

Detailed Assessment Report  
As of: 10/07/2013 01:47 PM EST  
2012-2013 Psychology PhD

### Mission / Purpose

Psychology is the scientific study of behavior, and application of that knowledge for the betterment of humankind. Accordingly, the above programs seek to prepare students to become competent, professional psychologists who approach the science and practice of psychology from an empirical perspective. All students will be prepared to engage in scientific research in their respective specialty areas. Students in the accredited areas (clinical, counseling, and school) will be trained in psychological assessment and intervention approaches relevant to their respective emphasis areas.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

#### **SLO 1: Broad Based Training**

Students will receive broad based training that will prepare them for both research and applied careers.

#### Related Measures:

##### **M 1: Academic Employment**

Graduates will be able to secure initial employment in academic settings (e.g., research institutes, colleges or universities, medical schools) as either faculty or research fellows.

#### **Target:**

40% of graduates' initial employment will be in academic settings (e.g., research institutes, colleges or universities, medical schools) as either faculty or research fellows.

#### **Findings (2012-2013) - Target: Met**

11 of 21 of graduating students' (52.3%) initial employment was in academic settings.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

##### **Academic Employment 2009-2010**

*Established in Cycle:* 2009-2010

In the last year, the faculty have evaluated whether a target goal of 40% placement in academic areas serves the best interest o...

##### **M 14: Graduate Student Teaching Competency**

Graduate students will teach undergraduate level psychology classes and be evaluated as to their competency in doing so on a scale of 1 - 4 where 1 indicates there is much needed improvement, 3 indicates an adequate job, and 4 indicates excellence in teaching.

#### **Target:**

25% of graduate students will teach undergraduate level psychology classes and receive a rating of adequate on a scale of 1 - 4 where 1 indicates there is much needed improvement, 3 indicates an adequate job, and 4 indicates excellence in teaching.

#### **Findings (2012-2013) - Target: Met**

15 of 15 students (100%) received a rating of adequate or excellence for competency in teaching an undergraduate psychology class.

#### **SLO 2: Critical Thinking Skills in Psychology**

All students will acquire critical thinking skills associated with scientific research design and data analytic strategies necessary for the production, interpretation, and application of psychological knowledge.

#### Related Measures:

##### **M 6:Communication of Knowledge about Field of Study**

Students will orally present their dissertation proposal

##### **Target:**

Ninety percent (90%) of all students will be successful in their oral presentation of the dissertation proposal.

##### **Findings (2012-2013) - Target: Met**

19 of 19 students (100%) successfully presented their dissertation proposals.

##### **M 19:Research and Analysis Competency**

Graduating students will be rated by graduate program faculty on research design and analysis performance with the scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations. Individuals who meet or exceed expectations will have demonstrated competency in all of their research design and analysis courses, that is, they will have obtained a B or higher in all of those courses (Quantitative Methods I (Psy 662), Quantitative Methods II (Psy 663), and Research Evaluation in the Behavioral Sciences (Psy 661)).

##### **Target:**

Ninety percent (90%) of all graduating students will be rated by graduate program faculty as meeting or exceeding expectations for research design and analysis performance with the scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations. Individuals who meet or exceed expectations will have demonstrated competency in all of their research design and analysis courses, that is, they will have obtained a B or higher in all of those courses (Quantitative Methods I (Psy 662), Quantitative Methods II (Psy 663), and Research Evaluation in the Behavioral Sciences (Psy 661)).

##### **Findings (2012-2013) - Target: Met**

26 of 28 students (92.8%) performed with satisfactory or above satisfactory competence on measures of design and analysis.

##### **SLO 3:Production and Dissemination of Research**

All students will be trained to produce and disseminate scientific psychological research.

#### Related Measures:

##### **M 7:Conference Presentations**

Students will author conference papers or presentations.

##### **Target:**

50% of current students will have authored at least one conference paper or presentation.

##### **Findings (2012-2013) - Target: Met**

78 of 117 students (66.7%) authored or co-authored a conference presentation for a professional conference.

##### **M 9:Dissertation Timeline**

Students will complete the dissertation within eight years of program matriculation.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**

90% of students will successfully complete the dissertation within seven years of program matriculation.

