

Detailed Assessment Report
2010-2011 Psychology PhD

Mission/Purpose

Psychology is the scientific study of behavior, and application of that knowledge for the betterment of humankind. Accordingly, the above programs seek to prepare students to become competent, professional psychologists who approach the science and practice of psychology from an empirical perspective. All students will be prepared to engage in scientific research in their respective specialty areas. Students in the accredited areas (clinical, counseling, and school) will be trained in psychological assessment and intervention approaches relevant to their respective emphasis areas.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Broad Based Training

Students will receive broad based training that will prepare them for both research and applied careers.

Related Measures:

M 1: Academic Employment

Graduates will be able to secure initial employment in academic settings (e.g., research institutes, colleges or universities, medical schools) as either faculty or research fellows.

Achievement Target:

40% of graduates' initial employment will be in academic settings (e.g., research institutes, colleges or universities, medical schools) as either faculty or research fellows.

Findings (2010-2011) - Achievement Target: Met

11 of 22 of graduating students' (50%) initial employment was in academic settings.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Details* section of this report.

Academic Employment 2008-2009

Established in Cycle: 2008-2009

The action plan related to this deficiency will be two-fold. First, we will evaluate whether a target goal of 40% placement in a...

Academic Employment 2009-2010

Established in Cycle: 2009-2010

In the last year, the faculty have evaluated whether a target goal of 40% placement in academic areas serves the best interest o...

M 14: Graduate Student Teaching Competency

Graduate students will teach undergraduate level psychology classes and be evaluated as to their competency in doing so on a scale of 1 - 4 where 1 indicates there is much needed improvement, 3 indicates an adequate job, and 4 indicates excellence in teaching.

Achievement Target:

25% of graduate students will teach undergraduate level psychology classes and receive a rating of adequate on a scale of 1 - 4 where 1 indicates there is much needed improvement, 3 indicates an adequate job, and 4 indicates excellence in teaching.

Findings (2010-2011) - Achievement Target: Met

15 out of 15 students (100%) received a rating of adequate or excellence for competency in teaching an undergraduate psychology class.

O 2: Critical Thinking Skills in Psychology

All students will acquire critical thinking skills associated with scientific research design and data analytic strategies necessary for the production, interpretation, and application of psychological knowledge.

Related Measures:**M 6: Communication of Knowledge about Field of Study**

Students will orally present their dissertation proposal

Achievement Target:

Ninety percent (90%) of all students will be successful in their oral presentation of the dissertation proposal.

Findings (2010-2011) - Achievement Target: Met

22 of 22 (100%) students successfully presented their dissertation proposals.

M 19: Research and Analysis Competency

Graduating students will be rated by graduate program faculty on research design and analysis performance with the scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations. Individuals who meet or exceed expectations will have demonstrated competency in all of their research design and analysis courses, that is, they will have obtained a B or higher in all of those courses (Quantitative Methods I (Psy 662), Quantitative Methods II (Psy 663), and Research Evaluation in the Behavioral Sciences (Psy 661)).

Achievement Target:

Ninety percent (90%) of all graduating students will be rated by graduate program faculty as meeting or exceeding expectations for research design and analysis performance with the scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations. Individuals who meet or exceed expectations will have demonstrated competency in all of their research design and analysis courses, that is, they will have obtained a B or higher in all of those courses (Quantitative Methods I (Psy 662), Quantitative Methods II (Psy 663), and Research Evaluation in the Behavioral Sciences (Psy 661)).

Findings (2010-2011) - Achievement Target: Met

28 of 30 students (93%) performed with satisfactory or above satisfactory competence on measures of design and analysis.

O 3: Production and Dissemination of Research

All students will be trained to produce and disseminate scientific psychological research.

Related Measures:

M 7: Conference Presentations

Students will author conference papers or presentations.

Achievement Target:

50% of current students will have authored at least one conference paper or presentation.

Findings (2010-2011) - Achievement Target: Met

74 of 103 students (72%) authored or co-authored a conference presentation for a professional conference.

M 9: Dissertation Timeline

Students will complete the dissertation within eight years of program matriculation.

Source of Evidence: Benchmarking of learning outcomes against peers

Achievement Target:

90% of students will successfully complete the dissertation within seven years of program matriculation.

