**Master of Science in Clinical Psychology**

**Educational Effectiveness**

# Assessment Plan

**Adopted by**

**The MS Clinical Psychology Program faculty: October 19, 2020**

# Submitted to

**The Director of Psychology**

**The Dean of the College of Arts & Sciences**

**The Office of Academic Affairs**

Reviewed with curriculum changes by the Academic Assessment Committee: 11/6/20

Reviewed by the Faculty Senate as an information item: 3/5/21

# Mission Statement

The mission of the Master of Science in Clinical Psychology Program is to provide quality training to graduate students interested in mental health careers in diverse communities. Graduates are trained to function as practitioner-scientists who address local behavioral health needs in a context that is culturally sensitive and community focused.

# Program Introduction

In this document, the educational objectives and expected outcomes for the Master of Science in Clinical Psychology Program are defined and the plan for assessing the achievement of the stated outcomes is outlined.

The learning outcomes were developed by the Clinical Training Committee (CTC) in 2009 and updated in fall 2020. The CTC consists of faculty members in the psychology department who teach in the MS Clinical Psychology graduate program. The CTC reviews, and, as necessary, revises program learning outcomes every year, usually in the fall semester. The assessment coordinator for the MS Clinical Psychology program, as of the current year (AY20-21), is Dr. Patricia Sandberg.

# Assessment Process Introduction

In this document, the program outcomes for the MS Clinical Psychology program are defined, and a plan for assessing the achievement of the stated outcomes is described.

* The development of the program outcomes was guided by national guidelines for professional standards, consultation with community advisors, faculty discussion, alumni feedback, and other Psychology department faculty recommendations. The MS Clinical Psychology curriculum continues to be compared with National Professional standards for each track each year to ensure any needed changes are integrated.

# Program Outcomes

At the completion of this program, students are able to do the following:

* Apply a broad knowledge of contemporary psychology, with special emphasis in clinical psychology or behavior analysis.
* Demonstrate acceptable skills in research analysis (including writing and mastery of APA style).
* Demonstrate competence in basic clinical skills in psychology or behavior analysis sufficient to practice under general supervision.

# PROGRAM OUTCOMES – ASSESSMENT MEASURES

Table 1 summarizes tools used in the assessment of the program outcomes.

**Table 1: Association of Assessment Measures to Program Outcomes**

|  |  |  |
| --- | --- | --- |
|  | **Measures** |  |
| **2020 PROPOSED** **ASSESSMENT PLAN AND MEASURES** **Outcomes** | Evaluation of Broad Knowledge (Written Exit Exam) | Evaluation of research skills | Evaluation of clinical skills(Oral Exit Exam) | Graduating Student Survey |
| Apply a broad knowledge of contemporary psychology, with special emphasis in clinical psychology or behavior analysis. | 1 | 0 | 0 | 1 |
| Demonstrate acceptable skills in research analysis (including writing and mastery of APA style). | 0 | 1 | 0 | 1 |
| Demonstrate competence in basic clinical skills in psychology or behavior analysis sufficient to practice under general supervision. | 0 | 0 | 1 | 1 |

0 = Measure is not used to assess the associated outcome.

1 = Measure is used to assess the associated outcome.

# DESCRIPTION/IMPLEMENTATION - ASSESSMENT MEASURES

Table 2 describes measures and implementation used in the assessment of the program outcomes.

Table 2: Program Outcomes Assessment Measures and Administration

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measure** | **Description** | **Frequency/ Start Date** | **Collection Method** | **Administered by** |
| Evaluation of Broad Knowledge (Written Exit Exam) | Multiple choice questions based on national competency exams | Spring/Fall Semesters | Written Exit Exam | Assessment Coordinator; MS CP faculty members |
| Evaluation of research skills | Final grade in each track’s research course reflecting demonstration of research skills, writing, and APA Style  | Annually | Instructors provide average of final grades | Research courses - Instructors of Record  |
| Evaluation of Clinical Skills (Oral Exit Exam) | Structured individual oral presentation/discussion of a case study demonstrating competence in basic clinical skills | Spring/Fall Semesters | Oral Exit Exam  | Assessment Coordinator; MS CP faculty members |
| Graduating Student Survey | Graduating student survey measuring satisfaction and self-appraisal of competence  | Spring/Fall Semesters | Exit Survey | Assessment Coordinator |

# Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

* The Written Exit Exam for each track is created by MS faculty associated with that track using sample items from national professional competency exams.
* The evaluation of research skills (including writing skills and mastery of APA style) is based on the final grade awarded in the Research course for each track. The instructors of record will provide the assessment coordinator with a cumulative mean of final grades awarded.
* The evaluation of clinical skills is conducted through an Oral Exit Exam delivered by faculty associated with each track, using a structured clinical case study administered each semester for students graduating during that semester\*.
* The Graduating Student Survey is used each semester for students graduating during that semester\*.

 (\*students graduating in summer semester will take exams/surveys in the spring.)

Data are submitted to the assessment coordinator who then compiles and analyzes them and reports to the program’s Clinical Training Committee; Department Director; Dean’s Office and the Office of Academic Affairs.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The Clinical Training Committee reviews the Program Outcomes Assessment Plan at least once a year in the fall semester. It reviews the data collected using the assessment tools in late spring semester of each year. This spring meeting results in recommendations for program changes designed to enhance performance relative to the program’s outcomes. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, is also completed at this meeting. The results of the data collection, interpretation of the results, and the recommended programmatic changes are forwarded to the Psychology department Director, the CAS Dean, the CAS Assessment Coordinator, and the office of Academic Affairs by the deadline in June of each year.

The proposed programmatic changes may be any action or change in policy that the faculty deems necessary to improve performance relative to programs outcomes. Workload (faculty, staff, and students), budget, facilities, and other relevant constraints are also considered.

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment tools, or any other aspect of the plan. Any changes must be approved by the MS faculty and the Psychology department director. The modified assessment plan will be forwarded to the Psychology department Director, the CAS Dean, the CAS Assessment Coordinator, and the office of Academic Affairs.