**Findings (2012-2013) - Target: Met**

23 of 23 students (100%) successfully completed the dissertation within eight years of matriculation.

**M 20:Research Funding**

Students will apply for their own research grant funding (e.g., Sigma Xi, SSCI).

**Target:**

Twenty-five percent (25%) of students will apply for their own research grant funding (e.g., Sigma Xi, SSCI).

**Findings (2012-2013) - Target: Not Met**

15 of 117 students (12.8%) applied for external funding.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Student Research Funding 2010-2011**

*Established in Cycle:* 2010-2011

Although we improved the percentage of students applying for external research funds, we fell short of our targeted goal. Thus, ...

**M 21:Submissions for Publication**

Students will submit co-authored peer-reviewed empirical articles or book chapters for publication.

**Target:**

25% of students will submit at least one co-authored peer-reviewed empirical article or book chapter.

**Findings (2012-2013) - Target: Met**

48 of 117 students (41.8%) either authored or co-authored a peer reviewed article or book chapter.

**SLO 4:Proficiency in Assessment and Intervention**

Students in the applied emphasis areas will demonstrate proficiency in assessment and intervention.

**Related Measures:****M 3:Annual Evaluations of Practitioner Performance**

Students will be rated on their annual evaluations in the area of practitioner performance.

**Target:**

90% of students will receive satisfactory ratings on their annual evaluations in the area of practitioner performance.

**Findings (2012-2013) - Target: Met**

51 of 54 students (94.4%) received satisfactory ratings on annual evaluations in the area of practitioner performance.

**M 4:APA Accredited Internship**

Students in the accredited applied areas will complete an APA-accredited doctoral internship.

**Target:**

95% of all students in the accredited applied areas will complete an APA-accredited doctoral internship.

**Findings (2012-2013) - Target: Met**

14 of 14 students (87%) were matched with an APA accredited doctoral internship.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**APA Internship 10-11 update**

*Established in Cycle: 2010-2011*

The action described here pertains to Objective 4: Proficiency in Assessment and Intervention. Eighteen out of 21 relevant stude...

**M 5:Assessment Proficiency**

Students who have obtained a grade of B or higher in didactic assessment and intervention courses relevant to their emphasis areas will be rated on their ability to successfully administer intelligence and achievement tests for children and adults and to demonstrate basic clinical and interviewing skills appropriate for their level of graduate training. Students will be rated on a scale of 1-5 with 1 indicating not proficient, 3 indicating proficient, and 5 indicating very proficient based on observations of videotaped experiential assignments.

**Target:**

100% of students who have obtained a grade of B or higher in didactic assessment and intervention courses relevant to their emphasis areas will be rated as proficient in their ability to administer intelligence and achievement tests for children and adults and to demonstrate basic clinical and interviewing skills appropriate for their level of graduate training. Ratings will occur on a scale of 1-5 with 1 indicating not proficient, 3 indicating proficient, and 5 indicating very proficient based on observations of videotaped experiential assignments.

**Findings (2012-2013) - Target: Met**

19 of 19 students (100%) obtained a grade of B or higher in didactic assessment and intervention courses and were rated as proficient by their supervising faculty.

**M 13:Externship Supervisor Evaluations**

Students on externship (community based placements) will earn be rated by their on-site supervisors.

**Target:**

90% of students on externship (community based placements) will earn satisfactory performance ratings by their on-site supervisors.

**Findings (2012-2013) - Target: Met**

39 of 39 students (100%) were rated as satisfactory or better by externship supervisors.

**M 15:Internship Supervisor Evaluation**

Students on internship will be rated on internship performance by their respective internship supervisors.

**Target:**

90% of students on internship will earn satisfactory performance ratings by their respective internship supervisors.

**Findings (2012-2013) - Target: Met**

13 of 13 students (100%) on internship earned satisfactory ratings from their respective internship supervisors.

### **M 22:Supervised Practice**

Students in applied areas will obtain broad and general skills in the areas of assessment and intervention by accruing a minimum number hours of supervised practice before the internship year.

Source of Evidence: Student course evaluations on learning gains made

#### **Target:**

90% of students will obtain broad and general skills in the areas of assessment and intervention by accruing a minimum of 5 semesters of practicum/externship before the internship year.

