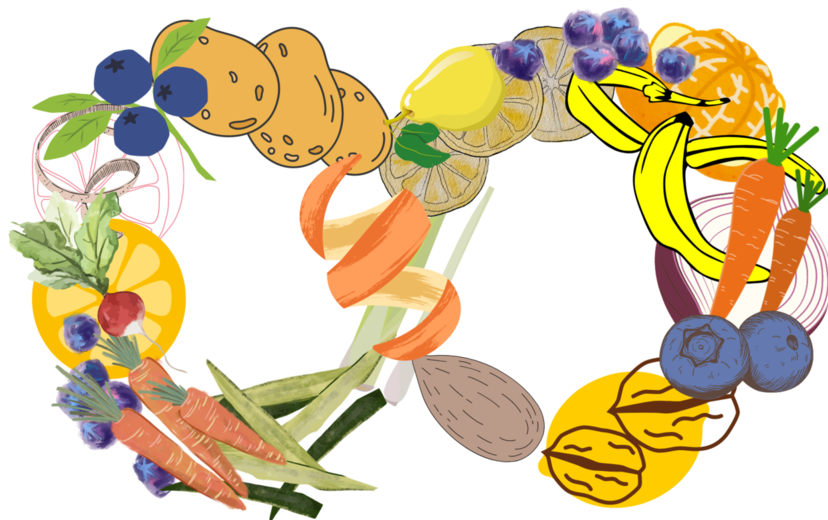




In the Loop

Biannual Newsletter from the University Assessment Committee



Welcome USF Colleagues,

In this issue of *In the Loop*, we feature assessment insights from two campus units: **the Food Pantry** and the **Clinical Psychology PsyD program** in the School of Nursing and Health Professions. The Food Pantry, winner of the 2023 Educational Effectiveness Award, used data and feedback to make operational improvements and increase student access to quality sustenance. Members of the PsyD team describe preparations behind their recent achievement of a 10-year accreditation by the American Psychological Association. The experiences of these two units provide inspiration for engagement in assessment practices and application of changes within departments and units so that the university remains "in the loop" of continuous improvement and ensures successful student learning and well-being.

We are thankful to our contributors in this issue and we congratulate them on their achievements!

Yours in the loop,

The University Assessment Committee

Announcements

Assessment-Related Events & Upcoming Conferences

Nominations Open for 2024 Educational Effectiveness Award

The Educational Effectiveness Award (EEA) recognizes excellence in assessment practices at the University of San Francisco. The recognized assessment work should show evidence of student learning, use student learning evidence, and help the university, or any part of the university or community, achieve its learning outcomes, goals, or mission. Exemplary assessment work should also support a culture of assessment at USF and include a plan for closing the loop. [Learn more about the criteria](#). Nomination(s) are due by **Monday, March 25**.

[Submit a Nomination »](#)

Upcoming Conferences

- April 11–13 | Providence, RI | [AAC&U Conference on General Education, Pedagogy, and Assessment](#)
- April 11–14 | Philadelphia, PA | [2024 National Council on Measurement in Education \(NCME\) Annual Meeting](#)
- April 18–20 | San Diego, CA | [WASC Accreditation Resource Conference](#)
- April 29 – May 1 | Virtual (Free) | [Peralta Equity in Online Learning Conference](#)
- June 3–6 | Portland, OR | [AALHE Annual Assessment Conference](#)
- June 24–26 | Seattle, WA | [National Conference on Student Assessment](#)

2024 Series on Addressing Bias and Racism in Assessment

Recordings Available

Funding from the Jesuit Foundation enabled the Series on Addressing Bias and Racism in Assessment to return in February. The goal of the series is to raise awareness of the racism and bias that persist in assessment practices at institutions of higher education. With a focus on antiracist approaches to grading, Nicole Gonzales Howell (Rhetoric and Language) led a reflective workshop and Jerome Stewart (School of Management) moderated a discussion panel with faculty members Alark Joshi (Computer Science), Dhara Meghani (Clinical Psychology), and Julie Sullivan (Rhetoric and Language). Event recordings are available on the [UAC website](#).

