|  |
| --- |
| **Assurance of Student Learning Report****2022-2023** |
| College of Education and Behavioral Sciences | Psychology |
| Doctor of Psychology in Applied Psychology Program (0476) |
| Pitt Derryberry, Ph.D., Acting Program Director through 6/30/2023; Robert Welsh, Ph.D., Program Director effective 7/1/2023 |
| ***Is this an online program***? [ ]  Yes [x]  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [ ]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

|  |
| --- |
| ***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, particularly for rural and under-served populations, in their chosen area of concentration. |
| **Instrument 1** | Qualifying Examination |
| **Instrument 2** | Practicum Supervisor Ratings |
| **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 in their communities of practice.  |
| **Instrument 1** | Evaluation of Profession-Wide Competency Development Category 8: 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 with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes. |
| **Instrument 1** | Dissertations Proposed |
| **Instrument 2** | Dissertations Defended |
| **Instrument 3** | Supervisor Ratings |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[x]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| Dr. Robert Welsh will become the new program director of the Doctor of Psychology in Applied Psychology (PsyD) Program effective July 1, 2023. Additionally, a site visit from the American Psychological Association (APA) will occur in Spring 2024 as part of the PsyD program’s pursuit of APA accreditation. As such, it is possible that new program learning outcomes will be identified. At this point, however, potential new program learning outcomes are not yet known though it is expected that new outcomes will be identified due to the aforementioned circumstances. At the very least, it is expected that additional measurements will be included if any or all of the current PSLO’s are retained as a means to provide more comprehensive program data. The 2022-23 AY was a time of considerable transition and change. During this time period, its previous program director (Dr. Timothy Thornberry) went on paternity leave during the Fall 2022 semester and ultimately resigned from WKU at the end of the Fall semester. This resulted in two different interim program directors. Dr. Carl Myers served as program director during the Fall 2022 semester, and Dr. Pitt Derryberry served as program director during the Spring 2023 semester. The PsyD program’s office associate, Ms. Shawna Blagojevic, resigned from her position during the Spring 2023 semester. Given these changes, some data typically used for this report were unavailable. This includes practicum supervisor ratings for Spring 2023, which provide data for PSLO 1 Instrument 2 and PSLO 3 Instrument 3. With the appointment of Dr. Welsh and the anticpated hiring of a new PsyD office associate, it is expected that these data will be provided in the assessment cycle for AY 2023-24 (should PSLO’s 1 – 3 be retained) along with any other data that Dr. Welsh and APA (see first paragraph) determine should also be included. As seen at the top of page 1, confirmation that program student learning outcomes match those listed in Course Leaf was not provided. This is because Dr. Thornberry began inputting changes in Course Leaf before he went on maternity leave. Dr. Thornberry saved the inputted changes but never submitted them. The current interim program director (Dr. Derryberry) was unaware of this until May 2023. The changes that Dr. Thornberry entered effectively locked the system such that Dr. Derryberry was unable to enter the program student learning outcomes featured in this report into Course Leaf. Dr. Derryberry is also unable to submit the changes that Dr. Thornberry entered in Course Leaf. Dr. Derryberry and Dr. Dennis George (Associate Dean, CEBS) have been in contact with the WKU Registrars Office in order to rectify this situation, but a solution has yet to be identified.  |

|  |
| --- |
| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and under-served populations, in their chosen area of concentration. |
| **Measurement Instrument 1**  | 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. This Qualifying Examination requires students to provide a diagnosis, assessment battery, and treatment plan for a fictional client. The first part is a written examination, and references for all materials are expected. The second part is an oral examination, where students are quizzed to see how well they “think on their feet.” |
| **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**  | One student completed the Qualifying Examination this year, including a written portion and oral portion.  |
| **Measurement Instrument 2** | Students are rated on their clinical abilities while completing practicum hours. Supervisors rate students’ abilities to select appropriate interventions, provide therapy and assessment services, work with diverse clients, and perform in an ethical manner. |
| **Criteria for Student Success** | Students must, on average, be functioning at their grade 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** | 80% 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%100% of individual rubric dimensions averaged at or above grade level. |
| **Methods** | 15 students were enrolled in the advanced practicum course during the Fall 2022 semester. Supervisor ratings were received from 10 of the 15 student supervisors, resulting in a 67% return rate. Students are rated by their supervisors based on their grade level. Thus, to allow comparison across students, scores were recoded into difference scores with 0 indicating that the student is performing at grade level, negative numbers indicating the student is performing below grade level, and positive numbers indicating the student is performing above grade level. |
| **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 as expected and comparable to previous reports. **Conclusions**: Given that a small number of students typically take qualifying exams each year, it is likely that an additional measurement should be included in order to get a more comprehensive assessment of PSLO 1. What this measurement should be is unknown at the current time as considered and explained in the Assessment Cycle Plan report included on pages 1 and 2. A more reliable means of gaining practicum supervisor ratings should be identified. Although a large majority of student practicum supervisors submitted reports, all student supervisor reports should be received given the importance of this information where PSLO 1 is concerned. **Plans for Next Assessment Cycle**: See the considerations addressed in the overall Assessment Cycle Plan report included on pages 1 and 2.  |