Findings (2010-2011) - Achievement Target: Met

21 of 22 students (95%) successfully completed the dissertation within eight years of matriculation.

M 20: Research Funding

Students will apply for their own research grant funding (e.g., Sigma Xi, SSCI).

Achievement Target:

Twenty-five percent (25%) of students will apply for their own research grant funding (e.g., Sigma Xi, SSCI).

Findings (2010-2011) - Achievement Target: Not Met

10 of 103 students (10%) applied for external funding.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Details* section of this report.

Student Research Funding 2008-2009

Established in Cycle: 2008-2009

To increase the performance rate of student applications for external funding we will emphasize the importance of this activity ...

Research Funding 2009-2010

Established in Cycle: 2009-2010

Although we improved the percentage of students applying for external research funds, we fell short of our targeted goal. Thus, ...

Student Research Funding 2010-2011

Established in Cycle: 2010-2011

Although we improved the percentage of students applying for external research funds, we fell short of our targeted goal. Thus, ...

M 21: Submissions for Publication

Students will submit co-authored peer-reviewed empirical articles or book chapters for publication.

Achievement Target:

25% of students will submit at least one co-authored peer-reviewed empirical article or book chapter.

Findings (2010-2011) - Achievement Target: Met

49 of 103 students (48%) either authored or co-authored a peer reviewed article or book chapter.

O 4: Proficiency in Assessment and Intervention

Students in the applied emphasis areas will demonstrate proficiency in assessment and intervention.

Related Measures:

M 3: Annual Evaluations of Practitioner Performance

Students will be rated on their annual evaluations in the area of practitioner performance.

Achievement Target:

90% of students will receive satisfactory ratings on their annual evaluations in the area of practitioner performance.

Findings (2010-2011) - Achievement Target: Met

54 of 54 students (100%) received satisfactory ratings on annual evaluations in the area of practitioner performance.

M 4: APA Accredited Internship

Students in the accredited applied areas will complete an APA-accredited doctoral internship.

Achievement Target:

95% of all students in the accredited applied areas will complete an APA-accredited doctoral internship.

Findings (2010-2011) - Achievement Target: Not Met

18 of 21 students (86%) were matched with an APA accredited doctoral internship.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Details* section of this report.

Internship Placement 2008-2009

Established in Cycle: 2008-2009

The action described here pertains to Objective 4: Proficiency in Assessment and Intervention. Twelve out of 13 relevant student...

APA Internship 2009-2010

Established in Cycle: 2009-2010

The action described here pertains to Objective 4: Proficiency in Assessment and Intervention. Fifteen out of 16 relevant studen...

APA Internship 10-11 update

Established in Cycle: 2010-2011

The action described here pertains to Objective 4: Proficiency in Assessment and Intervention. Eighteen out of 21 relevant stude...

M 5: Assessment Proficiency

Students who have obtained a grade of B or higher in didactic assessment and intervention courses relevant to their emphasis areas will be rated on their ability to successfully administer intelligence and achievement tests for children and adults and to demonstrate basic clinical and interviewing skills appropriate for their level of graduate training. Students will be rated on a scale of 1-5 with 1 indicating not proficient, 3 indicating proficient, and 5 indicating very proficient based on observations of videotaped experiential assignments.

Achievement Target:

100% of students who have obtained a grade of B or higher in didactic assessment and intervention courses relevant to their emphasis areas will be rated as proficient in their ability to administer intelligence and achievement tests for children and adults and to demonstrate basic clinical and interviewing skills appropriate for their level of graduate training. Ratings will occur on a scale of 1-5 with 1 indicating not proficient, 3 indicating proficient, and 5 indicating very proficient based on observations of videotaped experiential assignments.

Findings (2010-2011) - Achievement Target: Met

22 of 22 students (100%) obtained a grade of B or higher in didactic assessment and intervention courses and were rated as proficient by their supervising faculty.

M 13: Externship Supervisor Evaluations

Students on externship (community based placements) will earn be rated by their on-site supervisors.

Achievement Target:

90% of students on externship (community based placements) will earn satisfactory performance ratings by their on-site supervisors.

Findings (2010-2011) - Achievement Target: Met

43 of 43 students (100%) were rated as satisfactory or better by externship supervisors.

M 15: Internship Supervisor Evaluation

Students on internship will be rated on internship performance by their respective internship supervisors.

