

Assessment Cycle

Academic Year 2017-2018

Program – Psychology-Clinical Psychology (M.S.)

College: Gallaspy College of Education and Human Development

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Date: May 28, 2018

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Date: June 8, 2018

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military

Department of Psychology Mission. The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training experiences. These activities are designed to foster

professionalism and prepare students for graduate education and/or immediate employment and service in the community.

Clinical Psychology Program Mission Statement: The mission of the clinical psychology graduate program is to educate students in the science and practice of clinical psychology so that they may develop into knowledgeable professionals who are intelligent consumers of research and competent and ethical providers of psychological services.

Methodology: The assessment process for the MS in Clinical Psychology program is as follows:

- (1) Data from assessment tools are collected and returned to the program coordinator;
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes;
- (3) Results from the assessment will be discussed with the program faculty;
- (4) Individual meetings will be held with faculty teaching core graduate courses if required;
- (5) The Program Coordinator, in consultation with the Clinical Psychology Graduate Council, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. Students will know and utilize the theories, techniques, and outcomes of major approaches to psychotherapy.

Course Map: PSYC 5200: Theories of Psychotherapy
PSYC 5260: Practicum I: Psychotherapy and Intervention

Measure: 1.1. (Direct – knowledge)

On an annual basis, students are administered a preliminary exam during orientation, before the start of the program, to establish a baseline of knowledge. The exam covers the same four areas, including theories, which are covered by the program's comprehensive exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score was expected.

Each student enrolled in PSYC 5200, a required course for Clinical Psychology graduate students, was administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and

designed to evaluate the students' foundational knowledge of the theories of psychotherapy. The goal was for 80% of students to achieve a composite score of 70%. These scores were also be compared to the preliminary exam scores with an anticipated positive change.

Finding: The goal was met with 100% of the graduate students earning a minimum score of 70% on the comprehensive test. In addition, the scores for the comprehensive test were significantly higher than the scores for the pre-comp exam, which is in the desired direction.

Analysis: In AY 2016-2017, 7 of 8 students achieved over 70% on the comprehensive exam, with a range of 62.22 to 88.89 and $M = 79.44$, $SD = 71.60$. For the pre-comp exam, the scores ranged from 52 to 84 with $M = 69.5$, $SD = 123.14$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(7) = -2.04$, $p = .04$, 1-tailed. It was determined that the evidence for this SLO was in the desired direction; The plan of action for AY 2017-2018 was to make the scores the most comparable by selecting a sample of 25 items considered to be the most representative. Those items were to be used on both exams so that only those items were used to make a direct comparison to evaluate the objective for future assessments.

For AY 2017-2018, all nine students achieved over 70% on the comprehensive exam, with a range of 71.67 to 95% and $M = 85.93$, $SD = 6.57$. For the pre-comp exam, the scores ranged from 52 to 76 with $M = 60.89$, $SD = 84.54$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(7) = -7.64$, $p < .05$, 1-tailed.

The results are favorable for students' knowledge of theories of psychotherapy from the pre-comp to the comprehensive exam as well as the comparison between the two academic years. This is evidence of improvement in the desired direction for the SLO. The improvement is the result of two changes based on last year's plan: a) a direct comparison of assessment items between the two measurements; and b) the instructor reviewed the items and selected 25 items considered to be representative of the breadth of knowledge in this area.

Action - Decision or Recommendation: The improvement in grades from AY 2016-2017 to AY 2017-2018 supports the improvements in assessment of this SLO that includes items that are considered representative of students' foundational knowledge of the theories of psychotherapy and that are consistent between pre-comprehensive exam and comprehensive exams. Last year, the improvements were focused on the assessment of the SLO. Based on the improved student knowledge demonstrated in these results, however, the instructor will now review the items to guide areas of instruction (e.g., specific theories) that need to be enhanced and to insure that course content and assignments are consistent with this SLO.

Measure: 1.2. (Direct – Skill/Ability)

At the end of the semester, students enrolled in PSYC 5260, a required course for Clinical Psychology students, were evaluated by their supervisors on their knowledge and use of theoretical and scientific approaches to psychological treatment, including evidence-based practice. The goal was for 90% of enrolled students to demonstrate a fundamental knowledge by scoring 80% or higher on the evaluation.

