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 (2013-2014) - Target: Met
8 of 17 of graduating students’ (47%) 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.

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 (2013-2014) - Target: Met
21 of 21 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 (2013-2014) - Target: Met
10 of 10 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 (2013-2014) - Target: Met
11 of 11 students (100%) 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 (2013-2014) - Target: Met
77 of 101 students (76%) authored at least one conference paper or presentation.

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 (2013-2014) - Target: Met
17 of 17 students (100%) successfully completed the dissertation within seven 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 (2013-2014) - Target: Not Met
14 of 101 students (13.8%) 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 (2013-2014) - Target: Met
49 of 101 students (48.5%) 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 (2013-2014) - Target: Met
60 of 61 students (98%) 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 (2013-2014) - Target: Met
6 of 6 students (100%) were matched with an APA accredited doctoral internship.

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 (2013-2014) - Target: Not Met
14 of 15 students (93%) obtained a grade of B or higher in didactic assessment and intervention courses and were rated as proficient by their supervising faculty.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

data monitoring
Established in Cycle: 2013-2014
These targets were not achieved, however this may be due to 1-2 students failing to meet program expectations rather than eviden...

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 (2013-2014) - Target: Met
30 of 31 students (96.7%) 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 (2013-2014) - Target: Met
14 of 14 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 (2013-2014) - Target: Met
6 of 6 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 (2013-2014) - Target: Met
82 of 84 students (97%) were evaluated and rated as at least satisfactory in the area of professional development.

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 (2013-2014) - Target: Met
78 of 78 students (100%) 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 (2013-2014) - Target: Not Met
24 of 25 students (96%) identified a research mentor prior to the end of their second semester of graduate training.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Research mentoring
Established in Cycle: 2013-2014
Incoming graduate students should be matched with a mentor early in their training program. During the 2013-14 year, one student...

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 (2013-2014) - Target: Met
18 of the 18 (100%) 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 (2013-2014) - Target: Met
11 of 11 students (100%) 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 (2013-2014) - Target: Met
11 of 11 students (100%) 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 (2013-2014) - Target: Not Met
13 of 15 students (86.6%) successfully passed their Doctoral Comprehensive Exams.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

data monitoring
Established in Cycle: 2013-2014
These targets were not achieved, however this may be due to 1-2 students failing to meet program expectations rather than eviden...

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Licensure Rate
Student Achievement Objective focused on licensure rates.

Related Measures:

M 23: Licensure Rates
This measure will provide documentation of the licensure rates of graduates when applicable.

Source of Evidence: Administrative measure - other

Target:
85% of all eligible program graduates in the applied emphasis areas will achieve licensure.

Findings (2013-2014) - Target: Not Met
72 of 94 (76.6%) recently graduated PhD students who were eligible for licensure, earned their license.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Licensure Rates
Established in Cycle: 2013-2014
Licensure rates fell below the expected levels (77%; target = 85%). The reason for this is not clear. It could be for some stude...
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:** Planned
- **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.

**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: Finished
Priority: High

Projected Completion Date: 09/26/2013
Responsible Person/Group: Graduate committee
Additional Resources Requested: none

data monitoring

These targets were not achieved, however this may be due to 1-2 students failing to meet program expectations rather than evidence of a department-wide shortcoming. These data will be monitored in the coming year to ensure a pattern of success with this objective. Targets may need to be adjusted.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Assessment Proficiency | Outcome/Objective: Proficiency in Assessment and Intervention
Measure: Doctoral Comprehensive Exams | Outcome/Objective: Sufficient Knowledge in Core Areas

Implementation Description: Nicholson to monitor program data.
Projected Completion Date: 05/29/2015
Responsible Person/Group: Nicholson & Training Directors.