Achievement Target:

90% of students on internship will earn satisfactory performance ratings by their respective internship supervisors.

Findings (2010-2011) - Achievement Target: Met

14 of 14 students (100%) on internship earned satisfactory ratings from their respective internship supervisors.

M 22: Supervised Practice

Students in applied areas will obtain broad and general skills in the areas of assessment and intervention by accruing a minimum number hours of supervised practice before the internship year.

Source of Evidence: Student course evaluations on learning gains made

Achievement Target:

90% of students will obtain broad and general skills in the areas of assessment and intervention by accruing a minimum of 5 semesters of practicum/externship before the internship year.

Findings (2010-2011) - Achievement Target: Met

21 of 21 students (100%) accrued a minimum of 800 hours of satisfactory supervised practice prior to the internship year.

O 5: Socialization in the Profession

Students will be socialized in the profession of psychology.

Related Measures:

M 2: Annual Evaluations

Students will receive a rating of in the area of professional development on their annual evaluations of student performance and progress toward the doctoral degree.

Achievement Target:

80% of students will receive a rating of at least satisfactory progress in the area of professional development on their annual evaluations of student performance and progress toward the doctoral degree.

Findings (2010-2011) - Achievement Target: Met

82 of 82 students (100%) were evaluated and rated as at least satisfactory in the area of professional development.

M 11: Ethics Grades

Students will be graded in the required department ethics and professional development course related to their emphasis areas.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:

95% of students in the accredited emphasis areas will earn a grade of B or higher in the required department ethics and professional development course.

Findings (2010-2011) - Achievement Target: Met

30 of 30 students (100%) received a grade of B or higher in the departmental ethics and professional developmental courses required within each program area.

M 12: Exposure to National Scholars

Students will be exposed to nationally renowned scholarship in the discipline of psychology by attending colloquia and professional symposia.

Achievement Target:

90% of students will be exposed to nationally renowned scholarship in the discipline of psychology by attending colloquia and professional symposia.

Findings (2010-2011) - Achievement Target: Met

72 of 73 students (99%) were exposed to at least one nationally renowned scholar by attending colloquia or professional symposia.

M 16: Mentor Identification

Students will identify a research mentor who will serve to orient the student to and socialize the student in the profession of psychology.

Achievement Target:

100% of students will have identified a research mentor by the end of their second semester of graduate training who will serve to orient the student to and socialize the student in the profession of psychology.

Findings (2010-2011) - Achievement Target: Met

22 of 22 students (100%) identified a research mentor prior to the end of their second semester of graduate training.

M 17: Oral Presentation in History of Psychology

Students will be rated using a scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations, on the oral presentation portion of Psy 718 History of Modern Psychology) where students present on a major psychological era. Students who meet or exceed expectations will be able to articulate the conceptualization of a major time period during which a particular theoretical framework was prevalent, identify the major theorists of the era, integrate the relevant psychological studies during the era highlighting dissensions and conflicts among theorists, and discuss the implications of the era for current trends in psychology.

Achievement Target:

Ninety-five percent (95%) of all students will be rated as meeting or exceeding expectations with a scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations, on the oral presentation portion of Psy 718 History of Modern Psychology) where students present on a major psychological era. Students who meet or exceed expectations will be able to articulate the conceptualization of a major time period during which a particular theoretical framework was prevalent, identify the major theorists of the era, integrate the relevant psychological studies during the era highlighting dissensions and conflicts among theorists, and discuss the implications of the era for current trends in psychology.

Findings (2010-2011) - Achievement Target: Met

28 of 28 students (100%) were rated as meeting or exceeding expectations on presentations of a major psychological era.

M 18: Professional Organization Membership

Students will join scientific or professional societies open to graduate student membership.

Achievement Target:

75% of all preinternship/precandidacy students will hold membership in a scientific society.

Findings (2010-2011) - Achievement Target: Met

30 of 30 students (100%) joined scientific or professional societies open to graduate student membership.

O 6: Sufficient Knowledge in Core Areas

All graduating students will have acquired a sufficient knowledge base in the following core areas of psychology: (a) biological bases of behavior, (b) social basis of behavior, (c) cognitive affective basis of behavior, (d) human development or individual differences.

