Student Assessment Rubrics are included in the graduate student handbook. This handbook is given to new graduate students the Thursday before classes start, and its contents are reviewed orally by the department chair. Students are given the opportunity to ask questions. Students are referred back to their handbook to the relevant assessment form for each class in which that form is used.

Communication with external constituents comment: Good explanation within report on communication with internship sites. Would recommend including graduates. Action: A Graduate Student Exit Survey has been developed. It will be administered for the first time during the 2016-2017 academic year.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test

Yes (describe what and why below) No

These changes and their rationale are described in the responses to the previous question.

2014-2015 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

We set the following goals last year:

1. If the Program Assessment Plan again receives negative reviews, additional efforts will be made to revise it to bring it up to standards.
2. Rubric development:
 - A. Rubrics for the capstone experience (Empirically Supported Case Study or Master's Thesis) need to be developed.
 - B. Data has been collected from internship supervisors for many years with the MA Program Clinical Progress Form. However, this year, data collection with this form will extend to all courses that include a practicum (see Curriculum Map in Program Assessment Plan) in order to better assess knowledge and skill development across the curriculum. Furthermore, the content of the MA Program Clinical Progress Form has not been reviewed in many years. The clinical faculty will review and revise this form during the upcoming academic year.

Outcomes:

1. Our assessment plan received much better reviews, but we learned that we still needed to make improvements. In the next section, I review our continuing efforts to improve our assessment practices.
2. We developed two new rubrics (MA EST Case Study Evaluation; MA Thesis Evaluation), which can be found in our Rubrics folder on the Assessment Drive under Psychology. We also revised our MA Clinical Progress Form, which can be found in the same folder. Development of these forms took longer than expected. Hence, data collection with these forms was moved to be a goal for the upcoming academic year.

Status of and changes to our MA assessment practices:

1. *Program Mission Statement.* The mission was rated as articulating with the University Mission Statement and as identifying student learning as central. It was also noted that it agrees with the most current University Catalog. Hence, no changes were made.
2. *PSLO articulate measurable outcomes.* This item was rated as "developing," and it was noted that "PSLO 3 is not measurable - how is "understand" measured." In response to this feedback, PSLO 3 was reworded as follows: Competently execute empirically-based therapy techniques and incorporate sensitivity to individual client characteristics and contextual factors in their implementation.
3. *PSLO are formulated to express discipline specific knowledge.* This item was rated as "target." Hence, no changes were made.
4. *Number of PSLO is limited and/or appropriate for the program and level (graduate v. undergraduate) of learning.* This item was rated as "target." Hence, no changes were made.
5. *Curriculum Map.* This item was rated as "target." Some changes were made because some courses in our curriculum changed, so the updated course titles and numbers are now included in the curriculum map.
6. *PSLO linked with specific required courses for major.* This item was rated as "target." Hence, no changes were made.
7. *Feedback loop.* This item was rated as "developing." No comments were made, but the operational definition of this rating reads as follows: PSLO are measured but developmental acquisition of skills and knowledge is not appropriate. For many years, we have assessed the skill level of our graduate students by having their internship supervisor (who is at an external agency in the community) make ratings on our rubric entitled "MA Program Clinical

Progress Form” at four different times during their final year in the program (this rubric assesses PLO 2, 3, and 4). As the rubric indicates, students and supervisors must sign the form to indicate that students received feedback about their skills. In this way, our students’ skills are measured four times as they approach graduation, and they receive direct verbal and written feedback from the supervisor making the ratings. This year, we revised the form to better map onto PSLO 2, 3 and 4; the revised form has been added to the Program or Course Rubrics file in the Assessment folder for Psychology. Beginning during the next academic year, in addition to being administered during students’ final year four times by their internship supervisor, student will have the same form completed at the conclusion of each practicum course (PY 515, PY 534, PY 590, PY 591, PY 547, PY 551). Faculty will meet with students individually at the end of the semester to review the form and ratings; both parties will sign the form. Therefore, student will now be rated on their skills a total of 10 times prior to graduation; students are enrolled in either a practicum course or internship course during every semester in the program. We believe that we now provide students with sufficient opportunity to learn and develop increasing sophistication with respect to these three outcomes. With regard to PSLO 1, which is an assessment of our students’ capstone experience, we now have created two rubrics, one for each of our capstone options. Each capstone option involves submitting a written document one week in advance of an oral defense before three faculty. The student’s capstone mentor will review the rubrics with the student after the oral defense. If the committee continues to see this area as developing, specific comments about what is necessary to advance to “target” would be most appreciated.

