

PROGRAM ASSESSMENT REPORT

East Central University

Program Name: Psychological Services - MSPS

College/School Name: College of Education & Psychology

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

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Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

PROGRAM GOAL(S):

The goal of the graduate psychology program is to provide the education and applied training sufficient for our students to become competent psychological service providers at the master's level in mental health settings relevant to their training.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

We are assessing students during each year of their program (Year 1 to 3), and include assessment across core program courses and program specific courses.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

None

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STUDENT LEARNING OUTCOME 1:

Graduates should demonstrate knowledge of theory, research and methods in selected content areas of the program, including Psychological and Behavioral Assessment (e.g., intellectual, educational, and personality assessment); Intervention (e.g., psychological, counseling, and behavioral intervention methods and strategies); Principles of Research (e.g., experimental design and statistical analysis); Diagnostic Criteria (e.g., abnormal psychology; psychological, behavioral, and learning disorders); Individual Factors (e.g., personality, human Behavior, physiology, development); Professional and Ethical Standards.

Criterion 1.1: Student Performance on the Counseling Psychology Graduate Student Exam.

Population/Course: The population will be Counseling Psychology graduate students graduating, or expected to complete the master's program, during the current academic year.

Instrument/Measurement: Counseling Psychology Graduate Student Exam. Since 2018-2019, this exam measures those content areas deemed important for counselor training by the state Licensing Board of Oklahoma, including (1) Psychological Assessment; (2) Intervention Strategies; (3) Personality and Cognitive Theories; (4) Research Methodology; (5) Psychological Disorders and Diagnosis; (6) Physiological Psychology; (7) Human Development; and (8) Professional Ethics.

Standard: As a minimum level of acceptable performance, students will obtain an average score of 70% or above on each assessment category and the assessment composite.

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**Graduate Student Exam Subscale Scores of East Central Psychology Graduating Seniors
(Original Subscales)**

Graduate Student Exam Subscales	2016-2017 (n=4)	2017-2018 (n=4)
Client Assessment	88.3 (100%)	88.3 (100%)
Counseling & Intervention	97.5 (100%)	86.3 (100%)
Research & Statistics	87.5 (100%)	70 (100%)
Disorders & Diagnosis	96.7 (100%)	96.7 (100%)
Psychological Theories	83.3 (100%)	72.5 (50%)
Professional Standards & Ethics	92.5 (100%)	82.5 (100%)
Total Composite Score	90.5 (100%)	79.3 (100%)

**Please Note: This was prior to a change in the subscales in the 2018-2019 Academic Year.*

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**Graduate Student Exam Subscale Scores of East Central Psychology Graduating Seniors
(Updated Subscales)**

Graduate Student Exam Subscales		2018-2019 <i>(n=7)</i>	2019-2020 <i>(n=6)</i>	2020-2021[^] <i>(n=)</i>
Psychological Assessment	Mean	82.9	84.5	
	Range	80-93	82-93	
	Pass Rate	100%	100%	
Intervention Strategies	Mean	89.3	90.2	
	Range	75-100	82-100	
	Pass Rate	100%	100%	
Personality & Cognitive Theories	Mean	85.7	88.7	
	Range	67-100	73-100	
	Pass Rate	85%	100%	
Research Methodology	Mean	78.6	81.6	
	Range	70-100	72-100	
	Pass Rate	100%	100%	
Psychological Disorders & Diagnosis	Mean	100	100	
	Range	N/A	N/A	
	Pass Rate	100%	100%	
Physiological Psychology	Mean	60	62	
	Range	50-80	50-80	
	Pass Rate	57%	67%	
Human Development	Mean	84.3	86.3	
	Range	50-100	55-100	
	Pass Rate	71%	67%	
Professional Ethics	Mean	82.6	84.4	
	Range	67-100	71-100	
	Pass Rate	86%	100%	
Total Composite Score	Mean	82.9	84.7	

*Please Note: This was after the change in the subscales in the 2018-2019 Academic Year.