#### **Findings (2012-2013) - Target: Met**

14 of 14 students (100%) accrued a 5 semesters of supervised practice prior to the internship year.

### **SLO 5:Socialization in the Profession**

Students will be socialized in the profession of psychology.

#### **Related Measures:**

### **M 2:Annual Evaluations**

Students will receive a rating of in the area of professional development on their annual evaluations of student performance and progress toward the doctoral degree.

#### **Target:**

80% of students will receive a rating of at least satisfactory progress in the area of professional development on their annual evaluations of student performance and progress toward the doctoral degree.

#### **Findings (2012-2013) - Target: Met**

74 of 77 students (96%) were evaluated and rated as at least satisfactory in the area of professional development.

### **M 11:Ethics Grades**

Students will be graded in the required department ethics and professional development course related to their emphasis areas.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Target:**

95% of students in the accredited emphasis areas will earn a grade of B or higher in the required department ethics and professional development course.

#### **Findings (2012-2013) - Target: Met**

10 of 10 students (100%) received a grade of B or higher in the departmental ethics and professional developmental courses required within each program area.

### **M 12:Exposure to National Scholars**

Students will be exposed to nationally renowned scholarship in the discipline of psychology by attending colloquia and professional symposia.

#### **Target:**

90% of students will be exposed to nationally renowned scholarship in the discipline of psychology by attending colloquia and professional symposia.

**Findings (2012-2013) - Target: Met**

72 of 73 students (98.6%) were exposed to at least one nationally renowned scholar by attending colloquia or professional symposia.

**M 16: Mentor Identification**

Students will identify a research mentor who will serve to orient the student to and socialize the student in the profession of psychology.

**Target:**

100% of students will have identified a research mentor by the end of their second semester of graduate training who will serve to orient the student to and socialize the student in the profession of psychology.

**Findings (2012-2013) - Target: Met**

23 of 23 students (100%) identified a research mentor prior to the end of their second semester of graduate training.

**M 17: Oral Presentation in History of Psychology**

Students will be rated using a scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations, on the oral presentation portion of Psy 718 History of Modern Psychology) where students present on a major psychological era. Students who meet or exceed expectations will be able to articulate the conceptualization of a major time period during which a particular theoretical framework was prevalent, identify the major theorists of the era, integrate the relevant psychological studies during the era highlighting dissensions and conflicts among theorists, and discuss the implications of the era for current trends in psychology.

**Target:**

Ninety-five percent (95%) of all students will be rated as meeting or exceeding expectations with a scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations, on the oral presentation portion of Psy 718 History of Modern Psychology) where students present on a major psychological era. Students who meet or exceed expectations will be able to articulate the conceptualization of a major time period during which a particular theoretical framework was prevalent, identify the major theorists of the era, integrate the relevant psychological studies during the era highlighting dissensions and conflicts among theorists, and discuss the implications of the era for current trends in psychology.

**Findings (2012-2013) - Target: Not Met**

13 of the 15 (86.6%) students who enrolled in this class successfully completed the oral presentation with a rating of at least "meeting expectations".

**M 18: Professional Organization Membership**

Students will join scientific or professional societies open to graduate student membership.

**Target:**

75% of all preinternship/precandidacy students will hold membership in a scientific society.

**Findings (2012-2013) - Target: Met**

26 of 28 students (92.8%) joined scientific or professional societies open to graduate student membership.

**SLO 6: Sufficient Knowledge in Core Areas**

All graduating students will have acquired a sufficient knowledge base in the following core areas of psychology: (a) biological bases of behavior, (b) social basis of behavior, (c) cognitive affective basis of behavior, (d) human development or individual differences.

**Related Measures:**

### **M 8:Core Course Competency**

Students who have completed their Ph.D. course requirements (excluding internship or dissertation requirements) will be rated by graduate program faculty on overall core coursework performance with the scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations. Individuals who meet or exceed expectations will have demonstrated competency in all of their core courses, that is, they will have obtained a B or higher in all of their core courses.