Related Measures:**M 8: Core Course Competency**

Students who have completed their Ph.D. course requirements (excluding internship or dissertation requirements) will be rated by graduate program faculty on overall core coursework performance with the scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations. Individuals who meet or exceed expectations will have demonstrated competency in all of their core courses, that is, they will have obtained a B or higher in all of their core courses.

Achievement Target:

90% of students who have completed their Ph.D. course requirements (excluding internship or dissertation requirements) will be rated by graduate program faculty as meeting or exceeding expectations for core coursework performance with the scale consisting of the following anchors: does not meet expectations, meets expectations and exceeds expectations. Individuals who meet or exceed expectations will have demonstrated competency in all of their core courses, that is, they will have obtained a B or higher in all of their core courses.

Findings (2010-2011) - Achievement Target: Met

30 of 30 students (100%) who completed PhD requirements (except dissertation or internship) met or exceeded expectations in their core course requirements.

M 10: Doctoral Comprehensive Exams

Students will be rated by program faculty as either passing or not passing their doctoral comprehensive examinations.

Achievement Target:

90% of all students will successfully pass doctoral comprehensive examinations.

Findings (2010-2011) - Achievement Target: Met

28 of 29 students (97%) successfully passed their Doctoral Comprehensive Exams.

Action Plan Details for This Cycle (by Established cycle, then alpha)**Development of rubrics**

The assessment committee will meet to discuss a more precise and meaningful articulation of this objective and subsequent measure and to develop a rubric that is more specific with regard to our

expectations concerning performance.

Established in Cycle: 2005-2006
Implementation Status: Finished
Priority: High
Implementation Description: November 06
Responsible Person/Group: Assessment Team

Dissertation completion timeline

Although this matter will likely be resolved within the next year or so, we, generally, do not fund students beyond their 5 year of graduate education and this motivates students to proceed in a timely manner.

Established in Cycle: 2005-2006
Implementation Status: In-Progress
Priority: Medium
Implementation Description: October 2006
Responsible Person/Group: Training Directors

Focus on statistics scenarios

PSY 663 instructor will review the process for evaluating the research scenario portion of the final exam in PSY663.

Established in Cycle: 2005-2006
Implementation Status: Terminated
Priority: High
Implementation Description: October 2006
Responsible Person/Group: Tammy Greer

Graduate Handbook review and possible revision

Apparently there was some ambiguity in the interpretation of the requirement for remediation located in the Departmental Graduate Handbook. Consequently, the remediation requirement was inconsistently applied. Therefore, the handbook will be reviewed so that we can determine whether this is a requirement that we should eliminate or whether the requirement should remain and be stated more clearly.

Established in Cycle: 2005-2006
Implementation Status: Finished
Priority: Medium
Implementation Description: October 2006
Responsible Person/Group: Training Directors

Graduate Handbook review and possible revision

Apparently there was some ambiguity in the interpretation of the requirement for remediation located in the Departmental Graduate Handbook. Consequently, the remediation requirement was inconsistently applied. Therefore, the handbook will be reviewed so that we can determine whether this is a requirement that we should eliminate or whether the requirement should remain and be stated more clearly.

Established in Cycle: 2005-2006
Implementation Status: Finished

Priority: Medium

Implementation Description: October 2006

Responsible Person/Group: Training Directors

Masters` thesis completion timeline

Program directors will meet to discuss this issue. Some programs have already instituted a prospectus review procedure that provides a deadline to second year students for having a draft of their thesis to their committees by the beginning of their third year.

Established in Cycle: 2005-2006

Implementation Status: Planned

Priority: High

Implementation Description: October 2006

Responsible Person/Group: Program Directors

Modification of colloquia attendance target

This target will be modified in the next assessment plan as students not reporting on colloquia attendance were counted as not attending and this was problematic in our reporting of the attendance at colloquia statistic.

Established in Cycle: 2005-2006

Implementation Status: Finished

Priority: Medium

Implementation Description: October 2006

Responsible Person/Group: Assessment Team

Practicum grades

The wording for this target needs to be changed so that one person not meeting the objective will not cause not meet the target which is what happened in this case.