Pass Rate represents the number of students who scored above a 70% on the given content area.

[^]Data collection did not occur during the 2020-2021 Academic Year due to the resignation of the faculty member responsible for data collection.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	NO DATA – Due to the resignation of the Faculty Responsible for this Data Collection it did not occur during the 2020-2021 Academic Year.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	During the past year there was a retirement and a resignation that impacted the collection of this data. The faculty member responsible for this data collection resigned and did not deploy the scale for data collection. A new plan for deployment of data collection has been established that will supersede any particular faculty member.
3. Discuss possible reasons why the unit performed as it did this year.	Not applicable given the lack of data to analyze.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Across the independent scales and the overall composite scores, there appears to be a consistent level of performance by our students. The challenge the past year and a half has been the COVID pandemic and the changes that caused in our classrooms. Of particular note, the past year also saw the resignation and retirement of two key faculty members typically responsible for collection of data for this criterion. The area with which students struggle the most is Physiological Psychology – but is also an area that contains a significant portion of complex material outside the scope of the ultimate goal of the program. A major challenge is collecting the data itself and ensuring we are getting a complete (or near complete) cohort for evaluation.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 1.2: Student Self-Assessment of Program Based Knowledge.

Population/Course: The population will be Counseling Psychology graduate students graduating, or expected to complete the master's program, during the current academic year.

Instrument/Measurement: Counseling Psychology Graduate Student Exit Survey. This self-evaluation survey completed by the MSPS Counseling Psychology graduate students during their final semester asks students to rate their knowledge and competence in six different domains. Students rate their competence and knowledge on a 1-5 scale where 1 indicates deficient knowledge and 5 indicates outstanding knowledge; the complete scale is depicted below. Students rate their knowledge and competency in content areas of psychology represented in the Graduate Student Exam.

1 - Deficient	2 - Less than Satisfactory	3 - Satisfactory	4 - Exceeds Expectations	5 - Outstanding
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Standard: As a minimum level of acceptable performance, the average student rating for each of the content areas of the Graduate Student Exit Survey will equal 3.0 or above as depicted on the scale below.

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Graduate Student Exit Survey Self-Assessment of Program Based Content Knowledge
– Averages for Previous 5 Academic Years

Graduate Student Content Areas		2016-2017 <i>(n=6)</i>	2017-2018 <i>(n=9)</i>	2018-2019 <i>(n=9)</i>	2019-2020 <i>(n=9)</i>	2020-2021[^] <i>(n=)</i>
Client Assessment	Mean	4.08	3.28	3.78	3.33	
	Range		2-5	3-5	3-5	
	Pass Rate	100%	77.8%	100%	100%	
Counseling & Intervention	Mean	4.13	3.25	3.89	3.28	
	Range		2-5	3-5	3-5	
	Pass Rate		66.7%	100%	100%	
Research & Statistics	Mean	4.22	3.63	3.33	3.64	
	Range		2-5	3-4	3-5	
	Pass Rate	100%	88.9%	100%	100%	
Disorders & Diagnosis	Mean	4.25	3.33	3.56	3.35	
	Range		2-5	3-5	3-5	
	Pass Rate		77.8%	100%	100%	
Psychological Theories	Mean	4.50	3.67	3.44	3.71	
	Range		2-5	3-5	3-5	
	Pass Rate	100%	88.9%	100%	100%	
Professional Standards & Ethics	Mean	4.33	3.61	4.22	3.62	
	Range		3-5	3-5	3-5	
	Pass Rate	100%	100%	100%	100%	
Total Composite Score	Mean	4.25	3.46	3.70	3.49	

Please Note: Ranges were only included in the table during the 2017-2018 Academic Year; Pass Rate represents the number of students who ranked themselves ABOVE at a 3 or above on the 5-point scale.

