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| **Assurance of Student Learning Report****2023-2024** |
| College of Education and Behavioral Sciences | Psychology |
| Doctor of Psychology in Applied Psychology Program (0476) |
| Robert Welsh, PhD - PsyD Program Director |
| ***Is this an online program***? [ ]  Yes [x]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [x]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1:** Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices.  |
| **Instrument 1** | Qualifying Examination |
| **Instrument 2** | Annual Faculty Evaluation |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 2:** Provide ethical, competent, and professional supervision of psychological practice. |
| **Instrument 1** | Coursework covering the Profession-Wide Competency Development - Supervision (PWC VIII). According to the Curriculum Map, relevant courses include: PSY777 (Foundations of Supervision) and PSY877 (Advanced Supervision) |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 3:** Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model. |
| **Instrument 1** | Dissertation proposals successfully proposed and passed by the committee  |
| **Instrument 2** | Final Dissertation Defense |
| **Instrument 3** | Coursework covering the Profession-Wide Competency - Research (PWC I). According to the Curriculum Map, relevant courses include: EDFN500 (Research Methods), EDFN501 (Statistics), EDFN740 (Intermediate Statistics), and PSY799 (Dissertation). |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| - **Add PSLOs to relfect outcomes consistent with the American Psychological Association's Standards of Accreditation.** Add new PSLOs that map to the Profession-Wide Competencies (PWCs) identified by the American Psychological Association Commission on Accreditation (APA CoA). Submit changes through department, school, and university faculty governance- **Expand curriculum to provide adequate coverage of the APA PWCs and Discipline Specific Knowledge (DSK).** - **Expand and improve existing outcome measures and processes for data collection.** Retain existing Program Student Learning Outcomes (PSLOs) and expand and improve the outcome measures used to collect data. Existing outcome measures rely heavily on single source data collection rather than a multimodal approach that includes both direct and indirect methods of assessment. - **Implement a strategic and systematic outcome assessment plan consistent with the expectations of the American Psychological Association CoA.****- Improve data collection processes to include more predictable and regular assessment from community partners.****- Identify more opportunities to assess learning at the course and program level that directly map to the PWCs with sensitivity to the developmental achievement levels.** **- At the course level of learning and assessment, there are too few courses responsible for too many PWC learning outcomes.** The existing curriculum map may be appropriate for the assessment of student learning across the PSLOs identified in this report; however, they do not provide sufficient coverage of the PWCs necessary for training an HSP Clinical Psychologist.   |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices. |
| **Measurement Instrument 1 -** Qualifying Examination | Students complete a Qualifying Examination that is based, in part, on the Oral Examination for doctoral-level practice in Psychology in the Commonwealth of Kentucky. The Qualifying Examination consists of two parts; the Written Qualifying Examination and the Oral Qualifying Examination. **Written Qualifying Examination**: Each student receives a different case description with sufficient detail to complete the written portion of the Written Qualifying Examination. The case study and examination questions are handed out on June 1 to those students who have successfully defended their Dissertation proposal by May 15. The Written Qualifying Examination requires students to provide a diagnosis, assessment battery, and treatment plan for a fictional client. The written product is approximately 25-30 pages in length and is graded by two faculty. **Oral Qualifying Examination:** The second part of the Qualifying Examination is an oral examination, where students are examined by two core faculty about a fictitious case. The Qualifying Examination covers most of the APA Commission on Accreditation Profession-Wide Competency areas including Intervention, Assessment, Ethical and Legal Standards, Individual and Cultural Diversity, Professionalism, Communication, and Research. This examination is one of several program-wide capstone outcome measures, along with the dissertation and successful completion of the predoctoral internship. |
| **Criteria for Student Success** | Students must pass both parts of the Qualifying Examination at an 80% level. |
| **Program Success Target for this Measurement** | The overall average score on the rubric across all students will be no less than 24 and on no individual rubric dimension will the average across all students be less than 2.5. | **Percent of Program Achieving Target** | Overall average: 100%Individual rubric dimension: 100% |
| **Methods**  | Since the last ASL was submitted in 2022-2023, we have not had any students complete the Qualifying Examination. Currently, we have 7 students who are in the process of preparing the Written Qualifying Examination, which will be turned in by August 15 for scoring by the faculty by September 15. |
