

SONHP Program Evaluation Committee Spring 2021 Annual Program Evaluation Report

SONHP Program: Clinical Psychology PsyD Program

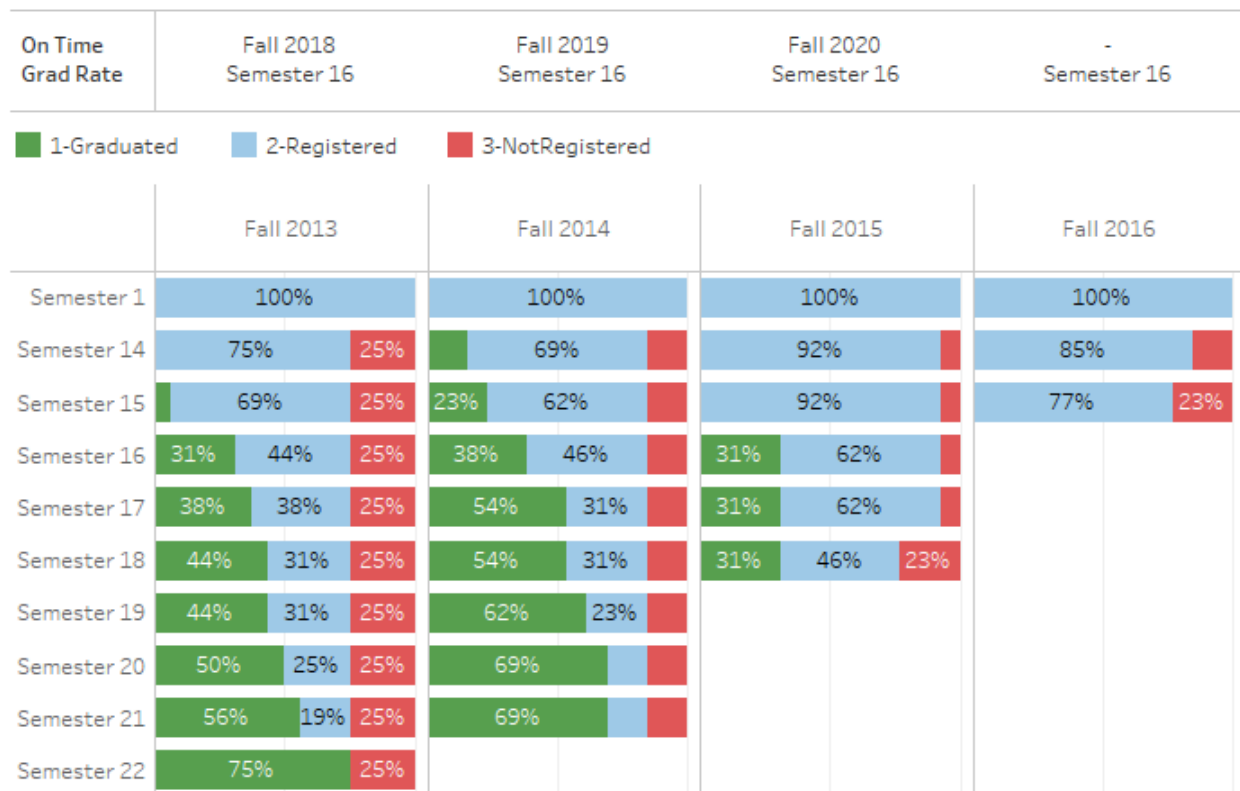
Assessment Champion(s): Michelle Montagno, PsyD, and Dellanira Garcia, PhD

Date of Report: 8/9/2021

1. Aggregate Student Outcomes

a. Retention and Graduation rates

Please see embedded graphic displaying graduation rates for Cohorts 1 and 2. Cohorts 1 and 2 were chosen exclusively, as they are the two cohorts that have been in the program a sufficient length of time to complete the degree requirements.



b. Time to Degree

Please see embedded graphic displaying time to degree rates for Cohorts 1-3. Given that the program is new and developing, these time to degree completion rates are on par with APA accreditation expectations. Some students were able to complete the program in fewer than the expected 15 semesters, because they were allowed special permission to transfer into the USF PsyD program with a year's worth of credits from another doctoral program that was being shut down. With regard to students taking longer than the expected 15 semesters,

students encountered more transitions in 2018-19 and 2019-20 due to faculty transitions (leaves, leadership transitions, sabbaticals etc.), which were disruptive to their dissertation process. Additionally, some students did not match in their first attempt at obtaining an internship, which increased the number of semesters they were required to be enrolled in the program. Overarching all of these disruptions to students progressing in a timelier fashion, is that faculty have been increasingly stressed, with fewer resources, as the program has moved forward and continued to admit more students.