Finding: The goal was met with 100% of students earning 100% on use and knowledge of theoretical and scientific approaches.

Analysis: For AY 2016-2017, the sample size was small with only three students. Each student was given a 5 out of 5 on the rating scale for utilizing techniques and theory. Since there were only three students and there was only one “all-inclusive” question on the rating form that addressed this area, it was believed that the students’ performance was possibly overestimated. The goal was to modify the measure to clearly assess the students’ knowledge and application of theoretical approaches and their appropriate use of empirically supported techniques.

For AY 2017-2018, all nine students (100%) received a rating of at least 80% with their ratings ranged from 4 to 5, with $M = 4.625$ for their knowledge and use of theoretical and scientific approach to psychological treatment. Given that the number of students significantly increased between the academic years, these results are evidence of improvement in the desired direction for this SLO. These results are largely because instead of focusing on assessment as planned, practicum changes included a greater emphasis on the discussion and use of theory and evidenced-based techniques with the students based on last year’s results.

Action - Decision or Recommendation: The consistently high supervisor evaluations from AY 2016-2017 to AY 2017-2018 supports the students’ demonstrated knowledge and skill of theoretical approaches and techniques and therefore meets the SLO expectations. However, the same one-item assessment is still used to assess this SLO. The goal for 2018-2019 is to select and implement an assessment that captures all areas of practicum so that more than one question is used to assess the students’ knowledge *and* application of theoretical approaches *and* their appropriate use of empirically supported techniques.

SLO 2. Demonstrate understanding of research, theory, and methods of clinical practice, including assessment, diagnosis, and intervention of normal versus dysfunctional development and psychopathology.

Course Map: PSYC 5300: Intellectual Assessment
PSYC 5320: Personality Assessment
PSYC 5750: Psychopathology
PSYC 5260: Practicum I: Psychotherapy and Intervention

Measure 2.1. (Direct – Knowledge)

The previously-mentioned preliminary exam covers the same four areas, including psychopathology, which are covered by the program's comprehensive exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score was expected.

Each student enrolled in PSYC 5750, a required course for Clinical Psychology graduate students, was administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and designed to evaluate the students' knowledge of psychopathology, including its etiology, diagnosis, and treatment. The goal was for at least 80% of students to achieve a composite score of 70% or better. These scores were also compared to the preliminary exam scores with an anticipated positive change.

Finding: The goal was met with 100% of the graduate students earning a minimum score of 70% on the comprehensive test. In addition, the scores for the comprehensive test were significantly higher than the scores for the pre-comp exam, which is in the desired direction.

Analysis: In AY 2016-2017, all 8 students achieved over 70% on the comprehensive exam, with a range of 84 to 94 and $M = 86.29$, $SD = 8.57$. For the pre-comp exam, the scores ranged from 32 to 80 with $M = 62.86$, $SD = 259.81$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(7) = 3.43$, $p = .006$, 1-tailed. It was determined that the evidence for this SLO was in the desired direction; The plan of action for AY 2017-2018 was to make the scores the most comparable by selecting a sample of 25 items considered to be the most representative. Those items were to be used on both exams so that only those items were used to make a direct comparison to evaluate the objective for future assessments.

All 9 students achieved over 70% on the comprehensive exam, with a range of 75 to 96 and $M = 84.89$, $SD = 6.07$. For the pre-comp exam, the scores ranged from 24 to 72 with $M = 58.22$, $SD = 14.16$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(8) = 6.42$, $p < .05$, 1-tailed.

The results are favorable for students' knowledge of psychopathology from the pre-comp to the comprehensive exam. There is little difference between the two academic years; however, that is not surprising given that these are relatively high exam scores and an increase in the average score is not anticipated. However, the increase from the preliminary assessment to the comprehensive exam is evidence of improvement in the desired direction for the SLO for psychopathology. The improvement is the result of two changes based on last year's plan: a) a direct comparison of assessment items between the two measurements; and b) the instructor reviewed the items and selected 25 items considered to be representative of the breadth of knowledge in this area.