| **Measurement Instrument 2 -** Annual Faculty Evaluation | Each year at the end of the Spring semester, all students receive a comprehensive evaluation by the core faculty of the PsyD program. The ratings by the faculty incorporate practicum evaluations, academic performance, and observations of professional behavior as a student participating in the classroom and with the community of PsyD students.  |
| **Criteria for Student Success** | Students must receive an overall score of average or commensurate functioning at their professional developmental achievement level. That is, if the student is a third-year doctoral student, that student would be expected to be rated, on average, as a third-year student. |
| **Program Success Target for this Measurement** | 90% of students will be at level or higher. No individual rubric dimension will average below 0 (i.e., all dimensions will average as on grade level performance). | **Percent of Program Achieving Target** | Overall % of students scoring at level or higher: 100% (28/28)96.4% of individual rubric dimensions averaged at or above developmental achievement level (27/28) |
| **Methods** | There are currently 28 active students in the PsyD program who are evaluated on this SLO. The PsyD program currently has 36 matriculated students. Of those students who did not receive an evaluation this year (n=8), one (1) of the students is on formal LOA, three (3) are ABD, and four (4) have not enrolled in courses in over a year and have not yet filed LOA paperwork or communicated their intentions with the program (in spite of requests for a communication update. Of the students who received faculty evaluations this year, only one student fell below expectations in an area related to this objective. |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Results are within expectations and similar to other years. **Conclusions**: The measurement procedure used for this SLO provides a high level and broad-based assessment of a student's overall performance on the intervention aspects of the PsyD program. The instruments used are effective for identifying significant competency problems, but lack nuance. If a student is struggling in this outcome area, there is not enough course level or even assignment level outcome assessments identified to identify a student's performance deficits early in the program.**Plans for Next Assessment Cycle**: During academic year 24-25, the PsyD program will review existing SLOs in order to bring the objectives in line with the Profession-Wide Competencies (PWCs) and Discipline-Specific Knowledge (DSK) identified by the American Psychological Association's Commission on Accreditation (APA CoA). |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | Provide ethical, competent, and professional supervision of psychological practice in their communities of practice |
| **Measurement Instrument 1 -** Coursework | Coursework covering the Profession-Wide Competency Development - Supervision (PWC VIII). According to the Curriculum Map, relevant courses include: PSY777 (Foundations of Supervision) and PSY877 (Advanced Supervision) |
| **Criteria for Student Success** | Students take the supervision sequence during their 2nd or 3rd year of the PsyD program and must pass the supervision course sequence with a grade of "B" or higher. |
| **Program Success Target for this Measurement** | 95% of students will pass the two courses with a B or higher. | **Percent of Program Achieving Target** | 100 |
| **Methods**  | A total of 12 students were enrolled in the Foundations of Supervision (PSY777) course during the Fall 2023 semester. A total of 12 students received passing grades in this course with eight (8) earning a grade of "A", and four (4) earning a grade of "B". A total of seven (7) students were enrolled in the Advanced Supervision (PSY877) course and all students received a grade of "A". |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The supervision sequence coursework served as a suitable outcome measure for identifying student progress in PSLO #2. Supervision as an outcome is somewhat difficult to evaluate due to the barriers of confidentiality. In the second supervision course (Advanced Supervision), the students directly observed student therapists in the MA in Clinial Psychology program and provided supervision to the student therapists as they provided psychotherapy to a volunteer client. The supervisors in training in the Advanced Supervision class videotaped their sessions as they provided supervision to the students in training. This approach to assessing supervision abilities is innovative and the course instructor is able to directly witness the students abilities. **Conclusions**: Supervision is a difficult PSLO to assess and to quantify. However, the students in both courses of the supervision sequence performed at the minimum levels of achievement to successfully demonstrate compentency.**Plans for Next Assessment Cycle**: During the next assessment cycle, an additional assessment instrument or method will be used to expand the evaluation of this PSLO to include more than one method. |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | Contribute to the practice and scholarship of psychology consistent with the practitioner-scholar model  |