#### **Target:**

90% of students who have completed their Ph.D. course requirements (excluding internship or dissertation requirements) will be rated by graduate program faculty as meeting or exceeding expectations for core coursework performance with the scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations. Individuals who meet or exceed expectations will have demonstrated competency in all of their core courses, that is, they will have obtained a B or higher in all of their core courses.

#### **Findings (2012-2013) - Target: Met**

26 of 28 students (92.9%) who completed PhD requirements (except dissertation or internship) met or exceeded expectations in their core course requirements.

### **M 10:Doctoral Comprehensive Exams**

Students will be rated by program faculty as either passing or not passing their doctoral comprehensive examinations.

#### **Target:**

90% of all students will successfully pass doctoral comprehensive examinations.

#### **Findings (2012-2013) - Target: Met**

16 of 17 students (94%) successfully passed their Doctoral Comprehensive Exams.

### **Details of Action Plans for This Cycle (by Established cycle, then alpha)**

#### **Academic Employment 2009-2010**

In the last year, the faculty have evaluated whether a target goal of 40% placement in academic areas serves the best interest of our students. According to the most recent APA Directory Survey data (2000), the percentage of psychologist employed in academic positions is 28%. Thus, although we plan to continue our training and mentoring of students towards academic careers, we have decided to adjust our goal to a more modest 30%, a level slightly higher than reported nationally. However, we will also continue to focus on training students for academia by providing increased student opportunities to teach and publish during their graduate training. We will enhance mentoring activities directed toward honing students for academic positions. Finally, we will continue to evaluate recruitment efforts to ensure that we place proper focus on the admission of students with high academic potential.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Academic Employment | **Outcome/Objective:** Broad Based Training

**Responsible Person/Group:** All graduate training faculty

**Additional Resources Requested:** increased funds for student travel to professional conferences to increase student opportunities for networking with other academics; increased graduate stipends to attract qualified students seeking academic careers.

### **APA Internship 10-11 update**

The action described here pertains to Objective 4: Proficiency in Assessment and Intervention. Eighteen out of 21 relevant students met the criteria for this objective, resulting in failure to meet our target performance level of 95%. Nevertheless, our actual performance level of 86% continues to be far above the national average for acceptance to APA-accredited internships (79%). In order to increase the likelihood that our performance level will improve next year, we will continue programmatic efforts to ensure students' adequate preparation for the APPIC internship match. Program faculty will continue their efforts to increase the number of clinical training opportunities through funded externships in order to allow students to gain supervised practice hours in relevant settings. Students will receive feedback and guidance on internship applications including essays, and will receive opportunities for interview preparation.

**Established in Cycle:** 2010-2011

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** APA Accredited Internship | **Outcome/Objective:** Proficiency in Assessment and Intervention

**Implementation Description:** Mentoring

**Responsible Person/Group:** Training Directors and Graduate Faculty

### **Student Research Funding 2010-2011**

Although we improved the percentage of students applying for external research funds, we fell short of our targeted goal. Thus, we will continue with our Action Plan from the previous reporting cycle. To increase the performance rate of student applications for external funding, we will emphasize the importance of this activity in all relevant classes. We will incorporate formal training pertinent to grant writing processes in relevant classes, including research design and other writing intensive classes. We will continue to schedule formal workshops dedicated to training students in grant writing. We will also continue to increase student awareness of funding opportunities for students by forwarding relevant opportunities, as well as faculty funding opportunities that have a student-relevant component.

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Research Funding | **Outcome/Objective:** Production and Dissemination of Research

**Responsible Person/Group:** Training Directors & Graduate Faculty

### **Review and Revisit PhD WEAVE outcomes and measures**

The doctoral program in psychology has enjoyed several years of relative success. Assessment outcomes and measures have not been reviewed recently. Early in the next reporting cycle, the training directors will meet to review and revise the outcomes and measures in an effort to demonstrate continuous improvement.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Responsible Person/Group:** Bonnie Nicholson & Psychology Training Directors

### **History of PSY oral project**

This action plan addresses Outcome/Objective 5: Socialization in the Profession. It was expected that 95% of students will meet or exceed expectations on a project in History of Modern Psychology. This reporting period, 87% of students achieved this goal. Reasons for this decline in performance are not clear, so the graduate committee will plan to meet with the instructor to problem solve potential solutions to increase performance in

this area.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Projected Completion Date:** 09/27/2013

