



## Program Assessment Report (PAR)

### Clinical Psychology (CPSY) Doctoral Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

#### I. PROGRAM LEARNING OUTCOMES

1. Doctoral students will develop the scientific knowledge foundation needed for the practice of clinical psychology. a. Doctoral students will demonstrate the minimum level of achievement in Discipline-Specific Knowledge (i.e., History and Systems of Psychology; Affective, Biological, Cognitive, Developmental, and Social Aspects of Behavior; Research Methods, Statistical Analysis, Psychometrics, and Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas). 2. Doctoral students will acquire the knowledge, skills, and attitudes necessary for culturally competent practice as clinical psychologists. b. Doctoral students will demonstrate the minimum level of achievement in the Profession-Wide Competency domain of Individual and Cultural Diversity. 3. Doctoral students will develop the knowledge, skills, and attitudes that will prepare them for the effective practice of clinical psychology. c. Doctoral students will demonstrate the minimum level of achievement in the Profession-Wide Competencies (i.e., Research; Ethical and Legal Standards; Professional Values and Attitudes; Communication and Interpersonal Skills; Assessment; Intervention; and Consultation and Interprofessional/Interdisciplinary Skills).

#### II. PROCEDURES USED FOR ASSESSMENT

##### A. Direct Assessment

Direct Assessment 1. Doctoral students will develop the scientific knowledge foundation needed for the practice of clinical psychology. a. Direct assessment data for this learning outcome was collected in multiple courses via course grades in Fall, Spring, and Summer semesters. See Domain-Specific Knowledge table uploaded in Supplemental Materials. Additionally, data was collected from the Basic Sciences Exam administered in Summer 2020 to the second-year cohort. 2. Doctoral students will acquire the knowledge, skills, and attitudes necessary for culturally competent practice as clinical psychologists. b. Direct

assessment data for this learning outcome was collected in multiple courses via course grades in Fall, Spring, and Summer semesters. See Profession-Wide Competencies table uploaded in Supplemental Materials. Additionally, data was collected from practicum evaluations in Spring 2020, Assessment Competency Exam in Fall 2019 and Spring 2020, Intervention Competency Exam in Summer 2020, and Student Annual Reviews in August 2020. 3. Doctoral students will develop the knowledge, skills, and attitudes that will prepare them for the effective practice of clinical psychology. c. Direct assessment data for this learning outcome was collected in multiple courses via course grades in Fall, Spring, and Summer semesters. See Profession-Wide Competencies table uploaded in Supplemental Materials. Additionally, data was collected from practicum evaluations in Spring 2020, Assessment Competency Exam in Fall 2019 and Spring 2020, Intervention Competency Exam in Summer 2020, and Student Annual Reviews in August 2020.

## **B. Scoring of Student Work**

Scoring of Work 1. Course grades determined by instructor identified course evaluation methods including course rubrics, multiple choice exams. a. Minimum level of achievement is a course grade of B 2. Assessment Competency Exam evaluated anonymously by faculty and community psychologists via rubrics developed by a faculty committee. b. Minimum level of achievement is 70% 3. Intervention Competency Exam evaluated by faculty and community psychologists via rubrics developed by a faculty committee. c. Minimum level of achievement is 70% 4. Basic Science Competency Exam is a multiple-choice exam developed and scored by a faculty committee using Qualtrics. d. Minimum level of achievement is 70% 5. Practicum performance evaluated by clinical supervisor (licensed psychologist) using the SOPP Training Progress Report (TPR). TPR consists of 53 items related to Profession-Wide Competencies rated on a 4-point Likert scale. e. Minimum level of achievement is rating of 3 on each item 6. Student Annual Review form- faculty advisor documents strengths and areas of growth in each Profession-Wide Competency domain based on faculty observation. Additionally, faculty can discern the student's level of insight and professional development by reviewing the student's self-assessment related to the Profession-Wide Competencies.

