SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Clinical Psychology   Department: Psychology

Degree or Certificate Level: Ph.D.   College/School: Arts & Sciences

Date (Month/Year): 9/20/2023   Assessment Contact: David Kaufman

In what year was the data upon which this report is based collected? 2022-23

In what year was the program's assessment plan most recently reviewed/updated? 2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? Yes

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

Our accreditation requires assessment of specific domains of knowledge and training

1. **Student Learning Outcomes**

   Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

   1. Students will demonstrate Discipline Specific Knowledge (DSK) (categories 1-3) as defined by the American Psychological Association's Office of Accreditation.

   2. Students will demonstrate the ability to apply knowledge of DSK category 4 as defined by the American Psychological Association's Office of Accreditation.

   3. Students will meet or exceed expectations on the Profession Wide Competencies (PWCs) as defined by the American Psychological Association's Office of Accreditation.

2. **Assessment Methods: Artifacts of Student Learning**

   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

   Course grades, competency rating forms, alumni survey, and number of publications/presentations. All courses were offered in person. No courses were offered at the Madrid campus or any other off-campus location.

3. **Assessment Methods: Evaluation Process**

   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

   Course grades were collected from transcripts. Competency rating forms were completed by clinical and research advisors. The alumni survey was conducted and summarized by the Director of Clinical Training (DCT). The number of publications was reported by students and verified by supervisors. The data were evaluated from a student development perspective at our biannual Student Development Meeting.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Course grades: For the 2022-23 academic year, all 28 students earned grades of B or better in required courses.

Competency rating forms: For the 2022-23 academic year, 1 student failed to meet full competencies in the area of research and 1 students failed to meet full competencies in the area of professional values.

Alumni survey: Students rated their preparation in each of the areas assessed: Discipline of Psychology (Domain Specific Knowledge, DSK, which addresses research), Clinical Psychology (Professional Wide Competencies, PWCs, which addresses ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, intervention, assessment, supervision, and consultation/interprofessional skills). Scores of 3.0 or greater on a scale ranging from 1 to 5 were obtained (1 = poor; 5 = excellent). See Table 2: Alumni Survey.

Publications and presentations: Students in the program published 24 peer-reviewed publications this past academic year, while there were 94 scientific presentations at professional conferences.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

When compared to previous years, our students had significantly more peer-reviewed publications in 2022-23. Scientific presentations at conferences have also increased from prior years. In terms of alumni survey results, graduates of our program indicate that they perceive their weakest clinical competency to fall in the category of supervision, which is still a relatively new area of competency required by APA.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

Faculty in our program discussed these findings in our winter 2022 and summer 2023 retreat meetings.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies
- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan
- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Faculty members continue to seek opportunities for externally funded research projects that will promote greater levels of research productivity for our students. We are having discussions as a faculty about the best practices for increasing the training of clinical supervision skills within our program.

If no changes are being made, please explain why.

N/A

7. Closing the Loop: Review of _Previous_ Assessment Findings and Changes

    A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

> Faculty in our department have been asked to provide more research opportunities for students in the program.

    B. How has the change/have these changes identified in 7A been assessed?

> Students have provided favorable feedback in the form of a climate survey and end-of-semester course evaluations.

    C. What were the findings of the assessment?

> Initial results are indicative of favorable impressions from students.

    D. How do you plan to (continue to) use this information moving forward?

> Faculty will continue to assess this area of our program and evaluate long-term student outcomes (e.g., alumni survey results) in the future.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Table 1. Number of Students Meeting Full Competency Definitions

	Competency Areas (operational definitions available upon request)	Fall 2022 n = 28	Spring 2023 n = 28
1	Research	28	27
2	Ethical/Legal Issues	28	28
3	Individual/Cultural Diversity	28	28
4	Professional Values	27	27
5	Communication	28	28
6	Assessment	28	28
7	Interventions	28	28
8	Supervision	28	28

Table 2. Alumni Survey

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

n = 20; students who completed the program within the last 5 years.

Competency	M	SD
1. How well did the program prepare you in the competency of research? Graduates are expected to demonstrate the ability to formulate research and other scholarly activities (e.g., literature reviews, case studies, program development), conduct research or other scholarly activities, and critically evaluate and disseminate research or other scholarly activity.	3.8	0.89
2. How well did the program prepare you in the competency of ethical and legal standards? Graduates are expected to be knowledgeable of and act in accordance with codes of conduct, laws, regulations, rules, policies, standards, and guidelines; recognize ethical dilemmas as they arise; apply ethical decision-making processes; and conduct themselves in an ethical manner.	4.4	0.68
3. How well did the program prepare you in the competency of individual and cultural diversity? Graduates are expected to understand how their own background/attitudes/biases may affect how they interact with others; be knowledgeable of diversity as it relates to all professional activities; integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; and demonstrate the ability to apply this knowledge to effectively working with others.	4.1	0.79
4. How well did the program prepare you in the competency of professional values and attitudes? Graduates are expected to behave in ways that reflect the values and attitudes of psychology, engage in self-reflection regarding one's personal and professional functioning, actively seek and demonstrate openness and responsiveness to feedback, and respond professionally in complex situations.	4.5	0.61
5. How well did the program prepare you in the competency of communication and interpersonal skills? Graduates are expected to	4.3	0.65