Time to Degree by "Exit Cohort"				
Average number of semesters from admission to graduation				
BSN - Hilltop: Fall/Spring Semesters are included (e.g. 8 semesters = 4 year)				
All other: Fall/Spring/Summer Semesters are included (e.g. 6 semesters = 2 years)				
Academic Year of Graduation (Fall-Summer)		Entry Major Group		Each cell shows average Semesters and (Headcount)
(Multiple values)		PSYD - Psychology		
Entry Major Group	Admit Term	Academic Year of Graduation (Fall-Summer)		
		2017-18	2018-19	2019-20
PSYD - Psychology	201340	15.0 (5)	17.0 (2)	20.4 (5)
	201440	12.0 (1)	14.5 (4)	16.7 (3)
	201540			15.0 (4)
Grand Total		14.5 (6)	15.3 (6)	17.7 (12)

c. Academic Progression Requirements

The PsyD program utilizes two examinations: Standardized Patient Evaluation Examination (SPEE) and the Doctoral Comprehensive Qualifying Examination (DCQE). Data from these examinations is currently being collated and reviewed by faculty and will be reported next year.

d. Licensure and Certification Rates

Psychologists are eligible for licensure in California after completing 1500 post-doctoral hours, as well as the Examination for Professional Practice in Psychology (EPPP) and the California Psychology Law and Ethics Exam (CPLEE). Licensure data for our alumni who graduated in 2018 (first graduating class), 2019, and 2020 is being collected and will be reported next year.

2. Assessment of Student Learning

a. What aspect of student learning in your program did you assess?

Rather than focusing on one Program Learning Outcome (PLO), we planned to examine the effectiveness of training culturally responsive psychologists across all 3 of our PLOs*. Given the impacts of the global COVID-19 pandemic, we were

unable to collect and analyze data as planned. Our plan is to assess these domains during the next academic year.

***PsyD Program Learning Outcomes (PLOS)**

- 1). Have a broad knowledge of scientific psychology; engage in evidence-based conceptualization, assessment, and treatment of human problems using individual, developmental, **contextual, and sociocultural perspectives**; and focus on the delivery of interprofessional, integrated healthcare **with underserved populations**.
- 2) Have a broad scientific knowledge base and employ scientific principles to consume, produce, and disseminate psychological research, **with an emphasis on underserved populations**.
- 3) Possess professional values and attitudes; strong communication, collaboration, and consultation abilities; and **self-awareness and reflective practice skills**.

b. How did you measure it?

Due to the global COVID-19 pandemic, we have not yet developed our assessment methodology; we anticipate this will happen during the next academic year. The program anticipates making changes to the Clinical Practicum series depending on the outcome of this evaluation, where appropriate. For example, all course syllabi will be reviewed for content related to working with underserved communities/training culturally responsive psychologists in course objectives, readings, and assignments. We will assess this by reviewing student work product in the form of Practicum 4 case conceptualization assignments and the level of integration of cultural material in the assignment. Faculty not teaching P4 Practicum will rate the papers based on the rubric (draft rubric included below). Each student paper will be reviewed by 2 independent faculty members.

The program will include the following Culturally-responsive Case Conceptualization Rubric

5-point Likert Scale: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

Rubric Items	The student meets this item (scale 1-5)
Student identifies the cultural background of the client, including the client's various intersectional identities	

Student articulates how client's cultural background is pertinent to assessment, diagnosis, conceptualization, and/or treatment planning/process and recommendations	
Student comprehensively outlines the cultural differences and similarities between the client and clinician	
Student describes the potential impact of cultural differences and similarities on the treatment process.	

c. What were the results?

No results included at this time due to severe limitations resulting from the global COVID-19 pandemic.

d. What changes to the assessment methodology will you make if/when you evaluate this aspect of student learning again in the future?

N/A

e. What changes to curriculum or programming did you make (or are you planning to make) in light of these results?

N/A