8. *Assessment Plan specifically identifies how each outcome will be assessed.* This item was rated as “target.” Hence, no changes were made.
9. *Direct/Indirect.* This item was rated as developing and the comments stated 1) “Given the nature of the discipline, employer feedback would seem and appropriate and useful indirect assessment” and 2) “Alumni survey/feedback?” With regard to the first comment, our students are largely hired by our current internship sites or go on to a doctoral program. Therefore, our current direct assessment of our intern performance does provide us with feedback from employers. It is not particularly realistic to get feedback from doctoral programs because our students go to different programs all over the country; it would be rare to have two students at the same doctoral program within the same 10 year period. With regard to the second comment, we have not had an alumni survey. However, we have added a section for student comments on the MA Program Clinical Progress Form.
10. *Acceptable Program PSLO Achievement Level.* This item was rated as “developing.” There were no comments, but this item is operationalized as “some PSLO have explicit achievement levels stated.” We have reworded the language used in the area of the MA Assessment Plan related to PLSO Threshold. If this area is still considered developing, specific suggestions for improvement would be appreciated.
11. *Data collected reflecting performance of major’s within the program.* This item was rated as “developing.” There were no comments, but this item is operationalized as “assessments are collected but calendar is not clearly linked to the curriculum.” We have expanded the level of detail in our data collection calendar in our MA Assessment Plan. If this area is still considered developing, specific suggestions for improvement would be appreciated.
12. *Sustainable multi-year Assessment Plan is in a place that identifies when assessment will take place (Assessment Calendar).* This item was rated as “target.” Hence, no changes were made.
13. *Data considered or analyzed.* All Psychology Department faculty discussed MA assessment procedures and results at the May 2015 summer retreat. The clinical faculty, who teach the majority of courses in the program, met monthly during the 2014-2015 academic year and discussed, among other things, assessment results and were largely responsible for the changes reflected in this report (some changes reflect efforts from the summer retreat with the whole faculty). This procedure will be followed for the next academic year and subsequent ones as well. Although we were rated “developing” in this area, we believe that we have a “clear and productive mechanism for analysis and reflection resulting in appropriate opportunities for continuous improvement.” We believe our rating of “developing” may have been the result of poor communication about our procedures and have updated the Stakeholder Involvement section of the MA Assessment Plan accordingly. However, if this area is still considered developing, specific suggestions for improvement would be appreciated.
14. *Stakeholder Involvement.* This items was rated as “beginning” and no comments were made to elaborate or make recommendations. We believe that the whole Psychology faculty are involved in continuous improvement, as described in item 13 above. We also believe that we adequately receive input from our internship supervisors in the community, who are also, by far, the biggest employers of our students upon graduation (see items 7 and 9 above). Arguably, we could pursue feedback from alumni, but have not done so to date. More guidance on this item would help us move forward in our efforts to improve our assessment practices.
15. *The plan is examined and revised as necessary. The results of the review are shared with stakeholders.* This item was rated as “observed,” and no changes were made.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

These areas have been discussed in detail in response to the previous question.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your text

Yes (describe what and why below) No

The changes have been discussed in detail in response to the first question.

2013-2014 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

According to the Assessment Committee, the annual report submitted last year had multiple problems, largely stemming from the Psychology Department's approach to assessing outcomes for the Master of Arts program. Steps were taken to address these concerns, and additional changes will be made as needed in response to the feedback on the report submitted this year. Changes are detailed in the next section.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

The following changes were made in response to last year's report:

1. No problems were observed with the Mission Statement, and no changes were made.
2. The Program Student Learning Outcomes (PSLOs) were rated as "initial" by the committee. Comments suggested that the PSLOs needed to be revised to reflect discipline specific skills and knowledge. All PSLOs were deleted, and new PSLOs were developed. See the new PSLOs in the next section.
3. Measures were rated as "initial" or "not observed." All PSLO measures were deleted, and new measures will be used. Student clinical skills will be rated after each practicum course and during internship using a rubric that assesses clinical skills and professionalism (MA Student Progress Form). Students' ability to apply discipline-specific knowledge will be assessed using one of two different rubrics, depending upon which capstone experience they choose. These measures tied to the capstone experience are still under development.
4. Alignment and curriculum map were rated as "not observed." The Program Assessment Plan now clearly indicates when each PSLO is taught and assessed throughout the curriculum.
5. Data collection and analysis were rated as "initial." In the Data Collection and Analysis Calendar, the Program Assessment Plan now clearly indicates that data will be collected yearly and analyzed every 2 years.
6. Data Based Decision Making was rated at "emerging." All Psychology Department faculty will discuss assessment procedures and results annually. The clinical faculty, who teach the majority of courses in the program, meet at least monthly during the academic year. During these meetings, steps are taken to implement assessment changes agreed upon by the entire department, and proposals for additional assessment changes are created to bring forward to the entire department for discussion and possible approval.
7. Communication with Stakeholders was rated as "initial/emerging." All students have copies of the clinical rubric (MA Student Progress Form) used for assessment. It is incorporated in the graduate student handbook. Students must also sign the form after it is completed by their clinical supervisor in order to indicate that it has been reviewed with them. The rubrics for the capstone projects are still in development and will be added to the graduate student handbook when completed. The capstone rubrics will be developed with input from the entire department. Students will review the completed forms with their capstone mentor. Student performance on assessment measures is discussed among faculty at a meeting at the end of the academic year.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?

