

Degree: Graduate Masters in Applied Psychology Program
2023-2024 Assessment Report

	Student Learning Outcome #1	Students will demonstrate acceptable levels of research knowledge and critical thinking as assessed on their research report.
PLAN	Assessment Method(s)	<ol style="list-style-type: none"> 1) Students in Advanced Research Methods (PSYC 5323) write a research report. A faculty developed rubric is used to score student performance. We assessed this paper on several criteria: research thesis statement, quality of the idea, grammar, introduction, method, results, discussion, reference quality, and APA style 2) Faculty assess research reports written by graduate students enrolled in PSYC 5323 for evidence of critical thinking using an adapted version of the AACU VALUE rubric for Critical Thinking
	Proficiency	<ol style="list-style-type: none"> 1) Proficient students are expected to show an overall average score of 2.80 across all dimensions of the faculty rubric evaluating the content of their paper. 2) Proficient students are expected to show an overall average score of 2.80 across all dimensions of the AACU critical thinking rubric.
DO	Benchmark	<ol style="list-style-type: none"> 1) Students are expected to show an overall average score of 3.10 across all dimensions of the faculty rubric evaluating the content of their paper. <p>Students are expected to show an overall average score of 3.10 across all dimensions of the AACU critical thinking rubric.</p>
	Results of Assessment	<ol style="list-style-type: none"> 1) Students obtained an overall average score of 3.45 across all dimensions of the faculty rubric evaluating the content of their paper. (Benchmark met) 2) Students obtained an overall average score of 3.03 across all dimensions of the AACU critical thinking rubric. (Proficiency met) (Benchmark not met)

STUDY	Analysis of Results	<ol style="list-style-type: none"> 1) Average scores across all dimensions of the faculty rubric evaluating the content of the PSYC 5323 paper met the benchmark. This benchmark was increased from last year; therefore, the department is particularly happy with this result. 2) Average scores across all dimensions of the AACU critical thinking rubric did not meet the benchmark; however, it did meet proficiency standards. The performance level (3.03) was extremely close to the recently raised benchmark (3.10); therefore, I am not particularly concerned about this result. If next year's performance also falls short of this benchmark, then I will assign more significance to it and consider plans for improvement.
ACT	Improvement Plan for 2024-2025	<ol style="list-style-type: none"> 1) Because the average scores for the content of the PSYC 5323 paper (3.45) far exceeded the benchmark (3.10); the benchmark for next year's assessment will be raised to 3.15. 2) There are no plans for improvement or changing benchmarks for average scores across all dimensions of the AACU critical thinking rubric. Performance on this measure was very close (3.03) to meeting the recently raised benchmark (3.10). The department chair will monitor performance on this measure to see if the benchmark is again unmet next year before implementing any kind of plan for improvement.

Degree: Graduate Masters in Applied Psychology Program
2023-2024 Assessment Report

	Student Learning Outcome #2	Students will demonstrate broad-based knowledge representative of the current state of knowledge in the discipline of psychology.
PLAN	Assessment Method(s)	After common coursework and coursework specific to program tracks, all graduate students take comprehensive examinations at the end of their first year in the program. Comprehensive examination content varies from year to year within established areas that include: Research Design and Methodology, Psychometrics, and Multivariate Research Techniques. Students in the I/O track take additional coursework in Personnel and Social/Organizational Psychology; Clinical track students take coursework in Psychopathology and Psychotherapy.
	Proficiency	Proficient students should average at least 75% on each subtest of the comprehensive exams following written and oral evaluations.
DO	Benchmark	Students should average at least 75% on each subtest of the comprehensive exams following written and oral evaluations.
	Results of Assessment	Of the 7 students who took the 2024 qualification exams, 6 achieved an average of at least 75% on each subtest following written and oral evaluations. Currently, 1 student is waiting to retake an oral exam following an appeal of her initial result. Therefore, as of this moment the department chair considers the collective performance to have met the benchmark.
STUDY	Analysis of Results	The department was satisfied with the collective performance of the 2024 qualification exam cohort.

