

## **Summary of USU Proximal and Distal Outcome Assessment of Goals, Objectives, and Competencies**

The Utah State University Combined Clinical/Counseling/School Psychology Program ascribes to the scientist-practitioner model of training in professional psychology. This perspective prepares graduates to assist in currently needed professional and research work, to be ready for future changes and needs, to produce original contributions to psychology, and to evaluate their own and others work. As a scientist-practitioner program, the training activities are designed so that graduates can meet current licensing and certification requirements. Equally important in the program is the preparation of students to contribute to and evaluate the scientific knowledge base guiding psychological practice. The Combined Program curriculum integrates science education and practice training to produce graduates capable of a range of professional psychology activities and functions. The Combined Program values diversity deeply and hold that psychologists must be sensitive and responsive to cultural and ethnic diversity with multiple training experiences that enhance the students' (and graduates') abilities to understand and work with people of different cultures, backgrounds, life experiences, and world views. The Program relies on a variety of training experiences across client populations, clinical problems, service delivery settings, modes of intervention, and research methodology to prepare a competent psychologist ready to take the multitude of positions currently available and created in the future. The combined program utilizes a mentorship model for training. Students work closely with faculty as junior colleagues increasing in responsibilities and competencies in graduated and sequential experiences in both clinical and research activities. Because of the close supervision afforded by the low student-to-faculty ratio, corrections and enhancements to clinical and research competencies occur on a daily basis. Throughout the curriculum, training is sequential, cumulative, and graded in complexity.

Consistent with science and practice integration and the principles underlying the curriculum, the Combined Program has three major and interrelated goals. The first goal focuses on preparation of scientist-practitioner psychologist who can engage in intervention strategies that are informed by the scientific and professional literature and guided by scientifically based critical thinking and can engage in research that is informed by clinical experience and practice. The second and third goals focus on diversity awareness, cultural competence, and ethical practice competence related to and informative of the practice of professional psychology.

The competencies outlined in this Table are trained through graded coursework that is structured and sequential, through structured clinical and research requirements under intensive faculty supervision as well as more informal, but no less intense, training activities in addition to the program requirements (all aspects evaluated through formal processes on an ongoing and annual basis). A variety of outcomes are utilized to assess progress through the program both proximally (also formatively) and distally (also summatively) to demonstrate successful training outcomes (e.g., data on practicum experiences and evaluative forms; authorship on conference papers, journal articles, and chapters; placement in internship and jobs, average scores on the EPPP). Formal evaluation of clinical development is made each term by practicum supervisors using the Departmental Practicum Evaluation Form adapted by the Program from the form devised by the Association of Directors of Psychology Training Clinics or other site specific evaluation forms. Review of evaluation letters reporting internship performance by Combined Program students

provide additional information regarding clinical and professional goals.

**Goal 1**  
**Scientist-Practitioner Psychologists**

*To produce graduates who are competent scientist-practitioner psychologists*

**Objective 1:** Graduates will demonstrate competence in research design, data analysis, and data interpretation, as well as competence in the critical review and evaluation of the psychological and educational research literature.

*Competency 1a:* Students demonstrate substantial knowledge of and competence in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in the field of psychology

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Exams, homework, written assignments, literature critiques resulting in the successful completion of Psy 6570, 6600, 7610 and an advanced research course (students chose between five possible courses) with a minimum grade of B-	100% of students have completed the research courses with a grade of B- or better.
Yearly student evaluation ratings on <i>research skills</i> (#1). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>research skills</i> : mean = 1.98  Student self rating of <i>research skills</i> : mean = 2.07
Current student survey items evaluating program research training	Current students report that the program training in research activities to be 'good' (rating of 3) on <i>appropriate application of basic research designs, methodologies, and data analysis strategies</i> = 3.25.
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduate survey items evaluating program research training	Graduates report that the program prepared them between 'good' and 'excellent' on activities related to the production of research including: <ul style="list-style-type: none"> <li>• Book/publications = 3.20</li> <li>• Technical reports = 3.40</li> <li>• Prof. presentations = 3.50</li> <li>• Grants PI = 3.00</li> <li>• Grant consultant = 3.20</li> <li>• Other writing = 3.10</li> </ul>
Graduates involvement in research activities	Approximately one-third of graduates are involved in research activities or have been since completing their Ph.D. (date listed as current, since Ph.D.) <ul style="list-style-type: none"> <li>• Book/publications = 20.6, 29.4%</li> <li>• Technical reports = 17.6, 8.8%</li> <li>• Prof. presentations = 26.5, 41.2%</li> <li>• Grants PI = 8.8, 14.7%</li> <li>• Grant consultant = 14.7, 11.8%</li> <li>• other writing = 17.6, 20.6%</li> <li>• other research activities = 235., 8.8%</li> </ul>