[^]Data collection did not occur during the 2020-2021 Academic Year due to the resignation of the faculty member responsible for data collection.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	NO DATA – Due to the resignation of the Faculty Responsible for this Data Collection it did not occur during the 2020-2021 Academic Year.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	During the past year there was a retirement and a resignation that impacted the collection of this data. The faculty member responsible for this data collection resigned and did not deploy the scale for data collection. A new plan for deployment of data collection has been established that will supersede any particular faculty member.
3. Discuss possible reasons why the unit performed as it did this year.	Not applicable given the lack of data to analyze.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Student self-assessment during the previous 5-year period (minus the most recent year) has demonstrated a fairly consistent pattern across the various self-assessment subscales. In the two most recent years, 100% of students met the standards for each of the subscales. While data was not collected during the past year, it is expected that the results would have been similar. The average for all subscales was in the Satisfactory Range and is what you should expect as a minimum in a professional program.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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STUDENT LEARNING OUTCOME 2:

Program majors will demonstrate effective written and content knowledge skills in both the First and Second-Year of the Program.

Criterion 2.1: Student performance on the comprehensive essay exam in PSYCH 5473 – Advanced Childhood & Adolescence.

Population/Course: The population will include all Psychology Graduate students in the MSPS Counseling Psychology Program who have completed PSYCH 5473 - Advanced Childhood and Adolescence. This course is part of the Psychological Foundations of the program and is completed by students in the **FIRST-YEAR** of their program.

Instrument/Measurement: A comprehensive essay exam submitted in the course that assesses their written knowledge in four developmental areas of psychology: prenatal and infancy, early childhood, middle childhood, and adolescence. Within the context of each of these four developmental stages, students are required to construct an essay response to a question that necessitates their incorporation of theories and principles of development, application and real-world implications, and relevant psychological research.

Standard: As a minimum level of acceptable performance, students will obtain an average score of 80% or above on a composite of all four developmental areas.

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Graduate Student Performance on the Written Final Exam for PSYCH 5473 – Adv. Child & Adolescence						
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Content Area		2016- 2017 <i>(n=18)</i>	2017- 2018 <i>(n=10)</i>	2018- 2019 <i>(n=11)</i>	2019- 2020[^] <i>(n=)</i>	2020- 2021* <i>(n=35)</i>
Total Composite Score	Mean	89.4	87.9	86.9		91.31
	Range	48-100	56-100	68-100		65-100
	Pass Rate	95.95%	95%	97.75%		94.29%

Please Note: Pass Rate represents the number of students who scored AT OR ABOVE the 70% standard.

[^]Data was not collected during the 2019-2020 year due to the challenges associated with the COVID Pandemic. Starting in the 2020-2021 Academic Year the Standards was raised to being 80% or better on this composite Measure.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Students in the current Academic Year passed this standard at a rate of 94.29%. This was despite raising the standard for this criterion to 80% (as compared to the 70%) for previous years. Given that the graduate program requires most grades to be a B or better, it was determined that the standard should be changed to reflect that requirement. More students were also assessed during the previous academic year than had been assessed during the previous 3 year recorded years.
3. Discuss possible reasons why the unit performed as it did this year.	This standard tends to have a high level of demonstrated mastery given the nature of the course is in-line with what many students have a background in coming into the program. Most students have a familiarity with Child and Adolescent Development from their undergraduate course work and it is not surprising that they perform well at the graduate level in this area. This demonstrates to us that are students are well prepared at the start of their program to be successful.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Data from the previous five years (minus the year that did not collect data) demonstrates that there is consistency across all aspects of this criterion – including the low scores, pass rates, and averages for this composite. It is encouraging that the changes in many courses that followed in response to COVID did not impact the scores for this criterion. It should be noted that this was an online course and therefore should not have been affected much by the COVID policies instituted for in-person courses.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 2.2: Student demonstration of statistical and research design knowledge.

Population/Course: The population will include all Psychology Graduate students in the MSPS Counseling Psychology Program who have completed PSYCH 5143 – Statistics and Design in Applied Psychology. This course is part of the Psychological Foundations of the program and is completed by students in the **SECOND-YEAR** of their program.