## **C. Indirect Assessment**

Indirect Assessment The SOPP's program assessment plan includes several methods of indirect assessment to document learning in relation to our program learning outcomes. These methods include the New Graduate Survey, Alumni Survey, Current Student Survey, and Licensure Rates. The New Graduate Survey is administered to the graduating cohort while the Alumni Survey is administered to graduates 2- and 5- years post degree. In each survey, alumni are asked to rate the degree to which they believed various aspects of their doctoral training received at the SOPP developed mastery for entry level practice in the Discipline-Specific

Knowledge and Profession-Wide Competency domains. Components of the program assessed include courses, practicum, and internship. Additionally, graduates are asked to rate their satisfaction with health service psychology as a career choice, to indicate if they recommend decreasing or increasing SOPP's emphasis on any of the Profession-Wide Competencies based on their professional activities, and to make recommendations for program improvements. The Current Student Survey is administered to 1st through 4th year students every 2-3 years to assess their satisfaction with various aspects of the SOPP program and Wright State University. Components of the program assessed include the curriculum, practicum placements, student review process, administrative offices, and Wright State University resources. Additionally, students are asked to indicate strengths and areas of growth for the program, qualitative feedback to support their ratings, and recommendations to improve the program. The Current Student Survey is scheduled to be administered in Spring 2021. Each semester students complete course evaluations administered at the end of each course which assess their perception of progress on course objectives and instructor methods. These evaluations assist in continuous development and improvement of courses. Students provide a self-assessment every year, as a part of the student annual review process, which requires them to determine their own competence on the Profession-Wide Competency domains. Finally, SOPP collects licensure data for alumni and reports the confirmed licensure rate annually for alumni 2 to 10 years post-degree.

### **III. ASSESSMENT RESULTS/INFORMATION:**

1. Course Grades in courses relevant to Discipline-Specific Knowledge (DSK) and Profession-Wide Competencies (PWC). 2. Clinical Competency Exams 3. Practicum Training Progress Report. 4. Student Annual Performance Reviews. 5. New Graduate Survey. 6. Alumni Survey. 7. Licensure Rate.

1. In the domains of Research, Research Methods, and Statistical Analysis 95% of students obtained a grade of B, A or pass in relevant courses. After remediation with those who did not, 100% of students met the minimum level of achievement (MLA). In the domain of assessment, 96% of students obtained a B or better in relevant course work. After remediation with the student who did not, 100% of students met the MLA. In the other DSK and PWC domains, 100% of students obtained a grade of B, A or pass in relevant coursework. 2. 100% of students who took the Basic Science Competency Exam and the Assessment Competency Exam passed. 96% of students who took the Intervention Competency Exam passed. 3. 100% of students in Practicum I and II obtained a rating of 3 or higher in all evaluated domains. 94% of students in Practicum III obtained a rating of 3 or higher in all evaluated domains. 6% of students (1) in Practicum III received a rating of 2 in the Professional Values and Attitudes domain, which was remediated. 4. 100% of students obtained a satisfactory evaluation by faculty advisor in the Student Annual Performance Review. 5. The New Graduate Survey was administered in June of 2020. 100% of 2020 graduates surveyed responded. A 4-point Likert scale was used to measure agreement, satisfaction, or degree of

emphasis placed on curriculum areas; most items included an option to provide narrative comments. Graduate respondents agreed the doctoral training received at SOPP developed mastery in each of the profession-wide competency areas and the discipline-specific knowledge areas overall Research (87%), Ethical and legal standards (100%), Individual and cultural diversity (96%), Professional values, attitudes and behaviors (96%), Communication and interpersonal skills (96%), Assessment (96%), Intervention (92%), Supervision (100%), Consultation and interprofessional/interdisciplinary skills (92%) and Discipline-Specific Knowledge (100%). 100% of graduates who responded agreed the clinical training received during their Practicum experience in SOPP helped develop mastery of the clinical competencies required for the practice of entry-level health service psychology. 96% of graduates who responded agreed the clinical training received during their Internship experience in SOPP helped develop mastery of the clinical competencies required for the practice of entry-level health service psychology. 96% of graduates who responded agreed the doctoral training received at SOPP prepared them for competent, entry-level practice in health service psychology. Graduate respondents indicated they would like to see an “increased emphasis” in the curriculum on Intervention (43%) and indicated the emphasis was “about right” for the remaining competencies. The most significant strengths of the program cited by graduates in 2020 were the intensive emphasis on developing individual and cultural diversity competence and the opportunities available to students. Other program strengths included support from staff and faculty, the training in supervision, and applied focus of courses. The most common area cited for potential growth was increased resourcing for the program (e.g., more faculty, opportunities, and financial support). Other growth areas mentioned were increased communication regarding program expectations and changes, intervention courses, and feedback to students.