Notes from the Field

Assessment Stories from USF Departments & Units

[Notes from the Food Pantry](#) (Read time is approx. 3 min.)

[Notes from the Clinical Psychology PsyD Program](#) (Read time is approx. 7 min.)

[Using Data and Feedback to Improve a Critical Resource for Students](#)

By Hannah Ogden, Office of Community Living, Programs Assistant, Food Pantry Coordinator

The USF Food Pantry is a free resource on campus with a mission to eliminate food insecurity among students. Since 2018, the pantry has served undergraduate and graduate students living on and off campus, providing non-perishable items such as toiletries and perishable items such as bread products and produce. The pantry has grown and evolved each year, utilizing the team's assessments with an overall goal of helping as many students as possible access healthy, quality food. In April of 2023, the work of the Food Pantry team was recognized with an Educational Effectiveness Award. The team members were Kahanu Salavea, Aja Holmes, Andrea Rocha, Crystal Chun Wong, David Holler, David Silver, Garrett O'Doherty, Jenny Lee, Lucy Zhu, Nicholas Heng, Ronné Sims, Shawn Calhoun, Star Moore, and Suzanne Kisylia.

When the Food Pantry began, the distribution of products took place in the basement of the Gleeson Library. While this was a great foundational location, the clear and consistent presence of food insecurity on campus demonstrated a need for expansion. In the spring of 2022, storage and operation of the pantry moved to the Gleeson Library Atrium. Data assessment made possible through Salesforce showed an increase of 88 patrons per distribution event after the move took place. This bigger, more accessible space allowed the pantry to reach even more students. Shelves were brought in to store more food so that produce could be displayed more efficiently. With the larger space, more students could be physically in the space at one time.

Leading up to the Food Pantry team's receipt of the Educational Effectiveness Award, students demonstrated a clear interest in utilizing the resources provided to them. Between spring 2021 and spring 2023, the Food Pantry was visited 3,276 times by 1,263 students. With this amount of patronage came a need for a greater quantity of produce and a need to expand partnerships. Based on the data presented to the team and feedback from students, produce was an area for expansion. Currently, Star Route Farms sells the pantry nine boxes of fresh produce per distribution event, which has been paid for through May 2024 by the Star Route Farms Faculty Award given to Professor David Silver in the fall of 2023. This has provided the Food Pantry team the opportunity to serve even more students fresh, quality ingredients for meals.

After receiving the Educational Effectiveness Award in the spring of 2023, a few major goals arose for the future. An informal assessment and formal survey were distributed at the end of the 2022–23 school year which allowed the team to identify the effectiveness of the pantry through the lens of the patrons. Additionally, students shared that email was not the most effective communication strategy, so the pantry shifted to using Instagram as the primary promotional tool. Our follower count has increased by over 50 users in the 2023–24 school year, with biweekly posts about upcoming distribution dates.

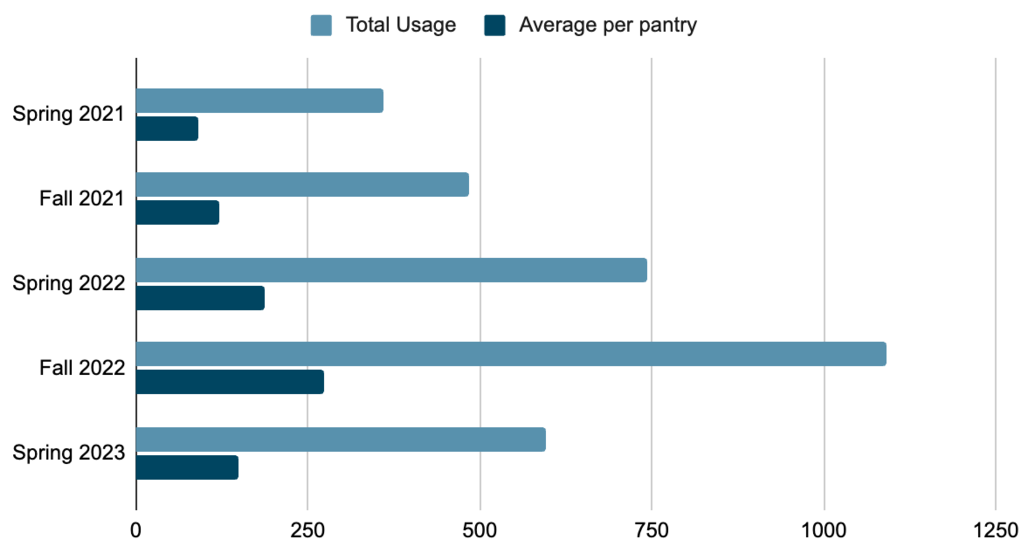
In the 2023–24 school year, the Food Pantry has served 853 students so far, with five distribution dates remaining. Based on student feedback, we have tested two Saturday