ACT	Improvement Plan for 2024- 2025	The department will raise the assessment benchmark for qualification exams to 80% for the 2024-2025 assessment period. NOTE: This does not mean that students taking the qualification exam in 2025 must achieve a score of 80% on each subtest to pass. That standard will remain at 75%; however, the department would still like to see performance increase. This new benchmark will serve as a departmental goal for the future.
------------	--	--

Degree: Graduate Masters in Applied Psychology Program
2023-2024 Assessment Report

	Student Learning Outcome #3	Students who complete a psychology master's degree at Lamar will be prepared to enter a pre-professional position.
PLAN	Assessment Method(s)	<p>1) Graduate students in the I/O track complete a practicum in which they complete a research project for a host organization. At the conclusion of their practicum research project, students write a Research Report and present it to the host organization. A faculty developed rubric is used to score the I/O practicum student reports on several criteria: purpose of the project, organization, style & grammar, method, results, discussion, appendices, and executive summary.</p> <p>2) Graduate students in the Clinical track complete 3 separate practicum assignments in which they see actual clients in the Psychology Clinic on campus. During these meetings with clients, students generate session reports. A faculty developed rubric is used to score these session reports on several criteria: opening section, symptoms, observations, assessment, plan, and style.</p>
	Proficiency	<p>1) Proficient I/O track students will average at least 3.00 across all rubric dimensions (purpose of the project, organization, style & grammar, method, results, discussion, appendices, and executive summary). NOTE: This rubric is scored on a 1-4 scale.</p> <p>2) Proficient Clinical track students will average at least 2.00 across all rubric dimensions (opening section, symptoms, observations, assessment, plan, and style). NOTE: This rubric is scored on a 0-3 scale.</p>
DO	Benchmark	<p>1) I/O track students will average at least 3.30 across all rubric dimensions (purpose of the project, organization, style & grammar, method, results, discussion, appendices, and executive summary). NOTE: This rubric is scored on a 1-4 scale.</p> <p>2) Clinical track students will average at least 2.50 across all rubric dimensions (opening section, symptoms, observations, assessment, plan, and style). NOTE: This rubric is scored on a 0-3 scale.</p>

	Results of Assessment	<p>1) The single I/O track student in this cohort obtained an average score of 2.75 across all rubric dimensions. (Neither proficiency nor benchmark met)</p> <p>2) Clinical track students averaged 2.78 across all rubric dimensions. (Benchmark met)</p>
STUDY	Analysis of Results	<p>1) The performance of the single I/O track student seems to be caused by very low scores on a single dimension of the rubric: results. The student did not present her project results in a clear way or comprehensive way.</p> <p>2) The performance of the Clinical track students met the benchmark. A closer inspection of the results did reveal lower scores across multiple students on one dimension of the rubric: opening section.</p>
ACT	Improvement Plan for 2024-2025	<p>1) Although the low performance for the I/O practicum research report was troubling, it must be viewed with caution. The results are based on a single student's performance, rather than a group of students. Also, the lower performance seems to be due almost entirely to very low scores on a single rubric dimension, rather than low scores across the entire rubric. Therefore, the department chair will discuss this pattern with the director of the I/O program to better determine if this result was an anomaly due to one student, or necessitates adjustments in how students are taught to write the I/O practicum research report. It is important to note that last year's scores met the benchmark and showed no issues with the results dimension of the rubric.</p> <p>2) The clinical track students did well on their session reports and exceeded the benchmark. Therefore, the benchmark for the clinic session reports will be increased to 2.55. Despite this, a closer inspection of the results showed that students had somewhat lower scores on the opening section dimension of the rubric. This seems to be the result of how the opening section information was reported on the session reports rather than the quality of that information. In other words, the lower ratings on this dimension seem to reflect a stylistic problem rather than a content or comprehension problem. The department chair will discuss this issue with the Clinic Director to alter the style of the opening section to more clearly present that information in the session reports.</p>