Action - Decision or Recommendation: The consistent grades from AY 2016-2017 to AY 2017-2018 supports the use of the assessment for this SLO that includes items that are considered representative of students' foundational knowledge of psychopathology and that are consistent between pre-comprehensive exam and comprehensive exams. Last year, the improvements were focused on the assessment of the SLO. Based on the improved student knowledge demonstrated in these results, however, the instructor will now review the items to guide areas of instruction (e.g., mental disorders, etiology, etc) that need to be enhanced. In addition, the number of diagnostic interviewing assignments will be increased to improve students' application of the material. In fact, the Clinical Director consulted with a practicum site and will use a specific instrument to improve diagnostic interviewing.

Measure 2.2. (Direct – Assessment Skill / Ability)

Students will demonstrate their assessment and diagnostic abilities through evaluations they are required to submit for PSYC 5300 and 5320, required assessment courses for Clinical Psychology students. At the conclusion of PSYC 5320, the students submitted a comprehensive assessment to evaluate the students' proficiency in performing clinical interviews and psychological testing used in assessment and diagnosis. The goal was for at least 70% of students to score at least 80% to demonstrate competency in psychological assessment and diagnosing.

Finding: The goal was met with 100% of the students earning a minimum score of 70% on the comprehensive psychological report.

Analysis: In AY 2016-2017, this was identified as an area critical to the program and student learning and therefore a significant missing component of the assessment process. The decision was to include it in future cycles for program improvement, beginning with the 2017-2018 academic year.

For AY 2017-2018, all 9 students achieved over 70% on the comprehensive psychological evaluation, with grades ranging from 80 to 94 and $M = 85.67$, $SD = 4.42$.

Action - Decision or Recommendation: The results were favorable in the anticipated direction and indicate that the students demonstrated knowledge of and proficiency in administering, scoring, interpreting, and writing psychological evaluations. This was an important additional component to the assessment cycle this academic year. Based on the analysis of these results, the instructor will enhance lecture and activities directed toward integrating information, interpreting the results, and writing the reports.

Measure 2.3. (Direct – Intervention Skill / Ability)

At the end of the semester, students enrolled in PSYC 5260 and 5270, all required courses for Clinical Psychology students, were evaluated by their supervisors on their knowledge and skills of treatment planning and choosing and implementing evidence-

based interventions to effect change. The goal was for at least 70% of students to score 80% and demonstrate competency in psychological intervention.

Finding: This goal was met with 100% of the students in both courses earning a rating of at least 80% on their ability to set appropriate treatment goals, to select appropriate strategies/interventions, and to demonstrate the skill of implementing intervention techniques.

Analysis: In AY 2016-2017, students in both classes were rated on a scale of 1 (very deficient in fulfilling responsibilities of trainee) to 5 (greatly excelled in fulfilling responsibilities of trainee). In the area of psychological intervention, their supervisory ratings ranged from 4 to 5, with $M = 4.43$. Given that these evaluations are completed by different supervisors at various practicum sites, these assessments were considered excellent and no changes or specific improvements were identified.

In AY 2017-2018, students in PSYC 5260 were rated on a scale of 1 (very deficient in fulfilling responsibilities of trainee) to 5 (greatly excelled in fulfilling responsibilities of trainee). Their ratings ranged from 4 to 5, with $M = 4.57$. In PSYC 5270 were rated on a scale of 1 (not satisfactory) to 4 (superior). In the area of psychological intervention, their ratings ranged from 3 to 4, with $M = 3.875$. In this area, 7 of 8 (87.5%) students received a superior score (4), demonstrating excellent performance by the students. Given that the number of students increased from 3 to 8, but maintained high evaluations, these findings are excellent.

Action - Decision or Recommendation: The consistently high supervisor evaluations from AY 2016-2017 to AY 2017-2018 supports the students' demonstrated knowledge and skill of theoretical approaches and techniques and therefore meets the SLO expectations. However, it is based on an "overall rating" and does not provide sufficient feedback to make program improvements in order to enhance student learning and preparedness for this SLO. Therefore, the goal this year is to select and implement an assessment that captures all areas of practicum so that more than one question is used to assess the students' knowledge of psychopathology, including its etiology, diagnosis, and treatment.

SLO 3. Students will demonstrate and apply knowledge of experimental design and statistical analysis used to evaluate, plan, and perform psychological research.

Course Map: PSYC 5100: Psychological Research: Statistics
PSYC 5120: Psychological Research: Design
PSYC 5950: Psychological Research

Measure 3.1. (Direct – Knowledge)

The previously-mentioned preliminary exam covers the same four areas, including statistics and research design, which are covered by the program's comprehensive

exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score was expected.

