Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Clinical Psychology PhD

Goal	Effective Teaching Faculty demonstrate high levels of teaching effectiveness.
Objective (L)	Providing Effective Undergraduate Classroom Instruction P Faculty demonstrate high levels of teaching effectiveness.
Indicator	Individual Developmental Education Assessment (IDEA)
	Students rate the Teaching Assistants using IDEA.
Criterion	PhD Students As Teaching Assistants A A summary IDEA score at or above the institution mean is considered to be satisfactory. Consistent with IDEA recommendations, converted averages on IDEA evaluations that are in the gray box (middle 40%) are considered to be "effective teaching." All faculty have students evaluate each of their classes during the Fall and Spring semesters using the IDEA teaching evaluations. The IDEA system focuses on students' perceptions of learning 12 specific objectives, and the system solicits students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of 20 instructional strategies and teaching methods. In addition, the system surveys instructors regarding their overall goals and highlights for them in the analysis and report. The system adjusts evaluation scores for five areas beyond the instructor's control, such as class size, student motivation, effort and work habits, and disciplinary difficulty. The scores are then compared to national norms. Teaching effectiveness is assessed by: Overall Ratings and the average student agreement with statements that the instructor and class were excellent.
Findi	ng Teaching Effectiveness There were eight sections of Introductory Psychology taught by five doctoral students. With respect to IDEA forms, on the 5-point scale for the total summary score, the range for the TAs was 4.0-4.6 with a mean of 4.38 for the fall semester and 4.3-4.6 with a mean of 4.48 for the spring semester. In looking at the t-scores for Summary IDEA scores compared with the discipline, teaching ability for the fall semester ranged from 55-58 with a mean of 56.75 and for the spring a range of 52-59 with a mean of 56.00.
Action	Teaching Effectiveness The performanced of the doctoral TAs this past academic year was outstanding. With a new group of TAs starting in the fall 2015 semester, we will require that they: 1. attend the University Teaching Conference prior to the start of the academic year; 2. meet bi-weekly with the coordinator of Introductory Psychology TAs to discuss issues and problems

	that arise. Also, TAs will be instructed to use activities in and out of class that show how what is being presented and learned is germane to the lives of the students taking the class. For each topic, we will come up with an assignment in which the materials presented can be used in the students' everyday lives. The faculty member in charge of the TAs will appoint a TA liason and also attempt to spend more time with all the TAs to try and ferret out any problems and issues before they arise.
Goal	Ability To Conduct Empirical Research 🔎
	To produce graduates with the skills to conduct meaningful research that adds to the current body of knowledge in psychology.
Objective (L)	Students Will Be Able To Evaluate And Conduct Psychological Research 🔎
	Students will demonstrate the ability to design, carry out, prepare, and submit for publication to scientific journals or for presentation at scientific paper sessions original research.
Indicator	Preparation Of Research Materials For Publication/Presentation 🖉
	Students will prepare manuscripts for publication in scientific journals or presentation at national conventions. Acceptance for publication or presentation will be the indicator.
Criterion	Research Materials Accepted For Publication Or Presentation P
	At least 50% of the students beyond their first year will have materials accepted for publication or presentation at a national conference. First year students will be engaged actively in research projects sponsored by program faculty. Students will review feedback from journal editors or conference program individuals with their faculty research mentors to determine how to revise the manuscript or presentation proposal to address weaknesses and resubmit.
Findir	g Second Year Students Research 🔎
	Presently, 100% of currently enrolled students second year and beyond have at least one publication in a refereed scientific journal or a presentation at a national conference, from 1998 when 61% had authored publications. 33% of first year students are funded as Research Assistants while all (100%) of the students in the program are actively involved in research projects with program faculty.
	An area of concern is diversity of research experience for our students.
Action	Empirical Research Actions 🔎