**Responsible Person/Group:** Graduate committee

**Additional Resources Requested:** none

### Analysis Questions and Analysis Answers

#### **What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

The analysis of this year's assessment data suggests that the PhD programs in Psychology continue to do a good job of preparing students for entry into the field of psychology. The programs continue to produce students who received high ratings in practitioner performance, assessment, professional development, and with respect to meeting research expectations and timelines. The programs continue to strive toward achieving goals associated with increased publication and presentation rates and improvements in students' engagement in the external funding process. Finally, this reporting cycle, the programs DID meet expectations for internship placement (100%), which far exceeds the national average.

#### **What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

In the current reporting cycle, 2 objectives were not met. These will continue to be monitored by the graduate training faculty. The programs continue to struggle to meet objectives related to the percentage of students who apply for external funding; efforts to achieve this goal include the development of college-wide grant writing initiatives which include graduate students. An unexpected finding is that there was a decrease in the proportion of students meeting expectations relation to socialization in the professional and as measured by a History of Psychology project. The reasons behind this dip in performance are not clear, however the graduate training committee will discuss performance issues with faculty and develop an appropriate course of action to return to our previously successful rates of achievement in this area.

### Annual Report Section Responses

#### **Program Summary**

The primary mission of the PhD program in Psychology is training in the scientific study of behavior, and application of that knowledge for the betterment of humankind. Accordingly, the above programs seek to prepare students to become competent, professional psychologists who approach the science and practice of psychology from an empirical perspective. All students will be prepared to engage in scientific research in their respective specialty areas. Students in the accredited areas (clinical, counseling, and school) will be trained in psychological assessment and intervention approaches relevant to their respective emphasis areas. The analysis of this year's assessment suggest that the PhD programs continue to do a good job of preparing students for entry into the field of psychology. The students are well trained in core courses, in research competence, and in dissemination of scientific and scholarly information. The department is especially proud of a number of accomplishments in 2012-2013 including a high rate of grant activity, publication and student involvement in research. A noteworthy improvement involves the number of graduates who have been able to secure academic positions upon graduation. For the first time, the program is proud to have met this objective. The graduate programs in Psychology continue to be highly regarded across the university and nationally. Faculty remain highly research productive and presentations and publications include student contributions. Given the department's success, the graduate programs received additional support for the 2013-2014 academic year and were able to slightly increase admission rates.

#### **Continuous Improvement Initiatives/Additional Action Plans**

In the current reporting cycle, 2 objectives were not met. These objectives will continue to be monitored by the graduate training faculty. The first unmet goal was in the percentage of students who apply for external

funding. The area Training Directors (and all faculty) have made a more conscious effort to encourage external applications from students for funding by disseminating such opportunities more widely and making this a priority for research teams. Additionally, there are college-wide efforts to improve graduate student involvement in the external funding process. We recognize the importance of this goal and will continue our formulated an action plan to increase student awareness of funding opportunities and to enhance training of students for applications for funding. We will continue to monitor our action plans for an additional year, including completion of research milestones. Additionally, there was an unexpected decrease in the performance related to a project in the History of Psychology course. Reasons for this decrease are unknown, but additional consultation with the program directors and instructors may result in new action plans for the coming year.

A review of PhD goals and objectives will be completed in early Fall, 2013 and an additional objective related to retention and to licensure will be included for the coming year. Additional changes are not expected, but may occur as a result of this meeting.

The 2013-2014 academic year holds a good deal of promise with several new faculty members joining the department and an increase in student funding which has resulted in additional admissions for the next academic year. The Department continues to remain one of the most productive in the college despite the deficits in faculty and support this past academic year and is expected that with additional human resources and financial support to increase admissions, the programs will continue to exceed expectations.

### **Closing the Loop/Action Plan Tracking**

In the spirit of continuous improvement, the PhD (and MA/MS) goals will undergo committee review this year and revisions will be included in the assessment plans for the next reporting cycle. Additional measures and findings related to retention and licensure will be added to remain in compliance with new UAC guidelines.