Each student enrolled in PSYC 5120, a required course for Clinical Psychology graduate students, was administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and designed to evaluate the students' knowledge of statistics and research design. The goal was for at least 80% of students to achieve a composite score of 70% or better. These scores were also compared to the preliminary exam scores with an anticipated positive change.

Finding: The goal was not met since only 67.78% of the graduate students earned a minimum score of 70% on the multiple choice section of comprehensive test. However, the scores for the comprehensive test were significantly higher than the scores for the pre-comp exam, which is in the desired direction.

Analysis: In AY 2016-2017 8 of 10 students achieved over 70% on the comprehensive exam, with a range of 68.5 to 90.5 and $M = 78.5$, $SD = 8.3$. For the pre-comp exam, the scores ranged from 32 to 56 with $M = 44$, $SD = 69.33$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(9) = -7.24$, $p = .0002$, 1-tailed. The Plan of Action for AY 2017-2018 was to make the scores the most comparable by selecting a sample of 25 multiple choice items considered to be the most representative. Those items were to be used on both exams so that only those items were used to make a direct comparison to evaluate the objective for future assessments.

For AY 2017-2018, six of nine students achieved $\geq 70\%$ on the comprehensive exam, with a range of 64.5 to 93.5 and $M = 78.5$, $SD = 10.12$. For the pre-comp exam, the scores ranged from 23 to 60 with $M = 39.56$, $SD = 10.28$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(8) = -28.90$, $p < .05$, 1-tailed.

The results are favorable for students' knowledge of statistics and research methodology from the pre-comp to the comprehensive exam. This is evidence of improvement in the desired direction for the SLO. However, the goal of 80% of students earning 70% was not met and dropped from AY 2016-2017. This decrease is because of the improved assessment approach of only using objective multiple-choice items. AY 2016-2017 results were based on a combination of multiple choice and essay items while AY 2017-2018 were based on only multiple-choice items. Therefore, the decrease is anticipated. However, by improving the assessment approach, the results revealed that we partially met our goal by improving scores from pre- to post-test assessments, but only 67% of our students earned 70% or better.

Action - Decision or Recommendation: The results were favorable in the anticipated direction, indicating that the students demonstrated knowledge of statistics and research design. The change in assessment to focus on only multiple-choice items showed a decrease in the percent of students who achieved 70%. Based on the analysis of these results, the goal now is to use the same items for both exams this academic year. The instructor will use an item analysis of the test results to select items that represent a range of difficulty and select a sample of 25 items for both exams so that only those items are used to make a direct comparison to evaluate the objective for future assessments. In addition, that item analysis will also be used to enhance areas of instruction to improve student learning toward meeting this SLO.

Measure 3.2. (Direct - Knowledge)

At the conclusion of each research project, Paper-in-lieu of thesis or Thesis, thesis advisors scored the project using a rubric that assesses critical thinking and analysis of psychology concepts and literature, development of a research question(s) and hypotheses, appropriateness of the research design and methods, presentation and interpretation of data in psychological research. The goal was for the students to earn overall rating of at least 80% to demonstrate proficiency.

Finding: This goal was met with 100% of the students receiving a rating of at least 80% for demonstrating ability to write a comprehensive review of the literature, research design, and proposed analyses or analyses of the data, as well as present the information in an oral defense that illustrate command of the material.

Analysis: For AY 2016-2017, four students completed research projects in the 2016-2017 academic year. One student completed a Paper-in-lieu of thesis and received an overall rating of 80%. Three students completed theses and all received an overall rating of 100%. Given that the evaluation form was a new measure and effectively evaluated the objective and that the objective was met, no changes or goals were identified for AY 2017-2018.

For AY 2017-2018, all eight students completed research projects in the 2017-2018 academic year. Four students completed a Paper-in-lieu of thesis and received an overall rating of 84.5%. Four students completed theses and received an overall rating of 90%.

Based on analysis of the results, students successfully demonstrated the ability to write a comprehensive review of the literature, research design, and proposed analyses or analyses of the data, as well as the ability to present the information in an oral defense. The favorable ratings are a result of the faculty's collective initiative to improve the process by establishing contracts for students' and advisor's expectations and creating a timeline. In addition, the program improvements included requiring students to present their research at NSU Research Day, thereby adding an incentive to meet their timeline and an opportunity to orally present their research.