Graduate performance on the Research Methods/Statistics (Domain VII) section of the EPPP	When domain scores for all programs are compared, USU graduates performance on Research Methods/Statistics (Domain VII) is at the 49.2 percentile. Compared to Combined program, USU grads score at the 50 <sup>th</sup> percentile.
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*Competency 1b:* Students demonstrate skills in advanced research methods appropriate to conducting their thesis and dissertation research

Methods of Evaluation - Proximal	Outcomes
Exams, homework, written assignments, literature critiques resulting in the successful completion an advanced research course (students chose between five possible courses) with a minimum grade of B-	100% of students have completed the advanced research courses with a grade of B- or better.
Yearly student evaluation ratings on <i>research skills</i> (#1). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>research skills</i> : mean = 1.98  Student self rating of <i>research skills</i> : mean = 2.07
Current student survey items evaluating program research training	Current students report that the program training in research activities to be 'good' (rating of 3) on <i>appropriate application of basic research designs, methodologies, and data analysis strategies</i> = 3.25.
Successful completion and defense of theses and/or dissertations	100% of students ultimately were successful in completing and defending their theses and/or dissertations
Methods of Evaluation - Distal	Outcomes
Graduate survey items evaluating program research training	Graduates report that the program prepared them between 'good' and 'excellent' on activities related to the production of research including: <ul style="list-style-type: none"> <li>• Book/publications = 3.20</li> <li>• Technical reports = 3.40</li> <li>• Prof. presentations = 3.50</li> <li>• Grants PI = 3.00</li> <li>• Grant consultant = 3.20</li> <li>• Other writing = 3.10</li> </ul>
Graduates involvement in research activities	Approximately one-third of graduates are involved in research activities or have been since completing their Ph.D. (date listed as current, since Ph.D.) <ul style="list-style-type: none"> <li>• Book/publications = 20.6, 29.4%</li> <li>• Technical reports = 17.6, 8.8%</li> <li>• Prof. presentations = 26.5, 41.2%</li> <li>• Grants PI = 8.8, 14.7%</li> <li>• Grant consultant = 14.7, 11.8%</li> <li>• other writing = 17.6, 20.6%</li> <li>• other research activities = 23.5, 8.8%</li> </ul>

*Competency 1c:* Students demonstrate the ability to write a critical review of the literature in an area of psychology

Methods of Evaluation - Proximal	Outcomes
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Written critical reviews of literature in Psy 6510 (Social Psychology), Psy 7230 (Personality), and Psy 7670* (Critical Reviews in Psychology)	100% of students have completed the critical reviews of the literature resulting in courses grades of B- or better in associated courses.
Current student survey items evaluating program research training	Current students report that the program training in research activities to be 'good' (rating of 3) on <i>critically reviewing published psychological research and producing a critical review of the literature in an area of psychology</i> = 3.16

\* Psy 7670 is one of several courses that students can take to meet their advanced research requirement

**Objective 2:** Graduates are knowledgeable about and capable of generating original research and scholarship, and disseminating the results of their research to the profession and broader community.

*Competency 2a:* Students demonstrate the ability to conduct an independent research project

Methods of Evaluation - Proximal	Outcomes
Advisory committee faculty evaluation of student oral and written theses and dissertations on a pass/fail basis.	100% of students have ultimately earned an evaluation of Pass on oral and written theses and dissertations
Yearly student evaluation ratings on <i>research involvement and progress</i> (#2). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>research involvement and progress</i> : mean = 1.72 Student self rating of <i>research skills</i> : mean = 1.78

*Competency 2b:* Students demonstrate practical experience in presenting research findings and other scholarship in contexts such as professional conferences, peer-reviewed journals, and other scholarly outlets.

