

Master of Science in Applied Psychology

Annual Program Report

Year:	2021 – 2022 Academic Year
Program:	Master of Science Applied Psychology Program
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here: Data in Weave was only available for the 20-21 and 21-22 academic years, so I was unable to go further back. ALL performance goals for the Applied Psychology Graduate Program were MET; therefore, no improvement efforts were needed (or implemented) within the program. Following the 21-22 academic year, the department has instituted a few efforts to improve student performance in qualification exams because 1 students did not pass. Although this is a very rare event (3 students in 20 years), faculty have begun more openly discussing the qualification exams with students prior to the exam date. Faculty are focusing on helping students better understand the types of concepts that will, and will not, be covered on the exam. Faculty are also helping guide students in how to prepare of the exams (e.g., providing feedback on student created study materials).

The lower performance on the Clinical student client notes assessment is simply due to the new Clinic Director not being aware of the rubric used. Following the 21-22 department assessment, the department chair met with the Clinic Director and explained the assessment rubric used for client notes. With this knowledge, I am confident Clinical track students will show higher performance in the next assessment cycle.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here: There have not been any programmatic curriculum changes made.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Knowledge of research methods, statistical analysis of data, and how to clearly communicate information in a written format.	Students will demonstrate acceptable levels of research knowledge and critical thinking as assessed on their research report.	#1. Faculty developed Rubric	A faculty developed rubric is used to score student performance. Students in PSYC 5323 write a research report. We assessed this paper on several criteria: research thesis statement, quality of the idea, grammar, introduction, method,	PSYC 5323 research papers should average 3.0 across all rubric dimensions.	PSYC 5323 research papers = 3.47 average score across all rubric dimensions	This data clearly show that graduate students are demonstrating high levels of research methodology and writing knowledge. Based on these results, we do not see the need to make any changes to our curriculum in how we focus on instructing graduate students in writing a research report and using experimental methodology to effectively test research questions.

			results, discussion, reference quality, and APA style.			
		#2. AAC&U VALUE Rubric for Critical Thinking	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.	Mean of at least 3.0 on a 4-point AACU rubric measuring critical thinking.	PSYC 5323 research papers = 3.13 average score on critical thinking.	This data clearly show that student critical thinking levels are at an appropriate level within the graduate program. Based on these results, we do not see the need to make any changes to our curriculum in how we focus on critical thinking.
Knowledge of critical foundation concepts across a variety of psychology sub-disciplines.	Students will demonstrate broad-based knowledge representative of the current state of knowledge in the discipline of psychology.	Comprehensive Qualification Exams	After common coursework and coursework specific to program tracks, all graduate students take comprehensive	Students will achieve at least a 75% average on each subtest of the comprehensive exams following written and oral evaluations.	I/O track Students: 1 of 1 met the target Clinical track Students: 3 of 4 met the target	It is extremely rare to not meet this performance target. In only 2 of the past 20 years have any graduate students not met the comprehensive qualification exam performance target. For this reason, the department is not alarmed at the performance for the 2021-2022 academic

			<p>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</p>			<p>year. Regardless, faculty plan to do a few things differently to help improve student performance on qualification exams. 1) Faculty will begin talking to students earlier in the program about qualification exams so that students know what to expect and can voice any concerns or questions they have. 2) Tests administered in courses relevant to qualification exam content will utilize the same format as the qualification exam. This should help familiarize students with the qualification exam format in advance. 3) Faculty will candidly discuss the “philosophy” of the qualification exams, which is to emphasize foundational and critical knowledge/skills rather than esoteric content. This should help students develop a better sense of what content to focus their study efforts on.</p>
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			coursework in Psychopathology and Psychotherapy.			
Possess knowledge of professional standards and best practices.	Students who complete a psychology master's degree at Lamar will be prepared to enter a pre-professional position.	Faculty developed rubric for IO Practicum Reports & Clinical Client Notes	Faculty evaluate students' I/O Psychology Practicum Research reports. I/O Psychology students' report will reflect their research project for their host organization ; Faculty also evaluate Clinical Psychology students' session reports with clients.	Students will achieve at least 80% on the rubric	The average score across all rubric measures was 70%.	The reason students did not meet the target goal was an artifact of the assessment method. A new Clinic Director was hired during this assessment period. This new director was not familiar with the rubric used to evaluate Clinical Track students' client notes. This caused students' client notes to not completely follow the format evaluated by the rubric; therefore, student scores were lower. The department has communicated the rubric standards to the new director, which should improve performance in the future.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Candid discussion of qualification exams with students prior to the exam date. (e.g., types of concepts covered, guiding student preparation)	Progressing	For the Fall 2022 and Spring 2023 semesters faculty have been discussing the qualification exams with students (in a group and 1 on 1) both inside and outside of the classroom.
Discussion about Clinical student notes rubric with Clinic Director	Complete	The department chair reached out directly to the Clinic Director to familiarize the director with the clinical client notes rubric.