

Data Based Decisions
Combined Clinical/Counseling/School Psychology Ph.D. Program

The Combined program faculty engages in continual data-based self-examination and revision of its curriculum, program activities, structure and organization to demonstrate a commitment to excellence, to find ways to meet goals and objectives more effectively, and to respond to changes in the field. The Program adheres to a model of collaborative decision-making utilizing multiple sources of input. These include (a) solicited and unsolicited opinions of students, faculty, and graduates on policies, procedures, courses and experiences; (b) formal evaluative ratings by faculty of student competencies that reflect on the adequacy of education and training, including grades, class projects, clinical practicum evaluations, research progress, and yearly evaluations; (c) review of indicators of student performance and outcomes such as placement in quality internships and jobs, publications and conference presentations, and degree completion; (d) student evaluations of faculty course teaching; and (e) national trends in training, accreditation expectations, and nationally available data.

Below are examples of recent data-based decisions made in the Combined Program by program Goal.

Goal 1: To produce graduates who are competent scientist-practitioner psychologists

1. Program faculty were considering dropping the Master's degree as a required part of the combined program. Data were collected from students, faculty, external supervisors, as well as data collected from internship sites. Based on the data available, we elected to retain the MS degree as part of the combined program.
2. In an effort to reduce the course requirements for the combined program, we reviewed all program courses to see if there were places to reduce or combine course materials. Three courses were identified for consideration – Psy 6360, 6580, and 7850. Based on student feedback, faculty feedback, graduate feedback, and a review of accreditation standards, we elected to drop Psy 6360, retain Psy 7850, and modify Psy 6850.
3. Tracking of applied assistantships was identified as a potential concern by faculty and students. After clarifying the concern, data was collected from students, faculty, and supervisors. In addition, data from previous student and graduate records was collected and summarized. National standards for applied training were consulted. As a result, students in applied assistantships register for a 1 credit course with specified activities for students and supervisors including on-campus meetings to identify any training concerns early and intervene. The course requirement began in Fall 2016.

Goal 2: Goal 2: To produce graduates who demonstrate multicultural and diversity awareness, knowledge, and skill in their training and professional work.

1. The combined program diversity plan was assessed to see if modifications were needed. Data was collected from students and faculty, as well as consideration of national standards and accreditation guidelines. Based on the feedback, the diversity plan is in the process of being updated. A committee was created with faculty and student representation. The committee has generated elements of a diversity plan that was reviewed with program faculty and graduate student representatives at the program retreat in May 2017. The committee will make recommendations for prioritizing goals and activities, recognizing that the priorities may shift depending on updated information about program climate and needs.
2. The Clinical Comprehensive Examination did not have diversity as an assessment component. Data was collected from faculty and students as well as consideration of the program goals and

objectives. Based on the data supporting a revision, diversity was added as an evaluation component for both the written and oral sections of the exam.

3. The timing of the diversity course was evaluated. Data was collected from students, graduates, and faculty, as well as consideration of national training expectations. Based on the data, the diversity course remained in the second year of the combined program. However, a diversity module was added to the first year curriculum to expose students to the concepts and begin the process of increasing cultural awareness.

Goal 3: To facilitate students' professional identity development as psychologists and foster strong commitment to ethical practice in psychology

1. The Clinical Comprehensive Examination did not have ethics as an assessment component. Data was collected from faculty and students as well as consideration of the program goals and objectives. Based on the data supporting a revision, ethics was added as an evaluation component for both the written and oral sections of the exam.
2. The Clinical Comprehensive Examination was not clear on the assessment of professionalism in the process. Data from faculty and students indicated that professionalism did need to be included. Additional data is currently being collected to identify how best to integrate professionalism into the examination and evaluation processes. This revision should be in place for spring semester 2017.