Methods of Evaluation - Proximal	Outcomes
Faculty advisory committee evaluation of student professional presentation and manuscript submission pass/fail basis.	100% of students have earned an evaluation of Pass on professional presentation and manuscript submission
Yearly student evaluation ratings on <i>research involvement and progress</i> (#2). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>research involvement and progress</i> : mean = 1.72 Student self rating of <i>research skills</i> : mean = 1.78
Current student survey items reporting involvement in research activities	Current students report active involvement in research activities <ul style="list-style-type: none"> <li>• Actively participating in research teams = 63.9%</li> <li>• Meet regularly with research mentor = 80.6%</li> <li>• Author/co-author of published book, book chapter or article = 47.2%</li> <li>• Author/co-author of technical reports = 2.8%</li> <li>• Author/co-author of prof. presentations = 66.7%</li> <li>• Grants PI/Co-investigator = 13.9%</li> <li>• Other professional writing = 22.2%</li> </ul>
Current student survey items evaluating program training in procedures for dissemination of professional work	Current students report that the program training in research activities to be between 'fair' (2) 'good' (3) on <i>training in the procedures for professional</i>

	<i>dissemination of research results = 2.73</i>
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates involvement in research activities	<p>Approximately one-third of graduates are involved in research activities or have been since completing their Ph.D. (date listed as current, since Ph.D.)</p> <ul style="list-style-type: none"> <li>• Book/publications = 20.6, 29.4%</li> <li>• Technical reports = 17.6, 8.8%</li> <li>• Prof. presentations =26.5, 41.2%</li> <li>• Grants PI = 8.8, 14.7%</li> <li>• Grant consultant =14.7, 11.8%</li> <li>• other writing = 17.6, 20.6%</li> <li>• other research activities = 235., 8.8%</li> </ul>

**Objective 3:** Graduates are knowledgeable about and clinically competent in the areas of assessment, diagnosis, treatment, and supervision and consultation.

*Competency 3a:* Students demonstrate competence in theories and methods of assessment and diagnosis

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Discussion, attendance, assessment reports, presentations resulting in a minimum grade of B- in psychology courses 6150, 6350, 6750, 7270.	100% of students have earned have completed the required courses with a grade of B- or better.
Yearly student evaluation ratings on <i>clinical competence</i> (#3). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	<p>Faculty rating of students on <i>clinical competence</i>: mean = 1.98</p> <p>Student self rating of <i>clinical competence</i>: mean = 2.15</p>
Faculty evaluation of Clinical Comprehensive Oral Exam in domains of Assessment and Differential Diagnosis. Minimum mean rating of '3'.	Mean faculty rating on Clinical Comp oral exam in Assessment = 3.06, in Diagnosis = 3.11
Current student survey items evaluating program training in conducting psychological assessments	Current students report that the program training in research activities to be between 'good' (3) and 'excellent' (4) on <i>conduct psychological assessments</i> = 3.42
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates engage in psychological assessment	An overwhelming majority of graduates conduct assessments currently (91.2%) or since completing their Ph.D. (76.5%)
Graduates evaluation of training received in the area of psychological assessment	Graduates evaluate their training in conducting psychological assessments between 'good' (3) and 'excellent' (4): mean = 3.6
Graduate performance on the assessment/diagnosis section of the EPPP	When domain scores for all programs are compared, USU graduates performance on Assessment and Diagnosis (Domain V) is at the 42.3 percentile. Compared to Combined program, USU grads score at the 60 <sup>th</sup> percentile.

*Competency 3b:* Students demonstrate competence in integrating assessment data into comprehensive conceptualization of client including an appropriate treatment plan

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Evaluation by practicum supervisors of: Psychological Assessment Skills: Diagnostic Interviewing, Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global rating by practicum supervisors of Psychological Assessment Skills = 3.2 (I.4 - department form); 3.5-3.6 (department form – short); 3.3(I.5 - counseling center form); 4.3 (I.6 - school psychology form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.2 – 2.3)
Faculty evaluation of Clinical Comprehensive Exam in domains of Conceptualization, Treatment Goals and Plan, and Implementation. Minimum mean rating of '3'.	Mean faculty rating on Clinical Comp oral exam in Conceptualization = 3.25, Articulation of therapy goals = 3.32, and Implementation of therapy = 2.91
Yearly student evaluation ratings on <i>clinical competence</i> (#3). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>clinical competence</i> : mean = 1.98  Student self rating of <i>clinical competence</i> : mean = 2.15
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates engage in psychological interventions/services	An overwhelming majority of graduates conduct assessments currently (91.2%) or since completing their Ph.D. (76.5%)
Graduates evaluation of training received in the area of psychological intervention/services	Graduates evaluate their training in conducting psychological assessments between 'good' (3) and 'excellent' (4): mean = 3.6

*Competency 3c:* Students demonstrate competence in providing effective psychological interventions