Instrument/Measurement: Students in PSYCH 5143 – Statistics and Design in Applied Psychology will be assessed using a composite of their lab and final research proposal scores (assessing the ability to apply statistics and research design) AND a composite of quiz scores for the course (assessing knowledge of statistics and research design). These instruments are used to assess whether Program graduates will demonstrate, understand, and apply basic research methods in psychology, including use of appropriate terminology and formatting, understanding of literature, generating hypotheses from theories, research methodology, data analysis, interpretation of results, and overall discussion of the applied aspects of the research.

Standard: As a minimum level of acceptable performance, students will obtain an average score of 70% or above on both the Application of Statistics & Research Design and the Content Knowledge of Statistics & Research Design.

Graduate Student Performance on the Applied Research Labs and Content Quizzes for PSYCH 5143 – Statistics and Design in Applied Psychology

Content Area		2016 <i>(n=18)</i>	2017 <i>(n=14)</i>	2018 <i>(n=16)</i>	2019 <i>(n=11)</i>	2020[^] <i>(n=24)</i>
Application of Statistics & Research Design	Mean		89.3	91.7	87.6	91.0
	Range		72-100	63-99	62-97	69-99
	Pass Rate		100%	85%	82%	96%
Content Knowledge of Statistics & Research Design	Mean		90.6	92.2	90.9	81.7%
	Range		88-95	84-100	50-100	60-90
	Pass Rate		100%	100%	90%	92%

Please Note: Data collection for this measure started in 2017. Pass Rate represents the number of students who scored AT OR ABOVE the 70% standard. [^]Data collection switched from using a comprehensive final exam to the use of quizzes for each section of the course.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	In comparison to the standard, a high percentage of students met the qualifications of this standard (96% & 92%, for Application and Content Knowledge, respectively). This represented a higher pass rate than was seen in previous semesters, and also a higher overall average, but is in line with previous semesters data collection.
3. Discuss possible reasons why the unit performed as it did this year.	During this academic year the assessment of these skills was changed from an end of semester evaluation to a bi-weekly assessment. It is believed that this more frequent assessment more accurately captured the skill acquisition of students throughout the semester. While this resulted in a better application based scored (as assessed via lab submissions), the content-based score (as assessed via bi-weekly quizzes) was lower than previous years.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The five-year trends tend to be very similar with very few deviations from the average scores and percentages. During the current academic year, we transferred data into a dichotomous measure assessing Application and Knowledge Acquisition. Results demonstrated a similar trend across all five years for both the Application and Content based measures. The changes instituted in data collection this past academic year were the result of COVID policies that were put in place, but given the student preference for this method it will be maintained as the technique of data collection moving forward.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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STUDENT LEARNING OUTCOME 3:

Students will demonstrate applied knowledge and competency of counseling principles during practicum and internship supervision in the following areas:

- 1) Psychological assessment with regard to intellectual and behavioral functioning, personality, and psychopathology.
- 2) Intervention competency by utilization of client conceptual models, application of psychotherapeutic techniques, and skills necessary to conduct psychological/behavioral intervention.
- 3) Diagnostic competency with regard to characterizing, diagnosing, and utilizing the current Diagnostic and Statistical Manual of Mental Disorders when assessing mental health, intellectual, and behavioral disorders.
- 4) Professional ethics with regards to their professional role in psychological services, professional standards and practices as specified by the Ethical Principles of Psychologists and Code of Conduct established by the American Psychological Association. As well as, students' competency with regards to the ethical standards for their respective professions, the American Counseling Association or the National Association of School Psychologists, and their compliance to these professional practices and ethical standards when rendering psychological services.
- 5) Professional skills and behavioral dispositions necessary to work effectively with children, adults, families, supervisors, and the community; including professionalism, knowledge base, respect for others, appropriate expectations, and personal efficacy.

Criterion 3.1: Practicum Student Demonstration of Applied Competencies.

Population/Course: The population will be MSPS Counseling Psychology graduate students graduating, or expected to complete the master's program, during the current academic year and who are enrolled in PSYCH 5553 – Practicum in Psychology.

