



## **Program Assessment Report (PAR)**

### **Clinical Psychology (CPSY) Doctoral Degree**

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**ACADEMIC YEAR COVERED BY THIS REPORT:** 2020-2021

#### **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. 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 2021, Assessment Competency Exam in Spring 2021 and Summer 2021, Intervention Competency Exam in Summer 2021, and Student Annual Reviews in August 2021. 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 2021, Assessment Competency Exam in Spring 2021 and Summer 2021, Intervention Competency Exam in Summer 2021, and Student Annual Reviews in August 2021.

## **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 94% of students obtained a grade of B, A or pass in relevant courses. After remediation with those who did not, 97% of students met the minimum level of achievement (MLA). For one student, remediation requires retaking the course next year. In the other DSK and PWC domains, 100% of students obtained a grade of B, A or pass in relevant coursework. 2. 95% 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 II and III obtained a rating of 3 or higher in all evaluated domains. 95% of students in Practicum I obtained a rating of 3 or higher in all evaluated domains. 5% of students (1) in Practicum I received a rating of 2 in the, Communication and Interpersonal, Assessment, and Intervention domains, which were remediated. 4. 98% of students obtained a satisfactory evaluation by faculty advisor in the Student Annual Performance Review. 2% of students obtained unsatisfactory evaluation in Communication an Interpersonal skills domain, which was remediated. 5. The Current Student Survey was 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 2021. 89% of 2021 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 (76%), Ethical and legal standards (94%), Individual and cultural diversity (89%), Professional values, attitudes and behaviors (88%), Communication and interpersonal skills (82%), Assessment (88%), Intervention (88%), Supervision (76%), Consultation and interprofessional/interdisciplinary skills (94%) and Discipline-Specific Knowledge (88%). 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. 100% 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. 93% 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 Supervision (56%), Consultation and Interprofessional/Interdisciplinary skills (43%), Research (37%) and Communication and Interpersonal skills (37%) and indicated the emphasis was "about right" for the remaining competencies. The most significant strengths of the program cited by graduates in 2021 were the emphasis on developing individual and cultural diversity competence, support of students, and faculty passion. The most common area cited for potential growth was increased intervention course offerings, incorporate student feedback and perspectives

more, and resourcing for the program (e.g., more faculty, opportunities, and financial support). 7. 2016 and 2019 alumni were surveyed in October of 2021. 15 of 42 alumni responded (36%) to the Alumni Survey administered in 2021. 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 (80%), Ethical and legal standards (100%), Individual and cultural diversity (100%), Professional values, attitudes and behaviors (100%), Communication and interpersonal skills (100%), Assessment (100%), Intervention (100%), Supervision (100%), Consultation and interprofessional/interdisciplinary skills (80%) and Discipline-Specific Knowledge (93%). 93% 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. 85% 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 Research (40%), Communication and Interpersonal skills (60%), and Consultation and interprofessional/ interdisciplinary skills (60%), and indicated the emphasis was “about right” for the remaining competencies. The most significant strength of the program cited by alumni who responses was the emphasis on developing individual and cultural diversity competence. Other program strengths included support from faculty, assessment training, intervention classes, and the diverse faculty. The most common area cited for potential growth was expanding the intervention courses offered. Other growth areas mentioned were expanding view of diversity beyond race/ethnicity and ability status, research opportunities, communication for the real world, and affordability of the program. 8. The confirmed licensure rate for graduates between 2 and 10 years ago is 89%. Analysis in Relation to Learning Outcomes 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.- 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. 5. 6. 7.- All groups surveyed noted a potential growth area was to increase resourcing of the program (e.g. further develop program emphases, opportunities, and financial support). 5.6.7.- While all groups survey noted faculty support as satisfactory or a strength, a subset of respondents identified a significant need to increase support for students. 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. 7.- Although 95 % of new graduates and 80% of alumni indicated entry level mastery in Consultation and interprofessional/ interdisciplinary skills, 43 % and 60% (respectively) indicated they would like to see an increase in Consultation and interprofessional/interdisciplinary skills. The recommendation to increase emphasis in this area 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 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 will review data from the surveys with current students to increase transparency regarding data informing program initiatives. 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 developing policies and procedures to create the Advanced Integrative Knowledge Poster policies and procedures. The policies and procedures will be added to the student handbook and the requirement reviewed with current first year students.
- b. The CCE process (ACE, ICE) will continue to be evaluated in the coming year.
- c. The curriculum committee will continue to review the required intervention courses and first two years of SoPP curriculum and develop a proposal to update the courses to ensure we are meeting student's training needs. Student feedback will be collected to assist in developing the initiatives.
- d. 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.
- e. Based on feedback from students, SOPP standing committees will address student support needs through program-wide initiatives.
- f. 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).
- g. Initiatives to increase administrative/process efficiencies given current resources.

**2. Updates on strategies identified in last program assessment**

- a. In response to feedback from the Commission on Accreditation (APA) the current Affective Basis of Behavior course was modified to include and separately evaluate content on Cognitive Basis of Behavior. The course modification is currently moving through the university approval process. SoPP plans to implement the course in academic year 2023.
- b. In response to feedback from the Commission on Accreditation (APA) the faculty initiated developed of the Advanced Integrative Knowledge Poster requirement to specifically evaluate the Advanced Integrative Knowledge Basic Discipline-Specific Content Areas competency domain. The requirement will be

implemented with the Fall 2021 incoming class and beyond. c. The Clinical Comprehensive Exam process (ACE, ICE) was reviewed. The faculty decided to continue the Clinical Comprehensive Exam process as defined in the student handbook. However, adjustments were made to the ICE to address student issues with accessing a case for the exam due to the impact of the pandemic on their clinical placement. d. The Current Student Survey was updated to reflect current program structure and include qualitative items so students may articulate a rationale for Likert ratings. The survey was administered in Spring 2021. e. The curriculum committee and the faculty reviewed the “peer supervision” experience to determine if modifications would increase student learning outcomes in this domain given feedback from students, practicum supervisors, and alumni. After discussion and gathering feedback from current students, the faculty decided to continue the “peer supervision” in its current form, but provide more information on its purpose and usefulness to second year students. f. The curriculum committee reviewed the current intervention course sequence and benchmarked the sequence with comparable PsyD programs. The committee agreed to develop a proposal to update the intervention course sequence in AY 2022. g. A 1-credit psychometric online module required for first year students was developed and implemented in Fall 2021. h. SOPP standing committees developed Diversity/Inclusion Action plans and conducted the following initiatives i. Curriculum committee will review all new initiatives/courses through an EDI framework and began work on an EDI resource page to be implemented in AY 2022. ii. Clinical Training Committee administered a survey on training related to racial trauma. iii. Diversity/Inclusion Committee scheduled program-wide trainings related to current social-justice issues. i. The student selection committee reviewed the effectiveness of modifications to the admissions interview process based on faculty feedback and decided to continue with modifications made the previous year. j. Initiatives implemented to increase administrative/process efficiencies included i. Moving the student handbook to Office 365 SharePoint for easier management. ii. Moving listservs to Office 365 Groups for easier management. iii. Using Office 365 applications to increase efficiency in collaboratively working on projects. iv. Explored technology to make remote work easier (e.g. use of docusign, goreact pro for course feedback)

## **V. SUPPORTING DOCUMENTS**

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