6. 2015 and 2018 alumni were surveyed in November of 2020. 16 of 37 alumni responded (43%) to the Alumni Survey administered in November of 2020. A 4-point Likert scale was used to measure agreement, satisfaction, or degree of emphasis placed on curriculum areas; most items included an option to provide narrative comments. Alumni respondents agreed the doctoral training received at SOPP developed mastery (entry level practice) in each of the profession-wide competency areas and the discipline-specific knowledge areas overall Research (69%), Ethical and legal standards (100%), Individual and cultural diversity (100%), Professional values, attitudes and behaviors (100%), Communication and interpersonal skills (100%), Assessment (94%), Intervention (100%), Supervision (79%), Consultation and interprofessional/interdisciplinary skills (96%) and Discipline-Specific Knowledge (100%). 81% of respondents agreed that their doctoral training at SOPP prepared them to demonstrate knowledge, skills and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. All alumni who responded (100%) agreed the doctoral training received at SOPP prepared them for competent, entry-level practice in health service psychology. 100% of respondents were satisfied with their choice of health service psychology as a career. Respondents indicated they would like to see an “increased emphasis” in the curriculum on Supervision (50%) and Consultation and interprofessional/interdisciplinary skills (56%), and indicated the emphasis was “about right” for the remaining competencies. The most significant strengths of the program cited by alumni surveyed were the intensive emphasis on developing individual and cultural diversity competence. Other program strengths included support from

faculty and clinical training opportunities. The most common area cited for potential growth was increased resourcing for the program (e.g., more faculty, opportunities, and financial support). Other growth areas mentioned were increased communication regarding program expectations and changes and regularly offering the practice management course. 7. The confirmed licensure rate for graduates between 2 and 10 years ago is 87%.

1., 2., 3., 4.,- Significant percentage of students demonstrate minimum level of achievement in the DSK and PWC domains. In cases where students were unable to demonstrate MLA in an area, they were later successful with additional program support through the remediation process. Students consistently demonstrate progress toward achieving program learning outcomes. 5. 6.- Overall, the new graduates and alumni surveyed believed the program prepared them for entry level practice into the field of clinical psychology and they were satisfied with their chosen profession of health service psychology. 5. 6.- Both groups surveyed noted the most significant strength of the program was the intensive emphasis on developing individual and cultural diversity competence which is consistent with the programs learning outcomes and mission. 5.6.- Both groups surveyed noted a desire for increased communication regarding program expectations and changes, although all graduates achieved program learning outcomes (e.g. completed program requirements, demonstrated MLA). Of note, SOPP has had several transitions in program leadership and faculty, and undertook several program initiatives during the last 5 years which may have impacted student perception of “knowing expectations” and anxiety. 5. 6.- Both groups surveyed noted a potential growth area was to increase resourcing of the program (e.g. more faculty, opportunities, and financial support). 5. Although 92% of new graduates indicated they developed entry level mastery in the area of Intervention, 43% indicated they would like to see an increased emphasis, specifically in the application of interventions to assist with skill and confidence in early career. 6. Although Alumni indicated entry level mastery in the areas of Supervision (79%) and Consultation and interprofessional/interdisciplinary skills (96%), 50% and 56% indicated they would like to see an increase in Supervision and Consultation and interprofessional/interdisciplinary skills, respectively. The recommendation to increase emphasis in these areas despite level of mastery in early career may reflect a level of discomfort that occurs when engaging in these activities independently as an early career psychologist and/or the increase in early career psychologists engaging in these activities and a desire to expand this skill set earlier. 7. The actual licensure rate is likely higher due to inability to confirm licensure for all graduates in the assessed time-frame. Additionally, a small number of students choose not to become licensed as their employment does not require it or they are not currently working in the field. SOPP graduates have the requisite skills, knowledge, and attitudes to obtain and maintain licensure.