|  |
| --- |
| **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** | Evaluation of Profession-Wide Competency Development Category 8: Supervision |
| **Criteria for Student Success** | Students must, on average, be functioning at their grade 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** | 80% of students will be at level or higher | **Percent of Program Achieving Target** | 100 |
| **Methods**  | 15 students were enrolled in the advanced practicum course during the Fall 2022 semester. Supervisor ratings were received from 10 of the 15 student supervisors, resulting in a 67% return rate. 8 students were able to be rated in Category 8: Supervison. All students were rated at their grade level with acceptability ratings of student’s level of competency ranging from 3 (Acceptable/Expected) to 4 (Exceeds expectations) with a mean of 3.7.  |
| **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**: Results are as expected and comparable to previous reports. **Conclusions**: The supervision potential of students is regarded highly by their supervisors. Students are not only performing at their grade level in this regard, but are also exceeding the expectations of their supervisors. Nonetheless, this conclusion is based on a single item provided by supervisors. As such, an additional measurement should be included in order to get a more comprehensive assessment of PSLO 2. What this measurement should be is unknown at the current time as considered and explained in the Assessment Cycle Plan report included on pages 1 and 2. Additionally, more of an effort in the future will occur to ensure that feedback on this information is received for all practicum students**Plans for Next Assessment Cycle**: See the considerations addressed in the overall Assessment Cycle Plan report included on pages 1 and 2.  |

|  |
| --- |
| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes. |
| **Measurement Instrument 1** | As part of the Doctor of Psychology in Applied Psychology program, students must complete a Dissertation. A major step in this process is proposing a dissertation. |
| **Criteria for Student Success** | The Dissertation Committee agreeing 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 propose by the end of the year. | **Percent of Program Achieving Target** | 43% |
| **Methods**  | 7 students were enrolled in the Dissertation I class Fall 2022 and Spring 2023. Although the percentage of students achieving the target is under the success target, the percentage is higher than that which has been reported in previous years.  |
| **Measurement Instrument 2** | As part of the Doctor of Psychology in Applied Psychology program, students must complete a Dissertation. One of the last major steps in this process is orally defending the final dissertation project. |
| **Criteria for Student Success** | The Dissertation Committee agrees that the student passes the defense. |
| **Program Success Target for this Measurement** | 60% of students who take the Dissertation in Psychology class will defend by the end of the year. | **Percent of Program Achieving Target** | 14% |
| **Methods** | 1 of 7 students who were enrolled in the Dissertation in Psychology class successfully defended their dissertation during this evaluation period. |
| **Measurement Instrument 3** | Students are rated on their ability to use and conduct research while completing practicum hours. Supervisors rate students’ abilities to select and apply appropriate research with their clients. |
| **Criteria for Student Success** | Students must, on average, be functioning at their grade 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** | 80% of students will be rated at grade 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: 86%1 student averaged below grade level performance.  |
| **Methods** | 15 students were enrolled in the advanced practicum course during the Fall 2022 semester. Supervisor ratings were received from 10 of the 15 student supervisors, resulting in a 67% return rate. 7 students were rated on their ability to select and apply appropriate research with supervisors reporting for 3 students that they did not have an opportunity to observe this outcome. 6 of the 7 (86%)were rated at their grade level or higher. 1 student was rated below their grade level performance. Among those rated as performing at grade level, acceptability ratings ranged from 3 (Acceptable/Expected) to 4 (Exceeds expectations) with a mean of 3.07. |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[ ]  Met** | **[x]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Results are as expected and comparable to previous reports, though the number of dissertations defended was somewhat lower than previous years. **Conclusions**: The number of dissertatons proposed and defended is low for the current academic year. It is likely that the reason for these numbers has to do with the leadership transitions noted in the Assessment Cycle Plan report included on pages 1 and 2 along with a deficit in the number of faculty available to the PsyD program full time. During the upcoming academic year, it is anticipated that two new PsyD faculty members will be hired, which will thereby providing more support for the dissertation projects of PsyD program students in the future. Additionally, the Psychology department will be employing 5 new faculty members overall beginning in the upcoming academic year. Though 4 or the 5 faculty members will not specifically be devoted to the PsyD program, it is anticipated that their research agendas will be attractive to many PsyD students, which should also translate to dissertation progress.  The applied research potential of students is regarded as appropriate for their grade level by their supervisors. It is also recognized as acceptable and at a level that supervisors expected. In the future, more of an effort will occur to ensure that feedback on this information is received for all practicum students.**Plans for Next Assessment Cycle**: See the considerations addressed in the overall Assessment Cycle Plan report included on pages 1 and 2.  |

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