



Annual Assessment Report 2023-2024

MS Psychology

Department of Psychology

College of Letters, Arts, & Social Sciences

CONTACT

Name of Program Assessment Lead Lori Barker

Name of Person Completing Report Lori Barker

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ Our disciplinary accrediting agency has recommended learning outcomes, so we used and/or modified them.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/psychology/ms-psy-program/index.shtml>
- Student Handbook - provide URL: https://livecsupomona-my.sharepoint.com/:b:/r/personal/labarker_cpp_edu/Documents/Documents/MS%20Program/Student%20Handbook.Revised%202024.pdf?csf=1&web=1&e=MaqA7e

ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 4

How many SLOs did your program assess this past year in 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

Please list the SLOs examined

- SLO #1: Scientific Literacy--Demonstrate the ability to evaluate research relevant to clinical topics and understand how the design of such studies can affect the interpretation of the studies
- SLO #2: Knowledge--Students will demonstrate knowledge of the biological bases of behavior; interventions for various populations; multicultural issues; professional laws and ethics; psychological assessment; psychiatric diagnoses; and how substances affect behaviors.
- SLO #3: Communication--effectiveness at communicating with peers, faculty, staff, supervisors, and clients in a professional and respectful manner; the ability to form a therapeutic alliance with clients.
- SLO #4: Application--students will demonstrate the ability to develop and implement effective interventions for children, couples, families, and adult individual clients; identify and report child abuse, elder abuse, danger to self and others; formulate diagnostic impressions; apply findings from research and psychological assessment to their interventions; multicultural competence.

Student Learning Outcome (SLO): Scientific Literacy--Demonstrate the ability to evaluate research relevant to clinical topics and understand how the design of such studies can affect the interpretation of the studies

| Assessment Activities | Evidence Used | Evaluation and Interpretation of Evidence |
|--|--|--|
| <ul style="list-style-type: none"> Collected/Analyzed/Developed/Modified/Discussed assessment tools | <ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework (Direct) Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical, practicum, etc.) (Direct) Qualifying/comprehensive exam (graduate-level only) (Direct) | <ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes Used professional judgement (no rubric or scoring guide) |

| Findings | | | |
|----------------|----------------|----------|--|
| N of Artifacts | Criterion Used | Goal Met | Eye-opening Result |
| 16 | Pass/Fail | Yes | Student's ability to synthesize information from all of their courses and practicum experiences across the 2 years of the program. |

Student Learning Outcome (SLO): Knowledge--Students will demonstrate knowledge of the biological bases of behavior; interventions for various populations; multicultural issues; professional laws and ethics; psychological assessment; psychiatric diagnoses; and how substances affect behaviors.

| Assessment Activities | Evidence Used | Evaluation and Interpretation of Evidence |
|--|--|--|
| <ul style="list-style-type: none"> Collected/Analyzed/Developed/Modified/Discussed assessment tools | <ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework (Direct) Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical, practicum, etc.) (Direct) Qualifying/comprehensive exam (graduate-level only) (Direct) | <ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes Used professional judgement (no rubric or scoring guide) |

| Findings | | | |
|----------------|----------------|----------|--|
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Student Learning Outcome (SLO): Communication--effectiveness at communicating with peers, faculty, staff, supervisors, and clients in a professional and respectful manner; the ability to form a therapeutic alliance with clients.

| Assessment Activities | Evidence Used | Evaluation and Interpretation of Evidence |
|--|--|--|
| <ul style="list-style-type: none"> Collected/Analyzed/Developed/Modified/Discussed assessment tools | <ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework (Direct) Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical, practicum, etc.) (Direct) Qualifying/comprehensive exam (graduate-level only) (Direct) | <ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes Used professional judgement (no rubric or scoring guide) |

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Student Learning Outcome (SLO): Application--students will demonstrate the ability to develop and implement effective interventions for children, couples, families, and adult individual clients; identify and report child abuse, elder abuse, danger to self and others; formulate diagnostic impressions; apply findings from research and psychological assessment to their interventions; multicultural competence.

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IMPROVING THROUGH ASSESSMENT

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.

- A committee of program/department faculty
- Persons or organizations outside the program: _____
- Students

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2023-2024 so that others may learn from your experiences.

The success is that 14/16 (87.5%) students who took the comprehensive exam passed; unfortunately 2 did not pass and are re-taking the exam this fall. One hypothesis for the struggling students is that we are still dealing the fallout of the pandemic and students adjusting to instruction being back in person. Another is students not being accustomed to or prepared for the rigors of graduate school after more lenient academic expectations as undergrads during the pandemic. On the positive side, all students in practicum received favorable evaluations from their practicum site supervisors. Our program has a high ethical responsibility in that we prepare students for careers in the mental health field where they will be working with vulnerable populations. Our responsibility is to not only provide the best education and training possible, but to serve as gate-keepers to the profession and protectors of the public interest. We take these responsibilities very seriously. Therefore, if for any reason, a student is not able to adequately fulfill their responsibilities, or violates their ethical and legal responsibilities, we must take great care in handling these situations. Assessment for us takes place on many levels and involves more than just academics.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025](#) markers, [CSU Dashboard](#), [CPP's Student Success Dashboard](#) on Tableau, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.

Our program integrates information from 1) student performance in courses (e.g., exams, papers, presentations), 2) student performance at practicum sites (e.g., evaluations from site supervisors), 3) student conduct in the program (e.g., classroom behavior, interactions with peers, faculty, and staff), and 4) performance on the comprehensive exam (i.e., their culminating experience).

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - Yes

Curriculum Matrix - Yes