Yes (describe what and why below) No

Other than the Mission Statement, the Program Assessment Plan was completely revised in response to the Assessment Committee's comments.

SECTION II

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2016-2017 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.).
<p>PSLO # <u>1</u> Clearly articulate the application of the peer-reviewed literature to a specific issue or situation relevant to psychology.</p>	<p>Direct: Project Evaluation</p>	<p>93% of students (14) were rated as having successfully completed their master's thesis or empirically supported case study based on receiving a passing score on the rubric item giving an overall rating for the project from at least two faculty.</p> <p>Students are just below our threshold of success of 95%. Notably, the one student who failed is a lingering student who started the program over 10 years ago.</p>	<p>Students receive feedback from their EST case study chair/MA thesis chair with regard to the evaluation of their project with the rubric.</p> <p>Faculty receive feedback when this report and supporting data are shared via email upon submission to the committee.</p> <p>Some graduate student feedback (i.e., Graduate Exit Survey) was considered in our discussion of the MA curriculum at our summer retreat.</p>
	<p>Indirect: Graduate Exit Survey</p>	<p>100% of graduating students (4) rated themselves as "very prepared" or "extremely prepared" on item 1a (Please rate the extent to which you feel prepared to apply the peer-reviewed literature to a specific issue or situation relevant to psychology).</p> <p>Students are currently exceeding our threshold of success of 80%</p>	

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Our initial data relating to PSLO #1 suggests that we are meeting our program goals.

Despite having very positive quantitative ratings of our program, the graduate students completing the Exit Survey did have some helpful suggestions for improvement. Here is a comment from one of the graduate students completing the Exit Survey (and two other students made similar comments): "I believe the child techniques course should be moved to second year, instead of third. It has been a TON of work -- especially since we are putting in so many hours on internship. In addition, I think it would be helpful to restructure the course to make it similar to the structure of Techniques I and II... the next clinic director should place a greater emphasis on recruiting children and adolescents to the clinic." The faculty concur with these sentiments. Some of these changes were implemented during the most recent academic year (i.e., taking the child techniques course as a second year student). Some of these changes will be implemented next year (i.e., the child techniques course will include checkouts and, hopefully, at least 2 child cases per student in our Psychological Services Center).

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

We will be making plans to develop some sort of advisory board in the upcoming academic year.

2015-2016 Academic Year

Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
<p>PSLO #2 Evaluate, administer, and interpret psychological assessments.</p>	<p>Direct: Performance Assessment by Clinical Supervisor on the MA Program Clinical Progress Form (rubric).</p>	<p>100% of students were rated as average or better on all items for their final evaluation on internship for questions in the assessment section of the rubric.</p> <p>Students are currently exceeding our threshold of success of 95%.</p>	<p>Students receive direct feedback from their internship supervisor and practicum supervisors on their performance on the MA Program Clinical Progress Form. Both supervisors and students must sign the MA Program Clinical Progress form to show that it has been discussed. The performance of each student on this form is shared at a meeting of all faculty at the end of each semester.</p>
<p>PSLO #3 Execute empirically-based therapy techniques and incorporate sensitivity to individual client characteristics and contextual factors in their implementation.</p>	<p>Direct: Performance Assessment by Clinical Supervisor on the MA Program Clinical Progress Form (rubric).</p>	<p>100% of students were rated as average or better on all items for their final evaluation on internship for questions in the therapy section of the rubric.</p> <p>Students are currently exceeding our threshold of success of 95%.</p>	

<p>PSLO #4 Engage in ethical practice, utilize supervision and consultation appropriately, and carry out responsibilities professionally.</p>	<p>Direct: Performance Assessment by Clinical Supervisor on the MA Program Clinical Progress Form (rubric).</p>	<p>100% of students were rated as average or better on all items for their final evaluation on internship for questions in the training, ethics, and professional role section of the rubric.</p> <p>Students are currently exceeding our threshold of success of 95%.</p>	
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Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Given that we revised the MA Program Clinical Progress form, we are reporting the only data that we have available at this time, which is for the most recent academic year. Our initial data suggest that students are achieving these learning outcomes. We will have more confidence in our data when we have a sample size considerably larger than our current sample ($N = 9$).