Action - Decision or Recommendation: The consistently high supervisor evaluations from AY 2016-2017 to AY 2017-2018 supports the students' ability to demonstrate and apply knowledge of experimental design and statistical analysis used to evaluate, plan, and perform psychological research and therefore meets the SLO expectations. However, it is based on an "overall rating" and does not provide sufficient feedback to make program improvements in order to enhance student learning and preparedness for this SLO. Therefore, the goal for 2018-2019 year is to analyze the components of the evaluation form so that more than one question is used to assess the students' knowledge and provide specific direction for program changes.

SLO 4. Students will demonstrate understanding and application of ethical and professional standards in research and clinical practice.

Course Map: PSYC 6000: Ethics and Professional Conduct
PSYC 5260: Practicum I: Psychotherapy and Intervention
PSYC 5270: Practicum II: Psychological Intervention and Therapy

Measure 4.1. (Direct – knowledge)

On an annual basis, students are administered a preliminary exam during orientation, before the start of the program, to establish a baseline of knowledge. The exam covers the same four areas, including ethics, which are covered by the program's comprehensive exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score was expected.

Each student enrolled in PSYC 6000, a required course for Clinical Psychology graduate students, will be administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and designed to evaluate the students' knowledge and understanding of ethical principles and standards of practice and their ability to practice ethical decision-making skills when presented with an ethical dilemma. The goal was for 90% of enrolled students to achieve a composite score of 70%. These scores were also be compared to the preliminary exam scores with an anticipated positive change.

Finding: The goal was met with 100% of the graduate students earning a minimum score of 70% on the comprehensive test. In addition, the scores for the comprehensive test were significantly higher than the scores for the pre-comp exam, which is in the desired direction.

Analysis: In AY 2016-2017, all 8 students achieved over 70% on the comprehensive exam, with a range of 73 to 88 and $M = 80.76$, $SD = 14.73$. For the pre-comp exam, the scores ranged from 48 to 64 with $M = 55.43$, $SD = 28.95$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(7) = -9.86$, $p = .003$, 1-tailed. It was determined that the evidence for this SLO was in the desired direction;

The Plan of Action for AY 2017-2018 was to make the scores the most comparable by selecting a sample of 25 items considered to be the most representative. Those items were to be used on both exams so that only those items were used to make a direct comparison to evaluate the objective for future assessments.

For AY 2017-2018, all 9 students achieved over 70% on the comprehensive exam, with a range of 71 to 91 and $M = 80.74$, $SD = 6.00$. For the pre-comp exam, the scores ranged from 40 to 68 with $M = 56.44$, $SD = 9.26$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(8) = -6.69$, $p < .05$, 1-tailed.

The results are favorable for students' knowledge of ethical practice in the field of psychology from the pre-comp to the comprehensive exam. There is little difference between the two academic years; however, that is not surprising given that these are relatively high exam scores and an increase in the average score is not anticipated. However, the increase from the preliminary assessment to the comprehensive exam is evidence of improvement in the desired direction for the SLO for psychopathology. The improvement is the result of two changes based on last year's plan: a) a direct comparison of assessment items between the two measurements; and b) the instructor reviewed the items and selected 25 items considered to be representative of the breadth of knowledge in this area.

Action - Decision or Recommendation: The consistent grades from AY 2016-2017 to AY 2017-2018 supports the use of the assessment for this SLO that includes items that are considered representative of students' foundational knowledge of ethic and professional practice of psychology and that are consistent between pre-comprehensive exam and comprehensive exams. Last year, the improvements were focused on the assessment of the SLO. Based on the improved student knowledge demonstrated in these results, however, the instructor will now review the items to guide areas of instruction (e.g., specific areas of ethical practice) that need to be enhanced.

Measure 4.2. (Direct – Skill / Ability)

At the end of the semester, students enrolled in PSYC 5260 and 5270, all required courses for Clinical Psychology students, were evaluated by their supervisors on their knowledge of ethical and professional practice, as well as their demonstration of ethical and professional practice. The goal was for 100% of enrolled students to demonstrate a fundamental knowledge by scoring 80% or higher on the evaluation.