pantry dates in the hope of increasing our support of commuter students, off-campus students, and those with class schedules that do not allow them to use the pantry during typical Friday hours. Currently, the system in place to evaluate the effectiveness of the pantry is an optional survey given to students at every distribution event. A QR code is displayed at every pantry and students are encouraged by volunteers and staff to complete the anonymous survey in order to assess which items are popular, which items are taken less frequently, and if there are items not currently available that students would like to see in the future.

The Food Pantry team has also set a goal of helping qualifying students apply for CalFresh, California’s food benefits program. International students are not eligible for CalFresh, which has created a need for the pantry in that demographic. By helping qualifying students with CalFresh applications, the Food Pantry team can shift the focus to those who are not eligible for support in this way. This year, six student applications have received support and many more have been provided with information about what CalFresh is and how they can apply. A continued goal of the team is to expand access to this information as well as to non-affiliated food programs that can help students fight food insecurity. A list of resources available to students can be found on the [Food Pantry website](#).

Encouraging students to patronize the Food Pantry requires a commitment to building community. Several exciting new initiatives have been implemented to do just that. Organizations around campus have been invited to table during distribution as a way to connect with students who are waiting in line to enter the pantry. This has created an opportunity to expand students’ understanding of how they can participate in life on campus as well as increase participation in clubs and resources available.

Food Pantry Usage, Spring 2021-Spring 2023



USF Clinical Psychology PsyD Program: Achieving 10 years of Full Accreditation from the American Psychological Association

By Dhara Meghani, Megan O'Banion, Alette Coble-Temple, and Conor Smith¹

We are delighted to share that the USF Clinical Psychology (PsyD) program received **10 years of accreditation** from the American Psychological Association (APA), effective October 28, 2023. The 10-year term is the highest level of accreditation given by the association. APA accreditation recognizes that the PsyD program meets the rigorous standards set by the Commission on Accreditation, and PsyD students receive training from a diverse group of expert faculty within a well-resourced program committed to training students for preparation for entry into the field of health service psychology.

Overall Process of APA Accreditation

The PsyD program, housed within the School of Nursing and Health Professions, enrolled its first cohort in fall 2013. In June 2018, the program was successfully awarded the accreditation status of “accredited, on contingency.” The APA created this status recently in order to grant accreditation status to new programs only if the program meets all standards (except for the inclusion of the required outcome data on students in their final internship year in the program and graduates after program completion). The program then sought full accreditation for the first time in 2022 through an extensive and intensive multi-year accrediting review process. In June 2022, the PsyD program faculty submitted a comprehensive self-study report to the APA Commission on Accreditation. The self-study provided a detailed description of the program’s mission, aims, and goals, a summary of the last 10 years of annual reporting data, an explanation of admissions requirements and recruitment efforts, assessment strategies, continuous quality improvement methods, and graduate feedback. The campus site visit took place June 12–13, 2023, and following a review of the self-study and site visitor’s report, the program was awarded 10 years of full accreditation status.

In the sections that follow, we provide an overview of the PsyD program and requirements for APA accreditation. We highlight one standard in particular that requires intensive examination of program outcomes and which enables focused reflection on the evaluative mechanisms that promote continuous program improvements. Please contact SONHP Senior Associate Dean **Megan O’Banion**, PsyD Program Director **Alette Coble-Temple**, or Professor **Dhara Meghani** for additional information.