Instrument/Measurement: Counseling Psychology Practicum Supervisor Assessment. The Practicum Supervisor Assessment form requests that practicum supervisor evaluate the performance of Counseling Psychology program graduate students during practicum. The assessment contains questions pertaining to the areas of applied practical competency assessment, intervention, diagnosis, and professional ethics, and professional dispositions. The supervisor rates student competence and knowledge on a 1-5 scale where 1 indicates deficient knowledge and 5 indicates outstanding knowledge; the complete scale is depicted below.

Standard: As a minimum level of acceptable performance, the average student rating for items on the Practicum Supervisor Assessment will equal 3.0 or above.

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Practicum Student Competencies Averages for Previous 5 Academic Year

Content Area		2016-2017 <i>(n=28)</i>	2017-2018 <i>(n=9)</i>	2018-2019 <i>(n=10)</i>	2019-2020 <i>(n=6)</i>	2020-2021[^] <i>(n=)</i>
Assessment	Mean	3.0	4.4	4.2	4.3	
	Range	n/a	3-5	3-5	3-5	
	Pass Rate	96.4%	100%	100%	100%	
Intervention	Mean	3.0	4.4	4.1	4.5	
	Range	n/a	3-5	3-5	3-5	
	Pass Rate	96.4%	100%	100%	100%	
Diagnosis	Mean	1.8	4.15	4.0	4.15	
	Range	n/a	3-5	3-5	3-5	
	Pass Rate	14.3%	100%	100%	100%	
Professional Ethics	Mean	3.7	4.96	4.95	4.92	
	Range	n/a	4-5	4-5	4-5	
	Pass Rate	100%	100%	100%	100%	
Professional Dispositions	Mean	3.9	4.52	4.70	4.51	
	Range	n/a	3-5	3-5	3-5	
	Pass Rate	92.9%%	100%	100%	100%	
Average Competency Rating	Mean	3.1	4.71	4.39	4.69	
	Pass Rate	67.9%	100%	100%	100%	

*Please Note: Pass Rate represents the number of students who scored AT OR ABOVE the 70% standard.
^Data collection did not occur during the 2020-2021 Academic Year due to the resignation of the faculty member responsible for data collection.*

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	NO DATA – Due to the resignation of the Faculty Responsible for this Data Collection it did not occur during the 2020-2021 Academic Year.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	During the past year there was a retirement and a resignation that impacted the collection of this data. The faculty member responsible for this data collection resigned and did not deploy the scale for data collection. A new plan for deployment of data collection has been established that will supersede any particular faculty member.
3. Discuss possible reasons why the unit performed as it did this year.	Not applicable given the lack of data to analyze.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Examination of the 5-year period (minus the most recent year) has demonstrated a fairly consistent pattern across the previous 3-years. Five years ago, there was a significant faculty member change for the individual member teaching this course and you can see that see change in the data levels. The assessment of the practicum should result in a high level of competencies given that it represents the pinnacle of learning in the program. There will be a change in the faculty member who is teaching these courses for the current academic year and this assessment will be an important component in determining whether we maintain the high standards established in the previous years. This position has not yet been filled permanently and it does create challenges in both data collection and proper assessment.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 3.2: Practicum Student Self-Evaluation and Demonstration of Applied Competencies.

Population/Course: The population will be MSPS Counseling Psychology graduate students graduating, or expected to complete the master's program, during the current academic year and who are enrolled in PSYCH 5553 – Practicum in Psychology.

Instrument/Measurement: Counseling Practicum Graduate Student Survey. This self-evaluation survey completed by the MSPS Counseling Psychology students during their practicum semesters asks students to rate their knowledge and competence in the different domains of applied competencies related to the psychological practicum. These domains include professional ethics and dispositions, applied knowledge in respect to assessment, intervention strategies, decisionmaking, and counseling strategies; and support received by faculty and field supervisors. Students will rate their agreement with different statements on a 1-5 scale where 1 indicates they strongly disagree and 5 indicates the strongly agree; the complete scale is depicted below. In addition, students will be asked to indicate the percentage of time they spent working with students, parents, and clients as well as what percentage of time they spent in collaboration with supervisors, administrators, and other professionals. The scale for these two questions range from 1-5 where 1 indicates 0-20% of time and 5 indicates 81-100%, the complete scale is depicted below.