| **Measurement Instrument 1 -** Dissertations Proposed and Approved by Dissertation Committee | The PsyD Dissertation is a capstone outcome measure indicating competency in research as a practitioner-scholar. A major step towards completing the dissertation is the Dissertation Proposal. In the PsyD program, students must take a Dissertation in Psychology course (PSY799) in their second doctoral year, which prepares the student to propose their dissertation project shortly after they complete the course.  |
| **Criteria for Student Success** | The Dissertation Committee agrees that the student passed the Dissertation Proposal. |
| **Program Success Target for this Measurement** | 60% of the students who take the Dissertation in Psychology Class will meet the proposal deadline of May 15 in the same year that they took the Dissertation in Psychology course. | **Percent of Program Achieving Target** | 75% (6/8) |
| **Methods**  | Eight (8) students were enrolled in the Dissertation in Psychology (PSY799) course in Spring 2024. Of the eight students who completed the course, six (6) of the students successfully proposed their dissertation by the May 15 deadline - a 75% success rate. In comparison to last year's data, there is a notable improvement in completion rates (75% vs 43%).  |
| **Measurement Instrument 2 -** Final Dissertation Defense | The final step in the dissertation process is to present and defend the dissertation. |
| **Criteria for Student Success** | The Dissertation Committee agrees that the student passes the defense. The student's rating by the committee is guided by a rubric found in the appendix of the PsyD Program Handbook. |
| **Program Success Target for this Measurement** | 60% of students will pass their dissertation defense prior to completing their predoctoral internship. 90% of students will pass their dissertation defense within one semester of completing their predoctoral internship  | **Percent of Program Achieving Target** | 0% defended their dissertation prior to completing their predoctoral internship. Currently there is one (1) student who just completed the predoctoral internship (Summer 2024). This student has yet to complete their dissertation proposal. |
| **Methods** | One (1) student was completing a predoctoral internship during this assessment cycle. This student did not complete the dissertation prior to completing the internship. This data will be re-evaluated at the end of Fall 2024 to update the program metric. |
| **Measurement Instrument 3 -** Coursework | Coursework covering the Profession-Wide Competency - Research (PWC I). According to the Curriculum Map, relevant courses include: EDFN500 (Research Methods), EDFN501 (Statistics), EDFN740 (Intermediate Statistics), and PSY799 (Dissertation). |
| **Criteria for Student Success** | Students take the research and dissertation sequence in their 1st and 2nd year of the doctoral program. The research and dissertation sequence includes EDFN740 (Intermediate Statistics) and PSY799 (Dissertation). If students are admitted as a BA to PsyD student, they will take EDFN500 (Research Methods) and EDFN501 (Statistics).  |
| **Program Success Target for this Measurement** | 95% of students will receive a grade of "B" or higher in the research sequence | **Percent of Program Achieving Target** | Overall % of students scoring at level or higher: 100% |
| **Methods** | A total of 15 students were enrolled in in the MA-PsyD research sequence (Intermediate Statistics) and PSY799 (Dissertation). A total of 2 students were enrolled in the BA-PsyD reserch sequence (Research Methods and Statistics). All students in both cohorts received passing grades of B or higher in these courses. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The data for this research cycle indicate that notable progress was achieved in the number of dissertations proposed - the increase from last year to this year is a significant 74.42%. Fewer dissertations were proposed than desirable, however, fewer students entered the internship match last year. The number of students who enter internship match is tied to the number of dissertations that are in the pipeline for completion. **Conclusions**: There has been a notable increase in the number of students who completed their dissertation proposal. As noted, there was a 74.42% increase year over year. The intervention that was instituted this year was to move the deadline for proposal to a more reasonable date and this deadline was communicated early. Students were informed that if they did not meet the proposal deadline, they would be extending their program by an additional year and could not apply for internship for the Fall. As a result of this simple intervention, a larger number of students will be entering the dissertation match process in the Fall, which will increase the number of students placed in internships, and ultimately the number of students who will ultimately defend their dissertation. **Plans for Next Assessment Cycle**: A key for success to increasing dissertation completion and developing competency in the reseach domain is to prepare students for the dissertation process earlier in the program. A strategic realignment of the curriculum moved the Intermeditate Statistics course (EDFN740) to the first semester of the first doctoral year (MA-PsyD). As part of that course, students will be introduced to the dissertation timeline and they will complete assignments directly related to dissertation research. |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

Curriculum Map

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