	Efforts have been successful in funding students who enter the program at the BA/BS level as Research Assistants. A number of program faculty are working with the Office of Research and Sponsored Programs to identify and apply for appropriate funding through various agencies and programs. This past year, 26 students were funded to attend and present their work at the American Psychology-Law Society convention. In an era of ever tightening budgets, additional efforts will be made to expand available travel funds for student presentations.
Goal	Broad Knowledge Of Psychology 🔎
	A broad-based knowledge of scientific psychology will include knowledge of psychology's history of thought and development, research methods, and applications.
Objective (L)	Broad-based Knowledge Of Psychology As A Science 🞤
	Students will demonstrate a core understanding of the scientific foundation of psychology, including biological, social, developmental, and cognitive/affective bases of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis, and issues of cultural and individual diversity.
Indicator	Comprehensive Examinations And The EPPP Students will demonstrate a broad-based knowledge of the scientific bases of behavior as measured by: 1. performance in preparing and defending either a Major Area Paper (MAP) or taking/passing Doctoral Comprehensive Examinations (DCEs); 2. performance on an external, standardized examination, the Examination for Professional Practice in Psychology (EPPP).
Criterion	Passing Doctoral Comprehensive Examination (either MAP Or DCE) And Passing The EPPP For Licensure
	1. Students are expected to complete successfully the Major Area Paper (MAP) or Doctoral Comprehensive Exams (DCE). A committee of faculty will determine if a student has done this successfully. Topics for students' MAPs must be pre-approved by the Program Faculty and must cover at least 3 broad areas of psychology. The DCE gives the student 24 hours in which to analyze a clinical case and answer specific questions, as well as review a selected research article. An unsuccessful MAP requires a student to take the DCE. Unsuccessful completion of the DCE requires the student to retake it. The student has one attempt to retake the DCE; a second failure triggers program dismissal.
	 Students are expected to sit for and pass the Examination for Professional Practice in Psychology (EPPP). Eighty percent of students who take the EPPP will pass it.

Finding	Broad Based Knowledge DRAFT 🎤
	During the past year, 5 students successfully completed a MAP. For the DCE, 100% (4/4) passed the Research portion and 75% (3/4) passed the clinical portion.
	2. According to the Association of State and Provincial Psychology Boards (ASPPB), from 2007 - 2012, 32 of our graduates have taken the EPPP to date and 100% have passed (most recent data available).
Action	Broad Based Knowledge Actions P Program faculty were quite enthused with the results of the EPPP as we had one of the highest pass rates in the country. If less than 80% of students achieve licensure within 5 years of graduation, intervention would include faculty consultation and planning to address program deficiencies. External consultants (e.g., associated faculty, clinical supervisors, and DCTs from other accredited programs would be consulted as needed). At the present time, 100% of students who are 5 years beyond graduation hold state licenses.
Goal E	ffective Clinical Practice 🔎
	o produce graduates who have the knowledge and skills to excel in the practice of clinical psychology.
Objective (P)	Acquire The Skills And Ability To Practice Clinical Psychology
KPI Performance Indicator	and general clinical areas. Effective Clinical Practice &
	Effective use of assessment, treatment planning, intervention, consultation, and supervision strategies.
Result	Supervisor Ratings Of Performance 🔎
	Supervisors making ratings are either internal (individual faculty members) or external (practicum/internship site supervisors). Supervisors will rate the clinical performance using the three-point scale of competency ratings of clinician performance with 1=Novice, 2=Intermediate, and 3=Competent (See Omnibus Evaluation of Competency Development document, page 1, for definitions of 1,2, and 3). Following individual assessments, information will be presented to the entire program faculty to determine suitability for continuation in the area.
	We had 100% pass rate for Capstone Assessment and Capstone Psychotherapy.
	All students making application for internship in 2014 were rated Intermediate or Competent in critical areas.