Standard: As a minimum level of acceptable performance for all questions but the final Two (see scale 1 below), the average student rating on the Practicum Graduate Student Survey will equal 3.0 or above. For the final two questions (both of which assess a percentage of time), the average student rating will equal 2.0 or above (see scale 2 below).

1 – Strongly Disagree	2 – Disagree	3 - Neutral	4 – Agree	5 – Strongly Agree
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1 – 0-20%	2 – 21-40%	3 – 41-60%	4 – 61-80%	5 – 81-100%
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Practicum Student Self-Evaluation of Practicum Competencies for Previous 5 Academic Year

Content Area*		2016-2017 <i>(n=13)</i>	2017-2018 <i>(n=8)</i>	2018-2019 <i>(n=19)</i>	2019-2020 <i>(n=6)</i>	2020-2021[^] <i>(n=)</i>
Professional Ethics	Mean	4.85	4.91	4.84	4.89	
	Range	4-5	4-5	4-5	4-5	
	Pass Rate	100%	100%	100%	100%	
Applied Knowledge	Mean	4.45	4.30	4.63	4.34	
	Range	2-5	3-5	4-5	3-5	
	Pass Rate	92,5%	100%	100%	100%	
Supervisor Support	Mean	4.58	4.75	4.84	4.80	
	Range	2-5	2-5	4-5	2-5	
	Pass Rate	100%	100%	100%	83%	
Time Serving Clients	Mean	2.92	4.13	3.21	4.20	
	Range	1-5	2-5	2-5	2-5	
	Pass Rate	92%	100%	100%	100%	
Time in Collaboration	Mean	3.00	2.75	2.58	2.80	
	Range	1-5	1-4	1-5	1-4	
	Pass Rate	85%	87.5%	84%	87.5%	

*Please Note: Pass Rate represents the number of students who scored AT OR ABOVE the 70% standard.
^Data collection did not occur during the 2020-2021 Academic Year due to the resignation of the faculty member responsible for data collection. The standard for the first 3 items was 3 or better and for the last two items it was 2 or better.*

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	NO DATA – Due to the resignation of the Faculty Responsible for this Data Collection it did not occur during the 2020-2021 Academic Year.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	During the past year there was a retirement and a resignation that impacted the collection of this data. The faculty member responsible for this data collection resigned and did not deploy the scale for data collection. A new plan for deployment of data collection has been established that will supersede any particular faculty member.
3. Discuss possible reasons why the unit performed as it did this year.	Not applicable given the lack of data to analyze.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Examination of the 5-year period (minus the most recent year) has demonstrated a fairly consistent pattern across the previous 4-years of available data (minus the missing data from last academic year). Five years ago, there was a significant faculty member change for the individual member teaching this course and during that time student self-assessment of the practicum competencies has been high. As was the case for the previous criterion, the assessment of the practicum should result in a high level of competencies given that it represents the pinnacle of learning in the program. There will be a change in the faculty member who is teaching these courses for the current academic year and this assessment will be an important component in determining whether we maintain the high standards established in the previous years. This position has not yet been filled permanently and it does create challenges in both data collection and proper assessment.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 3.3: Student performance on the Psychology Practicum case Study.

Population/Course: The population will be MSPS Counseling Psychology graduate students graduating, or expected to complete the master's program, during the current academic year and who are enrolled in PSYCH 5553 – Practicum in Psychology.