Established in Cycle: 2005-2006

Implementation Status: Finished

Priority: Low

Implementation Description: October 2006

Responsible Person/Group: Program Directors

Student Grant Funding

Program directors will meet to discuss this issue. The chair of the Psychology Department has provided the faculty in this department with a differential teaching load based on research and grant productivity in order to encourage grant writing. However, there is no policy concerning the extent to which graduate students will be supported on grants received by faculty.

Established in Cycle: 2005-2006

Implementation Status: Planned

Priority: Medium

Responsible Person/Group: Department Chair

APA accredited internship 2007-2008

Our goal was that 95% of students would complete an APA accredited internship. We achieved 93%. Because we were within 2% of the target, no further action is planned.

Established in Cycle: 2007-2008
Implementation Status: Planned
Priority: Medium
Implementation Description: n/a
Responsible Person/Group: none

core course remediation

Because we have a low number of students that remediate, only 1 failure can cause us not to meet our target. Thus, we will redefine our assessment of successful remediation.

Established in Cycle: 2007-2008
Implementation Status: Finished
Priority: Medium
Implementation Description: Sept. 30, 2008
Responsible Person/Group: training directors

grant funding

Only 14% of students were grant funded this year. Our target was 25%. We will address this deficiency by emphasizing the importance of grant writing in all areas. In addition, we will determine which classes are appropriate for grant-writing instruction and discuss with faculty the possibility of incorporating grant writing instruction into those classes.

Established in Cycle: 2007-2008
Implementation Status: Planned
Priority: High
Implementation Description: September 30, 2008
Responsible Person/Group: training directors, student mentors

research competency

Our goal was to achieve 80% competency on research scenario portion of PSY 663 exam. We achieved 79%. Because we were within 1% of the target, we do not propose to take any action at this time.

Established in Cycle: 2007-2008
Implementation Status: Terminated
Priority: Low
Implementation Description: n/a
Responsible Person/Group: none

supervised practice

Our goal was that 85% of students would have 800 hours of supervised practice prior to internship assignment. We achieved 83%. Because we were within 2% of our target, no further action is planned.

Established in Cycle: 2007-2008
Implementation Status: Terminated
Priority: Low
Implementation Description: n/a
Responsible Person/Group: none

Academic Employment 2008-2009

The action plan related to this deficiency will be two-fold. First, we will evaluate whether a target goal of 40% placement in academic areas serves the best interest of our students. In today's economic climate, preparing students to take advantage of a variety of employment opportunities might be more prudent. Nevertheless, to the extent that we continue to focus on training students for academia, we will increase student opportunities to teach and publish during their graduate training. We will enhance mentoring activities directed toward honing students for academic positions. Finally, we will examine recruitment efforts to ensure that we place proper focus on the admission of students with high academic potential.

Established in Cycle: 2008-2009

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Academic Employment | **Outcome/Objective:** Broad Based Training

Implementation Description: fall 2009

Responsible Person/Group: all faculty

Additional Resources Requested: increased funds for student travel to professional conferences to increase student opportunities for networking with other academics

Internship Placement 2008-2009

The action described here pertains to Objective 4: Proficiency in Assessment and Intervention. Twelve out of 13 relevant students met the criteria for this objective. The one student who did not resulted in a failure to meet our target performance level of 95%. Nevertheless, our actual performance level of 92% is far above the national average for acceptance to APA-accredited internships. In order to increase the likelihood that our performance level will be 100% next year, we will try to increase the number of clinical training opportunities. In addition, we will enhance and improve the training process that students receive when they learn how to complete the internship applications. We anticipate that the latter measure will result in our students' application being more competitive in the future.

Established in Cycle: 2008-2009

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: APA Accredited Internship | **Outcome/Objective:** Proficiency in Assessment and Intervention

Implementation Description: Fall 2009

Responsible Person/Group: Training directors of applied programs.

Student Research Funding 2008-2009

To increase the performance rate of student applications for external funding we will emphasize the importance of this activity in all relevant classes. We will incorporate formal training pertinent to grant writing processes in relevant classes, like research design and other writing intensive classes. We will schedule formal workshops dedicated to training students in grant writing. We will also increase student awareness of funding opportunities for students, as well as faculty funding

opportunities that have a student-relevant component.