Clinical Psychology PsyD Program Overview

The PsyD program’s mission is to offer a rigorous program of study that emphasizes clinical and scholarly work with underserved populations and focuses on training culturally responsive psychologists to work in interprofessional, integrated behavioral health settings. Students are selected for the program through a holistic two-step admissions process involving a written application and in-person interview, and since 2020, cohort sizes have ranged from approximately 18 to 24 students. At this writing, the PsyD program has 57 alumni who work in a variety of clinical settings including academic medical centers, VA hospitals, community mental health organizations, universities, private practice, and nonprofit organizations.

The PsyD degree involves five years of full-time study and is awarded following completion of a minimum of 105 units of coursework, 1500 clinical hours at local Bay

Area agencies in years two, three, and four, 1500-2000 clinical hours at a full-time clinical internship site in year five, two qualifying examinations, and a clinical dissertation. In order to become licensed to practice as a psychologist, alumni must pass a national psychology examination and may need to complete another year of postdoctoral supervised clinical work and/or pass a state-specific examination depending on where they intend to practice. We outline these requirements as a matter of illustration: Pursuing a degree as a clinical psychologist is a significant time and financial investment *following* completion of at least a bachelor's degree and sometimes a master's degree!

Standards of Accreditation

Thus, the APA *Standards of Accreditation* have guided the design and implementation of the PsyD program curriculum and program outcomes since the program's inception with the intention to obtain accreditation as soon as possible. Accreditation is critical for consumers of training and education programs (students), future employers, and beneficiaries of mental health care. There are five APA Standards of Accreditation that programs applying for accreditation must respond to and meet as evidenced through a successful self-study application and an in-person site visit from the Commission on Accreditation:

The five APA Standards of Accreditation are:

1. Institutional and Program Content
2. Aims, Competencies, Curriculum, and Outcomes
3. Students (i.e., recruitment and retention activities and initiatives to support selection processes and program completion, as well as data on student diversity and attrition)
4. Faculty (i.e., recruitment and retention activities for a diverse faculty, as well as data on faculty qualifications to teach specific courses in the curriculum)
5. Communications (i.e., the ways in which students and the public may learn about the program, its requirements and policies, and accreditation status, as well as communications that have occurred between the accrediting body and the program)

Focus on Standard 2: Aims, Competencies, Curriculum, and Outcomes

Completion of this standard in the program's self-study required a comprehensive and in-depth description of top-down and bottom-up processes: How do aims inform competencies, the curriculum, and program outcomes, and accordingly, how are outcomes, the curriculum, and competencies linked to and representative of the program aims? Further, what are we learning from our current students and alumni with regard to how the program prepares graduates for independent practice as a licensed professional?

The heart of the narrative in Standard 2 describes how students in the PsyD program obtain and demonstrate knowledge and skills across APA-identified Discipline-specific knowledge (DSK) domains and profession-wide competencies (PWC). See below for a

selection from the DSK table indicating how the cognitive and affective bases of behavior DSK are measured:

Knowledge Area:	Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> Course: <u>PsyD 726 Cognitive & Affective Bases of Behavior</u> 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Grade in <u>PsyD 726</u> Assignment 1 in <u>PsyD 726</u>, Concentration Paper on Advanced Integration of Cognition and Affect Assignment 2 in <u>PsyD 726</u>, Individual Class Presentation; Integration section Assignment 3 in <u>PsyD 726</u>, Final Exam; Advanced Integration questions 	Evaluation tool and location: <ul style="list-style-type: none"> Course Syllabus (Appendix II.B.2.1.1) <ul style="list-style-type: none"> <u>PsyD 726</u> (p. 459)
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade of B- or higher Grade of 8/10 on Assignment 1 component on Advanced Integration of Cognition and Affect Grade of 8/10 on Assignment 2 component on Integration section Grade of 8/10 on Assignment 2 questions on Advanced Integration <p>Note: Because <u>PsyD 726 Cognitive & Affective Bases of Behavior</u> assesses Affective Aspects of Behavior, Cognitive Aspects of Behavior, and Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, assignments are structured to ensure that each of these three DSK areas are assessed</p>	