Instrument/Measurement: This report submitted by students in PSYCH 5553 – Practicum in Psychology requires students to complete a case study demonstrating their applied knowledge competencies in psychological assessment, diagnosis, and intervention. Students will follow the principles of diagnosis and treatment including a psychiatric diagnosis, a treatment plan, and the implementation of the treatment plan. The case study will contain the history of a client, problem of concern, current symptoms, treatment plan summary, and the progress of the client after the plan is implemented. The practicum faculty supervisor will rate the students' completion of the case study on a 0-2 scale where 0 indicates did not meet expectations and 2 indicates exceeds expectations; the complete scale is depicted below.

Standard: As a minimum level of acceptable performance, the average student rating for items on the Case Study will equal 1.0 or above

0 – Does not meet expectations	1 – Meets expectations	2 – Exceeds Expectations
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Practicum Student Performance on Case Study for Previous 5 Academic Year

Content Area*		2016- 2017 <i>(n=18)</i>	2017- 2018 <i>(n=13)</i>	2018- 2019 <i>(n=10)</i>	2019- 2020 <i>(n=12)</i>	2020- 2021[^] <i>(n=)</i>
Assessment and Diagnosis	Mean	1.28	1.25	1.30	1.48	
	Range	0-2	0-2	1-2	0-2	
	Pass Rate	88.9%	84.6%	100%	84.6%	
Treatment Plan	Mean	1.04	1.15	1.20	1.26	
	Range	0-2	0-2	1-2	0-2	
	Pass Rate	94.4%	84.6%	100%	84.6%	
Treatment Plan Implementation	Mean	0.94	1.23	1.29	1.38	
	Range	0-1	1-2	1-2	1-2	
	Pass Rate	94.4%	100%	100%	100%	
Composite Average	Mean	1.14	1.20	1.26	1.39	
	Range	0-2	0-2	1-2	0-2	
	Pass Rate	88.9%	84.65	100%	84.6%	

Please Note: Pass Rate represents the number of students who scored AT OR ABOVE the 70% standard. ^Data collection did not occur during the 2020-2021 Academic Year due to the resignation of the faculty member responsible for data collection. The standard for the first 3 items was 3 or better and for the last two items it was 2 or better.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	NO DATA – Due to the resignation of the Faculty Responsible for this Data Collection it did not occur during the 2020-2021 Academic Year.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	During the past year there was a retirement and a resignation that impacted the collection of this data. The faculty member responsible for this data collection resigned and did not deploy the scale for data collection. A new plan for deployment of data collection has been established that will supersede any particular faculty member.
3. Discuss possible reasons why the unit performed as it did this year.	Not applicable given the lack of data to analyze.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Examination of the 5-year period (minus the most recent year) has demonstrated a fairly consistent pattern across the previous 4-years of available data (minus the missing data from last academic year). Five years ago, there was a significant faculty member change for the individual member teaching this course and during that time student self-assessment of the practicum competencies has been high. As was the case for the previous criterion, the assessment of the practicum case study should result in a high level of competency given that it represents the pinnacle of learning in the program. There will be a change in the faculty member who is teaching these courses for the current academic year and this assessment will be an important component in determining whether we maintain the high standards established in the previous years. This position has not yet been filled permanently and it does create challenges in both data collection and proper assessment.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Summary Table of Student Learning Outcomes/Criteria – 2020-2021			
Student Learning Outcomes	Criteria	Met	Not Met
SLO1: Graduates should demonstrate knowledge of theory, research and methods in selected content areas of the program.	1.1: Student Performance on the Counseling Psychology Graduate Student Exam.		No Data*
	1.2: <i>Student Self-Assessment of Program Based Knowledge.</i>		No Data*
SLO2: Program majors will demonstrate effective written and content knowledge skills in both the First and Second-Year of the Program.	2.1: <i>Student performance on the comprehensive essay exam in PSYCH 5473 – Advanced Childhood & Adolescence.</i>	X	
	2.2: <i>Student demonstration of statistical and research design knowledge.</i>	X	
SLO3: Students will demonstrate applied knowledge and competency of counseling principles during practicum and internship supervision in the following areas:	3.1: Practicum Student Demonstration of Applied Competencies.		No Data*
	3.2: <i>Practicum Student Self-Evaluation and Demonstration of Applied Competencies.</i>		No Data*
	3.3: <i>Student performance on the Psychology Practicum case Study.</i>		No Data*

*Please note: Given the failure of the previous program director to collect the data necessary to accurately assess 5 of the 7 criterions, a new assessment was established whereby the data collection will be externally collected outside of any one faculty member. It is hoped that these new procedures will result in proper data collection.