Finding: This goal was met with 100% of the students in both courses earning a rating of 100% on their knowledge and practice of ethical and professional conduct.

Analysis: For AY 2016-2017, students in both classes were rated on a scale of 1 (very deficient in fulfilling responsibilities of trainee) to 5 (greatly excelled in fulfilling responsibilities of trainee). In the area of ethical and professional conduct, all students received a 5, demonstrating excellent performance by the students. Given the high

ratings, it was determined that the teaching, expectations, and assessment of ethical and professional conduct will continue in the same manner for the next AY.

For AY 2017-2018, students in PSYC 5260 were rated on a scale of 1 (very deficient in fulfilling responsibilities of trainee) to 5 (greatly excelled in fulfilling responsibilities of trainee). Their ratings ranged from 4 to 5, with $M = 4.75$. Students in PSYC 5270 were rated on a scale of 1 (not satisfactory) to 4 (superior). In the area of ethical and professional conduct, their ratings ranged from 3 to 4, with $M = 3.875$ with 7 of 8 (87.5%) of student receiving a superior score (4), demonstrating excellent performance by the students. Based on the analysis of results and given that the number of students increased from 3 to 8 between the academic years, the students maintained high evaluations.

Action - Decision or Recommendation: The consistently high supervisor evaluations from AY 2016-2017 to AY 2017-2018 supports the students' demonstrated knowledge and skill of ethical and professional psychological practice meets the SLO expectations. However, it is based on an "overall rating" and does not provide sufficient feedback to make program improvements in order to enhance student learning and preparedness for this SLO. Therefore, the goal this year is to select and implement an assessment that captures all areas of practicum so that more than one question is used to assess the students' knowledge of ethical and professional practice in the field of psychology.

Comprehensive summary of key evidence of improvements based on analysis of results:

- For SLO 1, 2, 3, and 4, Object 1, the decision was made to improve the assessment of knowledge in each area by implementing a more objective approach and using 25 multiple choice items for the pre-comprehensive assessment when students entered the program and again as a component of the comprehensive exam at the conclusion of the respective course(s) for the SLO. With the exception of SLO 3, using the same questions allowed a direct pre- and post-test comparison. SLO 3 using MC questions, but not the same question, which will be changed in the upcoming year. Previously a variety of assessment methods had been compared to evaluate improvement in knowledge. Statistically significant increases ($p < .05$) in knowledge for each of the respective areas were demonstrated from the pre-test administered at the start of the program to the end of the relevant course(s) when the comprehensive exam is administered. Making the changes in the test items improved the validity and reliability of the assessment, thereby providing meaningful results and substantive evidence that the program is improving the knowledge base of our students and meeting our objectives.
- A greater emphasis on the discussion and use of theory and evidenced-based techniques between supervisors and students in practicum resulted in the students demonstrating improved consistency in their incorporation of theory into

their case conceptualization and selection and application of interventions with their clients.

- Including a required comprehensive report to demonstrate proficiency in psychological evaluations was an effective programmatic improvement as it provided needed feedback regarding students' assessment ability, and equally important, it effectively elevated assessment among students and faculty to be equally important as the other program objectives.
- The program purchased electronic score packages for MMPI-2 scoring and report writing for the students, which enhanced their scoring of assessments and report writing and more consistent with real world experience.
- The program added a requirement for all students enrolled in research (thesis or paper-in-lieu of a thesis) to present at NSU Research Day in order to develop students professionally, add another opportunity to present their research, and increase on-time completion rate. 100% of the students completed their research on time and presented at NSU research day.

Plan of action moving forward:

- To use the same approach with statistics/research SLO by comparing the 25 questions for the pre-post assessment.
- The evaluation forms for practica that is completed by supervisors to evaluate the students' ability to apply knowledge and demonstrate skill includes one question to assess that particular area. While this has been informative, it lacks detail that could be available by providing multiple questions to assess components of that area of knowledge/skill. Such a form will be identified and used to provide more detailed feedback and guide programmatic changes intended to improve student learning.
- Use a comprehensive practicum evaluation form that assesses components for each area instead of one question for that particular area.
- Shift the focus from enhancing assessment to reviewing specific results in order to identify areas of improvement, guide instruction, and enhance assignments so that improve student learning and meet the program objectives.