



Program Assessment Report (PAR)

Clinical Psychology (CPSY) Doctoral Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

1. Graduates can demonstrate the scientific knowledge foundation needed for the practice of clinical psychology. o Graduates can 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. Graduates can demonstrate the knowledge, skills, and attitudes necessary for culturally competent practice as clinical psychologists. o Graduates can demonstrate the minimum level of achievement in the Profession-Wide Competency domain of Individual and Cultural Diversity. 3. Graduates can demonstrate the knowledge, skills, and attitudes that will prepare them for the effective practice of clinical psychology. o Graduates can 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

- Graduates can demonstrate the scientific knowledge foundation needed for the practice of clinical psychology. o 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.
- Graduates can demonstrate the knowledge, skills, and attitudes necessary for culturally competent practice as clinical psychologists. o 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 2022, Assessment Competency Exam in Spring 2022 and Summer 2022, Intervention Competency Exam in Summer 2022, and Student Annual Reviews in August 2022. • Graduates can demonstrate the knowledge, skills, and attitudes that will prepare them for the effective practice of clinical psychology. o 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 2022, Assessment Competency Exam in Spring 2022 and Summer 2022, Intervention Competency Exam in Summer 2022, and Student Annual Reviews in August 2022.

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. 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 5. 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 most recent Current Student Survey was 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. Current Student Survey 6. New Graduate Survey. 7. Alumni Survey. 8. Licensure Rate.

Summary of Findings 1. In the domains of Research, Research Methods, and Statistical Analysis 98% of students obtained a grade of B, A or pass in relevant courses. After remediation with those who did not, 99% of students met the minimum level of achievement (MLA). For one student, remediation requires completing their prospectus defense next year. In the domain of Intervention, 99% of students obtained a grade of B, A or pass in relevant courses. After remediation, 100% of students met 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 Assessment Competency Exam passed. 100% of students who took the Intervention Competency Exam passed. 3. 100% of students in Practicum III obtained a rating of 3 or higher in all evaluated domains. 93% of students in Practicum I obtained a rating of 3 or higher in all evaluated domains. 7% of students (2) in Practicum I received a rating of 2 in the, Communication and Interpersonal domain, which was remediated by the end of the training year. 95% of students in Practicum II obtained a rating of 3 or higher in all evaluated domains. 5% of students (1) received ratings of 2 in all domains assessed, the student is remediating these issues during the next raining year. 4. 100% of students obtained a satisfactory evaluation by faculty advisor in the Student Annual Performance Review. 5. The Current Student Survey was last administered in April of 2021. 52% of 1st through 4th years responded. A 5-point Likert scale was used to assess satisfaction with various aspects of the SOPP program and Wright State University. Student respondents noted overall satisfaction with

general curriculum areas: variety of classes (75%), frequency of classes offered (48%; 34% neutral), Times classes offered (56%), variety of practicum placements (57%), assignment of practicum placement (68%), and availability of resources in SoPP (47%; 40% neutral). Student respondents noted overall satisfaction with faculty related domains: availability to students (67%), level of expertise (85%), treating students with respect and dignity (69%), modeling professional behavior (73%), diversity of theoretical approaches (75%), diversity of scholarly interests (71), responsiveness to students' needs (67%), course evaluations: providing feedback (53%), advisor system (selection) (71%), availability of advisor (78%), and helpfulness of advisor (85%). Student respondents noted overall satisfaction with SOPP administrative offices as follows: 1) Dean's office overall effectiveness (57%), overall availability to students (48%), and overall helpfulness to students (48%); 2) Associate Dean's office overall effectiveness (85%), overall availability to students (85%), and overall helpfulness to students (83%); and 3) Office of Clinical Training's overall effectiveness (49%), overall availability to students (64%), and overall helpfulness to students (44%). 73% of student respondents noted overall satisfaction with academic course work and 65% of student respondents noted overall satisfaction with practicum training. Areas of strength noted by student respondents included variety of practicum sites, flexibility of the program, support from program/faculty, diversity training, expertise of faculty, and resources provided by the faculty. Areas of growth noted by student respondents included increasing the number of practicum sites, increase assessment opportunities on practicum, increasing support provided by faculty, further developing health and forensic emphases, and providing additional financial resources.