#### **IV. ACTIONS TO IMPROVE STUDENT LEARNING**

The SOPP faculty conduct Student Annual Performance Reviews each August. Faculty evaluate the progress on achieving program learning outcomes for each first,

second, and third year student. When program concerns or initiatives are raised as a part of the student reviews they are directed to relevant faculty committees for further consideration. Program assessment data (e.g., survey results) is discussed with faculty in a faculty meeting at least once a year and reviewed individually by program administrators annually. The SOPP holds an annual faculty retreat which is used for program planning for the year. Program assessment data is also referenced when program changes are proposed and the data is used to inform decisions. Regarding course evaluations, faculty review the data from student course evaluations for each of their courses and the Associate Dean reviews the feedback from all course evaluations to help inform curricular improvements.

SOPP Actions

1. Program improvements planned based on program assessment data a. In response to feedback from the Commission on Accreditation (APA), the faculty are considering strategies to ensure the DSK domains of Cognitive Basis of Behavior and Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas are adequately covered and evaluated in the curriculum.
2. The CCE process (ACE, ICE) will continue to be evaluated in the coming year.
3. The Current Student Survey will be updated to reflect current program structure and include qualitative items so students may articulate a rationale for Likert ratings. The survey will be administered in Spring 2021.
4. The curriculum committee will review the “peer supervision” experience to determine if modifications would increase student learning outcomes in this domain given feedback from students, practicum supervisors, and alumni. Following the review, the curriculum committee will make a recommendation to the faculty regarding the need for modification.
5. The curriculum committee will continue to review the required intervention courses to ensure graduates are prepared for entry level practice upon graduation.
6. Based on faculty and student feedback on adjustments to the first-year curriculum necessitated by COVID-19, a 1-credit psychometric online module required for first year students will be developed.
7. In response to recent social justice movements and student feedback, SOPP standing committees are developing Diversity/Inclusion Action plans to further the systematic focus on equity/diversity/inclusion consistent with the program’s mission.
8. The student selection committee will continue to evaluate the effectiveness of modifications to the admissions interview process based on faculty feedback to better determine applicant’s goodness-of-fit for the program (e.g., dropped the original group exercise and restructured the diversity component). Additionally, they will review the effectiveness of the modifications made to the application review process implemented to evaluate diversity factors to be more in line with the mission of the school (e.g., applicant statement).
9. Initiatives to increase administrative/process efficiencies given current resources. Updates on strategies identified in last program assessment

1. In response to feedback from the Commission on Accreditation (APA) an Affective Bases of Behavior course was implemented in Spring 2019. The course was evaluated through the 2019 reaccreditation process and determined to adequately cover the associated DSK.

2. The Clinical Comprehensive Exam process (BSCE, ACE, ICE) was reviewed. The faculty decided to discontinue the Basic Science Exam (BSCE) as it was determined that the way it was implemented did not contribute to the assessment of program learning outcomes in a manner consistent with APA accreditation (received feedback during re-accreditation process), means to assess the related learning outcomes were in place, and students did not gain a sense of mastery in taking or passing the exam.
3. The New Graduate and Alumni Surveys were updated

to assess mastery in program learning outcomes instead of satisfaction which further enhances the programs focus on developing knowledge, skills, and attitudes in the DSKs and PWCs. Additionally, faculty determined that the current items in the New Graduate and Alumni Surveys adequately assessed the Research competency domain so no changes were made to those items. 4. The SOPP submitted the comprehensive Self-Study report to the Commission on Accreditation (APA) in April 2019 and held a successful Site Visit in October 2019. The SOPP was informed in August 2020 that the PSYD program was reaccredited for the maximum time-frame of 10 years.

## **V. SUPPORTING DOCUMENTS**

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.