Licenure Rates

Licenure rates fell below the expected levels (77%; target = 85%). The reason for this is not clear. It could be for some students that licenure was not necessary (e.g., those in academic positions), whereas others may have pursued different forms of credentiaing (e.g., school psychologists). Licenure information will be regularly distributed to all program graduates and reasons for non-licenure will be tracked in the coming year to determine what types of action may be helpful to increase licenure rates closer to the target levels.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Licensure Rates | Outcome/Objective: Licensure Rate

Implementation Description: TD’s in accredited programs to solicit licenure information from recent graduates and develop list of reasons for non-licenure.
Responsible Person/Group: Nicholson & TD’s

Research mentoring

Incoming graduate students should be matched with a mentor early in their training program. During the 2013-14 year, one student failed to meet this target.
As this is unlikely indicative of a department-wide concern, this measure will be monitored in the upcoming
reporting year to ensure no consistent problems are noted in this area.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Mentor Identification | Outcome/Objective: Socialization in the Profession

Implementation Description: Nicholson to monitor data in the upcoming reporting year.
Projected Completion Date: 05/29/2015
Responsible Person/Group: Nicholson & Training Directors

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The Department continues to demonstrate positive outcomes associated with doctoral level training. Annual evaluations, practicum and internship evaluations consistently offer positive evaluations of our students' performance. We are particularly pleased to see that almost 50% of students were engaged in the publication process this year and that 100% of students completed their dissertation within the 7 year timeline. This is a strong testament to our research mentoring and training. Additionally, students demonstrated positive outcomes associated with coursework and other didactic training components.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
Findings show that the doctoral program continues to fail to meet targets for licensure rates and external funding. The department is committed to continuing to address these issues and will re-evaluate action plans moving forward to ensure greater attention to these objectives in the next reporting cycle. Additionally, there were some surprising findings related to assessment and research competencies however these are likely associated with 1-2 struggling students and may not be indicative of department-wide short-comings. As such, the department will continue to closely monitor these data in the next reporting cycle and adjust targets or objectives as needed.

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 doctoral 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. We are pleased that almost 50% of our students are engaging in the publication process and believe that this speaks to the research mentoring in the program. There were some minor setbacks which were reported this year (e.g., comprehensive exam, assessment competencies) that were unexpected. These data will continue to be monitored to determine whether this is related to a department wide trend or the result of a few students’ challenges. Recurrent problems with obtaining research funding were also reported despite increased efforts to address this objective. The Department will work to collaborate with emphasis areas to more systematically distribute information related to student funding and to track student’s participation in these opportunities more consistently. Overall, the Department has been pleased with the 13-14 outcomes. While we increased admissions in this cycle, the 2014 cycle will reflect a slight reduction in admissions due to the lack of increased GA support available from the Graduate School. This year a new program objective was added which assesses
licensure rates of our graduated doctoral students in the accredited programs. The reasons for not meeting this target are not clear, however additional assessment of recent graduates will determine the reasons for non-licensure and allow the program to pursue targeted action plans to assist graduates in meeting the targets (or adjust the targets to account for reasons for non-licensure). The next year should reflect continued success with program objectives and outcomes.

**Continuous Improvement Initiatives**

The PhD program is engaged in ongoing assessment. Several initiatives are underway. First, the department intends to collect more data on the assessment competencies, doctoral comprehensive exams and licensure rates to determine the extent of this years’ findings and to target action plan initiatives toward those that reflect a pattern of poor performance. Next, the program will continue to work toward increases in graduate student pursuit of external funding by collaborating with the emphasis area directors to systematically disseminate information to graduate student and track their participation in these opportunities. Program objectives, measures and findings will be re-evaluated in this coming year to determine whether adjustments should be made. It is noteworthy that the Department reported some success with internship placements rates which may be the result of previous efforts at continuous improvement.

**Closing the Loop**

The Department has enjoyed a good deal of success and has met several of the objectives. Some successes are the result of previous attempts at continuous improvement (e.g., internship placement rates; graduate student publication rates). Additionally, the department continues to strive toward increased research funding for graduate students and improvements with licensure rates. We continue to strive for balance in terms of quality training and the push toward increased growth and have determined that without additional resources, our doctoral admissions will likely remain stable. We expect that minor decreases in assessment proficiencies and with doctoral comprehensive examination performance are likely to correct themselves in the coming year, however data collection in these areas will remain ongoing and adjustments made if needed.