Programs applying for accreditation and renewal of accreditation must include all program syllabi and additional evaluation tools (e.g., clinical supervisor evaluations, qualifying examination rubrics, yearly student evaluations) that are used to assess whether students have met the minimum level of achievement (MLA) for each program requirement linked to DSK and PWC. Accompanying narrative descriptions of the curriculum and program outcomes, we submitted a Curriculum Map and a Proximal Outcomes Table showcasing the percentage of students in each cohort from 2013–22 who successfully met the MLA for each PWC and DSK outcome; in our program, we have 49 such outcome measures (with additional curricular requirements) that students must satisfactorily complete in order to graduate. See a selection of the Proximal Outcomes Table below to better understand how these data are reported:

In Cell B1, enter the year in which the program was last site visited	Year of Last Site Visit		For each year listed in the columns below, enter the N who attained the MLA divided by symbol: (e.g., =5/5). When percentages fall below 100%, programs should explain in a footnote.			
	2017		2020	2019	2018	2017
Discipline-specific knowledge areas (IR C-7 D)	Outcome measure (insert a new row for each measure)	Minimum level of achievement (MLA, e.g., minimum grade)				
History and Systems of Psychology	Course grade in <u>PsyD 702: History and Systems of Psychology</u>	Course grade of B- or higher	Not yet attempted	100.00%	100.00%	100.00%
	Course grade in <u>PsyD 726: Cognitive and Affective Bases of Behavior</u>	Course grade of B- or higher	Not yet attempted	100.00%	100.00%	100.00%
Affective Aspects of Behavior	Course grade in <u>PsyD 713: Biological Psychology</u>	Course grade of B- or higher	100.00%	100.00%	100.00%	100.00%
Biological Aspects of Behavior	Score on DCQE: Physiological Psychology domain	Minimum score of 60%	Not yet attempted	100.00%	100.00%	100.00%
	Course grade in <u>PsyD 726: Cognitive and Affective Bases of Behavior</u>	Course grade of B- or higher	Not yet attempted	100.00%	100.00%	100.00%
Cognitive Aspects of Behavior	Course grade in <u>PsyD 704: Human Development</u>	Course grade of B- or higher	100.00%	100.00%	100.00%	100.00%
Developmental Aspects of Behavior	Score on DCQE: Lifespan Development domain	Minimum score of 60%	Not yet attempted	100.00%	100.00%	100.00%
	Course grade in <u>PsyD 733: Sociocultural Bases of Behavior</u>	Course grade of B- or higher	Not yet attempted	100.00%	100.00%	100.00%
Social Aspects of Behavior	Score on DCQE: Social Psychology domain	Minimum score of 60%	Not yet attempted	100.00%	100.00%	100.00%
Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas	Course grade in <u>PsyD 726: Cognitive and Affective Bases of Behavior</u>	Course grade of B- or higher	Not yet attempted	100.00%	100.00%	100.00%
Research Methods	Course grade in <u>PsyD 721: Statistics for Social Sciences (2013-2015-current)</u>	Course grade of B- or higher	100.00%	100.00%	100.00%	100.00%
	Course grade in <u>PsyD 723: Quantitative Methods in Research Design, Measurement and Analysis (2015-current)</u>	Course grade of B- or higher	100.00%	92.86%	100.00%	100.00%
	Course grade in <u>PsyD 724: Qualitative Research Design, Measurement, and Analysis</u>	Course grade of B- or higher	Not yet attempted	100.00%	100.00%	100.00%
	Course grade in <u>PsyD 755: Quantitative Research Design, Measurement and Analysis (2014 only)</u>	Course grade of B- or higher	N/A	N/A	N/A	N/A
	Course grade in <u>PsyD 712: Research Design and Methodology (2013 only)</u>	Course grade of B- or higher	N/A	N/A	N/A	N/A
	Clinical Dissertation Defense Evaluation	Pats rating	Not yet attempted	Not yet attempted	Not yet attempted	100.00%
	Score on DCQE: Statistics and Research Design domain	Minimum score of 60%	Not yet attempted	100.00%	90.00%	100.00%

As occurs in the natural course of program development, our curriculum had undergone revisions based on routine program assessment such as student and faculty feedback and student performance on proximal outcomes. In the process of completing the Proximal Outcomes Table, as well as a Profession-Wide Competencies Table and Discipline-Specific Knowledge Table detailing specifically how student outcomes are measured, we also needed to cross-check all curriculum patterns to ensure that

students across cohorts completed comparable requirements and still met the MLA for PWC and DSK even if the requirements evolved over time.