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

Students receive direct feedback from their internship supervisor and practicum supervisors on their performance on the MA Program Clinical Progress Form. The performance of each student on this form is shared at a meeting of all faculty at the end of each semester. Internship supervisors are obviously aware of the performance of any students under their supervision.

2014-2015 Academic Year

<p>Program Student Learning Outcomes Analyzed and Reported for Current Year</p>	<p>List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive</p>	<p>Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive</p>	<p>Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)</p>
<p>PSLO # 1 Clearly articulate the application of the peer-reviewed literature to a specific issue or situation relevant to psychology.</p>	<p>Direct: MA Thesis Evaluation Rubric MA EST Case Study Evaluation Rubric</p>	<p>No student opted to complete the EST Case Study Caption option this year.</p> <p>Six students did complete a master’s thesis.</p> <p>However, this year, we worked on developing the rubrics for the MA Thesis and MA EST Case Study. We did have them ready in time to implement them. The rubrics will be used next year. Consequently, the 2015-2016 academic year will be our</p>	<p>After the defense, students receive feedback from their thesis chair on their oral defense and the document. Students must then incorporate the committee’s revisions into their written document. Beginning next year, this feedback will be facilitated by the written rubric.</p>

		<p>first year for data collected with a rubric.</p> <p>All six graduating MA students did successfully orally defend their written document. Presumably they would have been given an overall rating of “pass” on the rubric, meeting the threshold standard for this PSLO.</p>	
<p>Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.</p>			
<p>The main implication is that the culture of the graduate program now has to change such that both faculty and graduate students become accustomed to regularly using rubrics to assess and understand the quality of capstone projects. This transition should be facilitated by the fact that faculty and students have been using rubrics in association with capstone projects in our undergraduate program for many years. Two years from now, when this PSLO is due for analysis and reporting again, we will be able to discuss whether what we have learned from the rubrics suggest that program changes need to be made.</p>			
<p>Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.</p>			
<p>These rubrics are being added to the Graduate Student Survival Guide (handbook) so that students better understand expectations. Additionally, although it is relevant to the other three SLOs, a Revised MA Clinical Progress form is also being added to the Graduate Student Survival Guide for the next class of graduate students. This form will also be added to our Psychological Services Clinic handbook for our graduate students. Additionally, faculty teaching practicum courses and community internship supervisors will be given and asked to use this new form during the upcoming academic year.</p>			

2013-2014 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
PSLO #1 Clearly articulate the application of the peer-reviewed literature to a specific issue or situation relevant to psychology.	Direct: Rubrics to score the two capstone options are still under development.	This PSLO is not scheduled to be analyzed this year. Data collection for this PSLO will begin this academic year.	Students receive feedback from their capstone chair. This feedback will include reviewing the rubrics completed by other faculty. Data on student performance will be shared annually with the faculty.
PSLO #2 Evaluate, administer, and interpret psychological assessments.	Direct: MA Program Clinical Progress Form	See data in the assessment subfolder on the shared drive. 100% of students were rated as average or better on all items on their final evaluation on internship for questions in the assessment section of the rubric (the assessment items	Students receive direct feedback from their internship supervisor. They indicate that the ratings that they received were discussed with them by signing the MA Program Clinical Progress form. The final performance of each student on this form is shared at a faculty meeting at the end of the year.