6. The New Graduate Survey was administered in June of 2022. 100% of 2022 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 (50%), Ethical and legal standards (95%), Individual and cultural diversity (95%), Professional values, attitudes and behaviors (95%), Communication and interpersonal skills (95%), Assessment (95%), Intervention (95%), Supervision (95%), Consultation and interprofessional/interdisciplinary skills (80%) and Discipline-Specific Knowledge (90%). 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. 95% 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. 95% 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 Consultation and Interprofessional/Interdisciplinary skills (55%) and Research (65%) and indicated the emphasis was "about right" for the remaining competencies. The most significant strengths of the program cited by graduates in 2022 were the emphasis on developing individual and cultural diversity competence, engagement with faculty, and clinical training opportunities. The most common area cited for potential growth was increased

focus on empirical research, broadening elective and intervention course options, and increase feedback opportunities. 7. 2017 and 2020 alumni were surveyed in October of 2022. 16 of 39 alumni responded (41%) to the Alumni Survey administered in 2022. 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 (62%), Ethical and legal standards (100%), Individual and cultural diversity (100%), Professional values, attitudes and behaviors (100%), Communication and interpersonal skills (100%), Assessment (94%), Intervention (88%), Supervision (88%), Consultation and interprofessional/interdisciplinary skills (81%) and Discipline-Specific Knowledge (94%). 80% 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. 93% of alumni who responded agreed the doctoral training received at SOPP prepared them for competent, entry-level practice in health service psychology. 93% of respondents were satisfied with their choice of health service psychology as a career. All respondents indicated the emphasis was “about right” for all program competency areas. The most significant strength of the program cited by alumni who responded was the emphasis on developing individual and cultural diversity competence. Other program strengths included support from faculty and curriculum. The most common area cited for potential growth was expanding opportunities for research. 8. The confirmed licensure rate for graduates between 2 and 10 years ago is 86%. Analysis in Relation to Learning Outcomes 1., 2., 3., 4.,- Significant percentage of students demonstrate minimum level of achievement (MLA) 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.- Overall, current students are satisfied with the general curricular areas assessed, faculty related domains, administrative offices, academic course work, and practicum training. 6.7. - 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. 7.- All groups surveyed noted a significant strength of the program was the emphasis on developing individual and cultural diversity competence which is consistent with the programs learning outcomes and mission. 6. 7.- New graduates and alumni surveyed noted a potential growth area was to opportunities for engagement in research activities. 6. 7.- Although 87% of new graduates and 100% of alumni indicated they developed entry level mastery in the area of Intervention, several comments were made regarding expanding intervention course offerings. Similar comments were made by current student respondents. 6.- Although 55 % of new graduates indicated they would like to see an increase in Consultation and interprofessional/interdisciplinary skills. The recommendation to increase emphasis in this area despite historical reports from other new graduates of obtaining a level of mastery consistent with early career activities 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 consultation activities and a desire to expand this skill set earlier. 8.- 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.

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. Additionally, administrators provide an opportunity to meet with students to review data from the surveys. 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 Chair reviews the feedback from all course evaluations to help inform curricular improvements. SOPP Actions:

- Program improvements planned based on program assessment data:
 - o The ACE process will continue to be evaluated in the coming year to determine the best format to evaluate student competencies given current resources and goals of the exam.
 - o Current Student Survey: Update to reflect current administrative structure and administer in Spring 2023.
 - o Curriculum committee will continue to review student feedback and trends in the field to inform modifications to the curriculum- specifically intervention course sequence and electives.
 - o SOPP standing committees will continue to develop and implement Diversity/Inclusion Action plans to further the systematic focus on equity/diversity/inclusion consistent with the program's mission.
 - o Based on student/alumni feedback and trends in the field, SOPP faculty and administrators will consider opportunities to expand curricular/training offerings (e.g., certificate programs, interdisciplinary training, expanding Psychological Assessment Services).
 - o SOPP faculty will implement the SOPP Student Wellness Fund.
 - o Initiatives to increase administrative/process efficiencies given current resources.
- Updates on strategies identified in last program assessment:
 - o In Spring 2023, the updated Cognitive and Affective Bases of Behavior course will be implemented in response to feedback from the Commission on Accreditation (APA).
 - o The faculty developed policies and procedures for the Advanced Integrative Knowledge Poster. The policies and procedures were added to the student handbook and the requirement reviewed with the current first and second year students.
 - o The CCE process (ACE, ICE) was reviewed and faculty voted to continue the exam in a virtual format to increase access to expert evaluators in the community.
 - o Curriculum committee approved an Introduction to Dialectical Behavioral Therapy elective to be implemented in Summer 2023.
 - o SOPP faculty drafted policies for a SOPP Student Wellness fund.
 - o Initiatives to increase administrative/process efficiencies included:
 - Using Office 365 applications to increase efficiency in collaboratively working on projects and conducting meetings.
 - Moved Dissertation forms to Docusign for easier completion.

V. SUPPORTING DOCUMENTS

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