Reliance on Assessment Software and Tools to Support Data Collection

In the process of completing the self-study and particularly, in assessing and reporting student outcomes, we utilized Tableau reports, DegreeWorks, and internal program databases to obtain and aggregate data. It was particularly helpful to review Tableau reports containing student final grades on PWC and DSK outcome measures and to organize this output by year of entry as this is how data is reported on APA tables. Distal data tables, containing information about our program alumni, were also required in the self-study submission to present information regarding alumni licensure rates and how well alumni felt they were prepared by the PsyD program in the DSK and PWC areas. Here too, the use of Tableau reports to identify program alumni by year of graduation was helpful to begin the data gathering process. Surveys sent to alumni and our current students are constructed on Qualtrics to increase the fidelity of the data and to make answering surveys fairly straightforward on respondents (see example of PWC question on alumni survey below):

Please rate the PsyD Program on the degree to which the program promoted mastery of the APA Profession-Wide Competencies listed below:

	Not at all	A little	A moderate amount	A great deal
i. Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii. Ethical and legal standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iii. Individual and cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iv. Professional values and attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Communications and interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vi. Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vii. Intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
viii. Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Our faculty are thrilled to have the APA's Commission on Accreditation recognize our PsyD program's quality, adherence to standards of accreditation, and strong emphasis on diversity, social justice, advocacy, and interprofessional practice. We have been committed to developing a robust and mission-driven program aligned with the highest standards of doctoral training in health service psychology. Through the self-study process, examination of multiple aspects of the program including its infrastructure and resources, curriculum, clinical training experiences, and recruitment and retention efforts toward a diverse student and faculty body provided many opportunities for self-assessment and reflection on strengths and areas of growth for the program, to be addressed in the coming years!



PsyD core faculty following the APA site visit in June 2023

To learn more about why APA accreditation matters, [click here](#). Questions related to the program's accredited status should be directed to the Commission on Accreditation:

**The American Psychological Association
Office of Program Consultation and Accreditation**

750 First Street NE

Washington, DC 20002-4242

Telephone: (202) 336-5979

TDD/TTY: (202) 336-6123

Fax: (202) 336-5978

[1] The process of designing a new program, implementing it, progressively adding a year to the curriculum for the first five years of the program (2013–18), and subsequently applying for accreditation through two deliberate processes (2017–18 and 2022–23) was a substantial effort undertaken by PsyD core faculty, university and school administrative leadership, SONHP staff, student workers (including PsyD students), and external consultants. The PsyD program is truly a reflection of countless hours, creative minds, and giving hearts determined to create a training and educational experience resonant of the Jesuit mission and values, and which would produce culturally attuned, service-minded, professionals dedicated to improving mental health and health equity of underserved and marginalized communities.

Submit to *In the Loop!*

We want to feature your assessment experiences in the next edition of *In the Loop!*
Please email your ideas to [Katie Hoffman](#).

If you are looking for support with academic and co-curricular program reviews, the Office of Assessment and Accreditation Support (OAAS) can help. Please email [Deborah Panter](#), call [\(415\) 422-4588](#), or visit the [OAAS website](#) for more information.

Join the conversation **#USFCA**





UNIVERSITY OF SAN FRANCISCO

Office of Assessment and Accreditation Support

(415) 422-4588

USFCA.EDU

DIRECTIONS

CONTACT US

CHANGE THE WORLD FROM HERE

University of San Francisco
2130 Fulton St
San Francisco, CA | 94117 US

If you wish to be removed from University Leadership mailing list, [click here](#).

View this email [online](#).

This email was sent to .

To continue receiving our emails, add us to your address book.

[Subscribe](#) to our email list.