Established in Cycle: 2008-2009

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Research Funding | **Outcome/Objective:** Production and Dissemination of Research

Implementation Description: Fall 2009

Responsible Person/Group: All faculty

Academic Employment 2009-2010

In the last year, the faculty have evaluated whether a target goal of 40% placement in academic areas serves the best interest of our students. According to the most recent APA Directory Survey data (2000), the percentage of psychologist employed in academic positions is 28%. Thus, although we plan to continue our training and mentoring of students towards academic careers, we have decided to adjust our goal to a more modest 30%, a level slightly higher than reported nationally. However, we will also continue to focus on training students for academia by providing increased student opportunities to teach and publish during their graduate training. We will enhance mentoring activities directed toward honing students for academic positions. Finally, we will continue to evaluate recruitment efforts to ensure that we place proper focus on the admission of students with high academic potential.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Academic Employment | **Outcome/Objective:** Broad Based Training

Responsible Person/Group: All graduate training faculty

Additional Resources Requested: increased funds for student travel to professional conferences to increase student opportunities for networking with other academics; increased graduate stipends to attract qualified students seeking academic careers.

APA Internship 2009-2010

The action described here pertains to Objective 4: Proficiency in Assessment and Intervention. Fifteen out of 16 relevant students met the criteria for this objective. The one student who did not resulted in a failure to meet our target performance level of 95%. Nevertheless, our actual performance level of 94% continues to be far above the national average for acceptance to APA-accredited internships. In order to increase the likelihood that our performance level will be 100% next year, we will try to increase the number of clinical training opportunities. In addition, we will enhance and improve the training process that students receive when they learn how to complete the internship applications. We anticipate that the latter measure will result in our students' application being more competitive in the future.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: APA Accredited Internship | **Outcome/Objective:** Proficiency in Assessment and Intervention

Responsible Person/Group: Training Directors of Applied Programs

Research Funding 2009-2010

Although we improved the percentage of students applying for external research funds, we fell short of our targeted goal. Thus, we will continue with our Action Plan from the previous reporting cycle. To increase the performance rate of student applications for external funding, we will emphasize the importance of this activity in all relevant classes. We will incorporate formal training pertinent to grant writing processes in relevant classes, including research design and other writing intensive classes. We will continue to schedule formal workshops dedicated to training students in grant writing. We will also continue to increase student awareness of funding opportunities for students by forwarding relevant opportunities, as well as faculty funding opportunities that have a student-relevant component.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Research Funding | **Outcome/Objective:** Production and Dissemination of Research

Responsible Person/Group: All faculty

APA Internship 10-11 update

The action described here pertains to Objective 4: Proficiency in Assessment and Intervention. Eighteen out of 21 relevant students met the criteria for this objective, resulting in failure to meet out target performance level of 95%. Nevertheless, our actual performance level of 86% continues to be far above the national average for acceptance to APA-accredited internships (79%). In order to increase the likelihood that our performance level will improve next year, we will continue programmatic efforts to ensure students' adequate preparation for the APPIC internship match. Program faculty will continue their efforts to increase the number of clinical training opportunities through funded externships in order to allow students to gain supervised practice hours in relevant settings. Students will receive feedback and guidance on internship applications including essays, and will receive opportunities for interview preparation.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: APA Accredited Internship | **Outcome/Objective:** Proficiency in Assessment and Intervention

Implementation Description: Mentoring

Responsible Person/Group: Training Directors and Graduate Faculty

Student Research Funding 2010-2011

Although we improved the percentage of students applying for external research funds, we fell short of our targeted goal. Thus, we will continue with our Action Plan from the previous reporting cycle. To increase the performance rate of student applications for external funding, we will emphasize the importance of this activity in all relevant classes. We will incorporate formal training pertinent to grant writing processes in relevant classes, including research design and other writing intensive classes. We will continue to schedule formal workshops dedicated to training students in grant writing. We will also continue to increase student awareness of funding opportunities for students by forwarding relevant opportunities, as well as faculty funding opportunities that have a student-relevant component.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Research Funding | **Outcome/Objective:** Production and Dissemination of Research