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	51
Program census for Fall	62
Program census for Spring	60
Total number of Fall Program graduates	1
Total number of Spring/Summer graduates	9
Mean major GPA of Fall graduates	3.68
Mean major GPA of Spring/Summer graduates	3.79

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

Faculty Meeting: List meeting date(s) and a roster of those in attendance.

Last Wednesday in October – All Faculty in the Department at the Time (Dr.'s Chris Campbell, Usha Fountain, Donna Autrey, Cathy Roring, Dustin Williams, Joanna Harris-Young, Marc Klippenstine).

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Sharing with Stakeholders:

1. Stakeholders for this Program include: [**list** all within and without the ECU community]

Faculty in the Department, Dean of the College of Education & Psychology, Administration at ECU.

2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

[https://myecu.ecok.edu/ICS/Institutional Reporting/Assessment Reporting and Outcomes.jnz](https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz)

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

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SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Current Actions/Changes	Latest Reviews
2020-2021	Numerous Measures as they related to overall performance were condensed to provide for a more global analysis.	
2019-2020	Changes planned for 2019-2020 were disrupted due to COVID-19. The changes planned from last year will be revisited and implemented over the next year.	Suggested changes were not implemented due in large part to difficulties related to COVID19. We will meet and discuss comments from the last review and implement changes as needed.
2018-2019	Further changes to increase the percentage of Counseling Psychology students who complete the Graduate Student Exam will be promoted and distributed each semester to individual students during PSYCH 5553 Practicum in Psychology that are graduating that semester.	Although the change for the MSPS Graduate Exam was implemented in 2016-2017, the completion numbers are still low less than 50% of students graduating completed the Exam. In response, an entire Practicum class in the spring will be devoted to completing the exam.
2017-2018	Based on the practicum student performances on SLO 3.1 and SLO 3.3 two Counseling Psychology courses were restructured to better represent current psychological assessment and applied diagnosis during practicum. The current faculty practicum supervisor will be teaching both these restructured courses, PSYCH 5373 Psychological Assessment and PSYCH 5183 Advanced Abnormal Psychology.	This transition has been implemented however students in these two courses will not be graduating until at least AY 2018 - 2019.
2016-2017	In order to hopefully increase the percentage of Counseling Psychology students who complete the Graduate Student Exam will be promoted and distributed each semester to individual students during PSYCH 5553 Practicum in Psychology that are graduating that semester.	Although this change was implemented MSPS Graduate Exam completion numbers are still low less than 50% of students graduating completed the Exam.

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Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020	NONE AVAILABLE	
2018-2019	NONE AVAILABLE	
2017-2018	NONE AVAILABLE	
2016-2017	NONE AVAILABLE	
2015-2016	<p>The Psychology M.S.P.S. Assessment Reports have been approved without conditions! You can find the full review memo in the Program Repository. Though there are no specific conditions which must be met before the next review in 2019-2020, the committee has included a suggestion to help with upcoming assessment activities and reporting. DATE of REVIEW: 4/8/2015.</p> <p>Suggestions: 1) Clarify stakeholders. 2) This is a thorough report that has an overwhelming amount of data consider condensing or simplifying it for the purposes of this report.</p>	<p>Response to Suggestions 1) A section identifying the Stakeholders for the MSPS Assessment Report has been modified in the MSPS 2016-2017 Assessment Plan. 2) See changes implemented in the 2016-2017 Academic Year Assessment Report 3) The 2018-2019 Assessment Report should be more manageable as it will only contain outcomes and data relevant to the MSPS, Counseling Psychology Program, 0860</p>

APPENDIX

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here.