KD1	Of internship applicants, no one was rated at Novice level on any element; 100% were rated Intermediate or Competent. As mentioned, there was no particular area in which a plethora of students were lacking, i.e., receiving an "Intermediate" rating. Therefore, we had to identify individual weaknesses for individual students and handle those accordingly.
KPI Performance Indicator	APA-Accredited Internship 🔎
	All students must complete a one-year pre-doctoral internship.
Result	APA-Accredited Internship All students making application for internship in 2014 matched with APA-accredited sites. We are delighted with our students' success in obtaining APA-accredited sites, especially since we are aware that there are not enough such sites to meet national student needs, a weakness in the process.
Action	Effective Clinical Practice Actions 🞤
	We are assessing each student's clinical competence every semester. The group assessing the students is made up of program faculty chaired by the Director of Clinical Training and includes each person who has supervised the studen4s' work during the semester. We have no control over how many APA-approved
	internships are available. Yet, we can make sure our students are so well-prepared that they are able to impress internship directors with their skills and competence.
Goal A	PA Accreditation 🔎
N	laintain APA accreditation.
Objective (P)	Retain APA Accreditation 🔎
	This program will retain APA accreditation by assembling all paperwork, submitting an annual report, and responding to all questions/requests from APA Committee on Accreditation (CoA).
KPI Performance Indicator	Submit Self-Study And Annual Report As Required 🔎
	Program faculty will submit both a complete self-study and an annual report to the APA Commission on Accreditation by the appropriate deadlines.
Result	APA Accreditation 🔎
	APA awarded the program full accrediation. APA had two additional items and requested a specific response by September 1, 2014. Response was submitted addressing these items.

Action

APA Accreditation Actions DRAFT P

In 2015, APA submitted a request for two areas which need a narative response by September 1, 2014. In addition, the usual annual report will be submitted by that time.

Specific items for response:

1) The program is asked to clarify how it adequately engages in program self-study and makes necessary progammatic changes based on the data provided, and which specific section(s) of the comprehensive exam are relevant to measuring student competency.

- The APA Commission on Accreditation accepted the program response and no further data or action are required.

2) Provide additional distal data that demonstrate the program's achievement of its goals and objectives, consistent with Domain F.1(a) of the *Guidelines and Principles for Accreditation* and Implementing Regulation (IR) C-32.

- The APA Commission on Accreditation accepted the program response and no further data or action are required.

Previous Cycle's "Plan for Continuous Improvement"

1. We will continue to seek additional grant funding to enhance our financial position.

2. We will strive to maintain a match rate of 100% for predoctoral internships at APA-accredited sites.

3. Strive to maintain our pass rate of 100% for the Examination of Professional Practice in Psychology (EPPP; licensing examination).

4. We strive to maintain a rate of at least 70% with respect to graduates pursuing postdoctoral training and employment in settings with a strong forensic emphasis.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

1. Grants: Over the past year, program faculty received between \$764,440.00 and \$772,357.00 in grant funding from the Naational Institute on Drug Abuse, the Department of Justice Office of Juvenile Justice Programs, The Hogg Foundation, and the Baxter Trust. Of these funds, approximately \$187,398.00 were newly awarded grants.

2. Match Rate: This past academic five of five (100%) of our students matched with APAaccredited internship sites. Given that the national average is 70-80%, we are quite pleased with this result.

3. EPPP: According to the Association of State and Provincial Psychoogy Boards, 100% pf our graduates have passed the EPPP. This compares very favorably to the 80% national average for doctoral-level examinees.

4. Forensic Emphasis: Twenty-six of 35 (74%) of respondent to the 2015 annal survey of graduates currently are employed in postions requiring forensic assessment and have strong forensic emphases.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

1. We will strive to maintain our 100% predoctoral internship match rae by guiding and mentoring student to identify potential progams that value the clinical and forensic training provided through our doctoral program. The Diector of Clinical Training (DCT) will meet cohort groups and individuals within each cohort to guide them through the internship-site selection, application, and interview processes. Currently, we are setting up a comprehensive process for internship preparation that will include such things as mock interviews.

2. We will attempt to maintain our APA-accreditation by maintiaining 100% compliance with our annual data-reporting requirements in anticipation of our program review in 2018. On an annual basis, the Associate DCT will gather data from students and faculty as an indicator with APA standards. These data will be submitted to APA annually and any feedback will be addressed.

3. Improve doctoral training relted to the teaching of psychology. Semi-annually, the chair of the department will review the IDEA student evaluations for all the graduate student instructors in the department. Emphasis will be placed upon Progress on Relevant Objectives and Excellent Teacher categories. The results will be reported to the DCT and program faculty and then be made available to the TAs themselves. In addition, the TAs will meet bi-weekly with the chair of the department to discuss progress in teaching skills.