		were not applicable for the internship experience of 1 of the 7 students). Student performance exceeded the threshold of 95% set in the department's Program Assessment Plan.	
<p>PSLO #3 Execute empirically-based therapy techniques and incorporate sensitivity to individual client characteristics and contextual factors in their implementation.</p>	<p>Direct: MA Program Clinical Progress Form</p>	<p>See data in the assessment subfolder on the shared drive. 100% of students were rated as average or better on all items on their final evaluation on internship for questions in the therapy section of the rubric. Student performance exceeded the threshold of 95% set in the department's Program Assessment Plan.</p>	<p>Students receive direct feedback from their internship supervisor. They indicate that the ratings that they received were discussed with them by signing the MA Program Clinical Progress form. The final performance of each student on this form is shared at a faculty meeting at the end of the year.</p>
<p>PSLO #4 Engage in ethical practice, utilize supervision and consultation appropriately, and carry out responsibilities professionally.</p>	<p>Direct: MA Program Clinical Progress Form</p>	<p>See data in the assessment subfolder on the shared drive. 100% of students were rated as average or better on all items on their final evaluation on internship for questions in the training and professional roles section and the consultation section of the rubric. Student performance exceeded the threshold of 95% set in the department's Program Assessment Plan.</p>	<p>Students receive direct feedback from their internship supervisor. They indicate that the ratings that they received were discussed with them by signing the MA Program Clinical Progress form. The final performance of each student on this form is shared at a faculty meeting at the end of the year.</p>
<p>Describe how faculty members were involved in using assessment data to improve student learning.</p>			
<p>During the past year, the Psychology Department focused on getting our approach to assessment up to the Assessment Committee's standards rather than revising the curriculum in response to assessment data. Given that the previous PSLOs and measures were unacceptable, it made sense to focus on bringing our approach to assessment up to standards. We will examine the data that we collect using our new approach in future years according to our Program Assessment Plan.</p>			
<p>Describe how stakeholders are engaged in your assessment plan and process.</p>			
<p>The final performance of each student on the MA Program Clinical Progress Form is shared at a faculty meeting at the end of the year. The clinical faculty, who teach the majority of courses in the program and who most closely monitor student progress during internship, meet at least monthly during the academic year. During these meetings, steps are taken to implement assessment changes agreed upon by the entire department, and proposals for additional assessment changes are created to bring forward to the entire department for discussion and possible approval. The status of assessment is discussed periodically at Psychology Department faculty meetings and is an agenda item for the end of the year Psychology Department retreat.</p>			

SECTION III

2016-2017 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

For PSLO #1, which addresses the capstone project, all four of our graduating students presented their research at the annual meeting of the Southwestern Psychological Association in March 2017 in Houston, TX. The previous year, 6 students presented their thesis research at a conference off-campus, and three students presented their EST Case studies in a public forum at their internship site.

For the remaining PSLOs, the PY MA has always required an internship experience in which students work 20 hours each week providing psychological services under the supervision of a licensed psychologist or licensed master's level psychologist.

2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

The PY MA has always required an internship experience in which students work 20 hours each week providing psychological services under the supervision of a licensed psychologist or licensed master's level psychologist.

2014-2015 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

For PSLO #1, which addresses the capstone project, students are now required to also submit the project to external peer-review. Consequently, five out of our six graduating MA students presented their research at the annual meeting of the Southwestern Psychological Association in April 2015 in Wichita, KS (the sixth student came in under a graduate handbook that did not require the project to be submitted somewhere for external review). For the remaining three PSLOs, the PY MA has always required an internship experience in which students work 20 hours each week providing psychological services under the supervision of a licensed psychologist or licensed master's level psychologist.

2013-2014 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

The PY MA has always required an internship experience in which students work 20 hours each week providing psychological services under the supervision of a licensed psychologist or licensed master's level psychologist.

SECTION IV

2016-2017 Academic Year

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

We will continue to work toward the MA program's approach to assessment being rated as "target" in all areas by the assessment committee. Consistent with this goal, we will be making plans to develop some sort of advisory board in the upcoming academic year.

2015-2016 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Our goals are similar to those from last year.

Our first goal is to continue to work toward the MA program's approach to assessment being rated as "target" in all areas by the assessment committee.

Our second goal is to implement all MA rubrics and the Graduate Student Exit Student Exit Survey. Like last year, we will discuss the extent to which we are satisfied with these rubrics and the Graduate Student Exit Survey and then make changes as necessary.

2014-2015 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Our first goal is to continue to work toward the MA program's approach to assessment being rated as "target" in all areas by the assessment committee.

Our second goal is to implement all of the new rubrics created this year. During and at the end of the year, we will discuss the extent to which we are satisfied with these rubrics and then make changes as necessary.

2014-2015 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

If the Program Assessment Plan again receives negative reviews, additional efforts will be made to revise it to bring it up to standards. Rubrics for the capstone experience (Empirically Supported Case Study or Master's Thesis) need to be developed. Data has been collected from internship supervisors for many years with the MA Program Clinical Progress Form. However, this year, data collection with this form will extend to all courses that include a practicum (see Curriculum Map in Program Assessment Plan) in order to better assess knowledge and skill development across the curriculum. Furthermore, the content of the MA Program Clinical Progress Form has not been reviewed in many years. The clinical faculty will review and revise this form during the upcoming academic year.

Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.