Responsible Person/Group: Training Directors & Graduate Faculty

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The analysis of this year's assessment data suggests that the PhD programs in Psychology continue to do a good job of preparing students for entry into the field of psychology. The students are well trained in core courses, in research competence, and in dissemination of scientific and scholarly information. Of particular note are improvements in the area of Production and Dissemination of Research. Both publication rates and presentations at professional conferences increased from the previous year. Although we fell short of our target, there was an increase in the number of students applying for research funding. In addition, the percentage of students passing doctoral comprehensive exams rose slightly, suggesting students' ability to integrate and synthesize information across the curriculum as it relates to research and the practice of psychology continues to improve. Finally, although we lowered our target for the percentage of graduates obtaining academic positions following graduation to be in line with national employment data, we had 50% of graduating students report initial employment in such settings, the highest level in our reporting to date.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

In the current reporting cycle, 2 objectives were not met. These two objectives were not met in the previous reporting cycle and will continue to be monitored by the graduate training faculty. The first unmet objective relates to career development. We will continue our formulated action plans to address the minor deficiencies with regard to APA internships placements, but remain pleased that our graduate students continue to obtain APA-accredited internships at a rate higher than the national average. The other unmet goal was in the percentage of students who apply for external funding; however, there was a slight improvement in the percentage of students applying for research funds compared to last year. We recognize the importance of this goal and will continue our formulated an action plan to increase student awareness of funding opportunities and to enhance training of students for applications for funding.

Annual Reports

Program Summary

The primary mission of the PhD program in Psychology is training in the scientific study of behavior, and application of that knowledge for the betterment of humankind. Accordingly, the above programs seek to prepare students to become competent, professional psychologists who approach the science and practice of psychology from an empirical perspective. All students will be prepared to engage in scientific research in their respective specialty areas. Students in the accredited areas (clinical, counseling, and school) will be trained in psychological assessment and intervention approaches relevant to their respective emphasis areas. The analysis of this year's assessment suggest that the PhD programs continue to do a good job of preparing students for entry into the field of psychology. The students are well trained in core courses, in research competence, and in dissemination of scientific and scholarly information. The department is especially proud of a number of accomplishments in 2010-2011. The graduate programs in Psychology were listed among the top programs in the University Priorities Committee final report, a recognition of which we are quite proud. The faculty have been highly research productive, and many of our publications and conference presentations have included student (both graduate and undergraduate) co-authors. The majority of our program objectives have been met successfully, and we continue to attract high quality students who become successful clinicians and researchers. A number of psychology faculty routinely provide continuing education and training to local community agencies and hospitals. Collaborative training relationships have been developed for our students that result in significant funding opportunities. Additionally, due to these collaborative relationships, a number of faculty have pursued research collaborations in the community that should work to increase external funding and additional resources for training and research.

Continuous Improvement Initiatives

In the current reporting cycle, 2 objectives were not met. These two objectives were not met in the previous reporting cycle and will continue to be monitored by the graduate training faculty. The first unmet objective relates to career development. We will continue our formulated action plans to address the minor deficiencies with regard to APA internships placements, but remain pleased that our graduate students continue to obtain APA-accredited internships at a rate higher than the national average. The other unmet goal was in the percentage of students who apply for external funding; however, there was a slight improvement in the percentage of students applying for research funds compared to last year. The area Training Directors (and all faculty) have made a more conscious effort to encourage external applications from students for funding by disseminating such opportunities more widely and making this a priority for research teams. We recognize the importance of this goal and will continue our formulated an action plan to increase student awareness of funding opportunities and to enhance training of students for applications for funding. We will continue to monitor our action plans for an additional year, including completion of research milestones. Despite having an overall successful year, the department continues to face serious challenges. In the last year we had four graduate faculty members leave for employment at other universities. In addition, two faculty members have retired. Although the faculty retiring were assigned to undergraduate teaching, their departures place additional strain on faculty to provide course coverage to our large undergraduate population. Thus, the department continues to be understaffed. Despite continued increases in research productivity, we have difficulty obtaining adequate space for faculty labs and graduate student work areas. Lab and student office space shortages have had an impact on graduate student recruiting and on our ability to compete for federal research grants. Finally, our doctoral student stipends are among the lowest for APA accredited psychology programs, and this has also stymied our attempts to recruit the most talented graduate applicants. In spite of these obstacles, the Department has performed admirably during the past year and anticipates an even more productive 2011-12.

Closing the Loop

We will continue to monitor our action plans for unmet objectives and research milestones for an additional year. We have discontinued several action plans that are no longer needed, but will strive for continuous improvement in all areas of our graduate training