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Evaluation by practicum supervisors of Intervention Skills. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global evaluation by practicum supervisors on Intervention Skills = 3.4. (I.4 - department form); 3.4-3.5 (department form – short); 3.6-3.9 (I.5 - counseling center form); 4.3 (I.6 - school psychology form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.1 – 2.3)
Yearly student evaluation ratings on <i>clinical competence</i> (#3). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>clinical competence</i> : mean = 1.98  Student self rating of <i>clinical competence</i> : mean = 2.15
Current student survey items evaluating program training in intervention	Current students report that the program training in research activities to be between 'good' (3) and 'excellent' (4) on <i>provide psychological intervention or services</i> = 3.26
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates engage in psychological interventions/services	An overwhelming majority of graduates provide intervention services currently (91.2%) or since completing their Ph.D. (79.4%)
Graduates evaluation of training received in the area of psychological intervention/services	Graduates evaluate their training in providing intervention services between 'good' (3) and 'excellent'

	(4): mean = 3.6
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*Competency 3d:* Students demonstrate competence in evaluating efficacy of interventions and assessing client progress and outcome

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Evaluation by practicum supervisors on evaluation efficacy of intervention and assessment of client progress and outcomes. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global evaluation by practicum supervisors on intervention skills (on department form this includes this content) 3.2 – 4.3 (I.4 - department form); 3.5 for tx planning and follow through (department form – short); 3.6 on tailor interventions (I.5 - counseling center form); 4.2 on behavioral intervention skills (I.6 - school psychology form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.1 – 2.3 in domain B.3)
Faculty evaluation of Clinical Comprehensive Oral Exam in domain Use of Data in Planning and Outcome. Minimum mean rating of '3'.	Mean faculty rating on Clinical Comp oral exam in Use of Data in Planning and Outcome = 2.96
Yearly student evaluation ratings on <i>clinical competence</i> (#3). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>clinical competence</i> : mean = 1.98  Student self rating of <i>clinical competence</i> : mean = 2.15
Current student survey items evaluating program training in evaluation treatment outcomes	Current students report that the program training in research activities to be between 'fair' (2) and 'excellent' (3) on <i>assess and evaluate treatment outcomes</i> = 2.80
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates engage in Assess and Evaluate Treatment Outcomes	A majority of graduates report assessing and evaluating treatment outcomes currently (64.7%) or since completing their Ph.D. (73.5%).
Graduates evaluation of training received in the area of Assess and Evaluate Treatment Outcomes	Graduates evaluate their training in Assess and Evaluate Treatment Outcomes between 'good' (3) and 'excellent' (4): mean = 3.1

*Competency 3e:* Students demonstrate foundational knowledge and initial competence in clinical supervision and professional consultation

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Discussion, attendance, projects and presentations resulting in a minimum grade of B- in psychology course 6630 or 7630	100% of students completed the required course with a grade of B- or better
Evaluation of practicum supervisors on consultation skills (school/child clinical practicum)	Mean global rating of practicum in child clinical/school practicum on Consultation = 4.3
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates engage in supervision or consultation	An majority of graduates engage in supervision or consultation currently (61.8%) or since completing their Ph.D. (64.7%)
Graduates evaluation of training received in the area of supervision or consultation	Graduates evaluate their training in the area of supervision or consultation as 'good' (3): mean = 3.1

**Objective 4:** Graduates will engage in practice that reflects and is informed by the changing and expanding scientific knowledge base including the foundational areas of psychology and will display a commitment to staying current in their professional or scholarly area

*Competency 4a:* Students demonstrate an appropriate mastery of the bases of scientific and professional psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior, and the history of the discipline of psychology).

Methods of Evaluation - Proximal	Outcomes
Written work, exams, and presentations resulting in a minimum grade of B- in Psy 6530 Developmental Psychology; Psy 7100 Biological Bases of Behavior, Psy 6650 Theories of Learning or Psy 6660 Cognition and Instruction; Psy 6510 Social Psychology; and Psy 6100 History and Systems of Psychology	100% of students have earned have completed the required course with a grade of B- or better.
Methods of Evaluation - Distal	Outcomes
Graduates taking the EPPP earn scores of 145 or higher	<p>Average score of graduates from USU is 155.1 (based on data from ASPPB aggregated across 1998-2006).</p> <p>When domain scores for all programs are compared, USU graduates performance is at the following percentile rank:            Biological Bases (Domain I) = 47.2            Cognitive-Affective (Domain II) = 81.2            Social (Domain III) = 55.9            Developmental (Domain IV) = 61.7</p> <p>Compared to Combined programs, USU graduates performance is:            Biological Bases (Domain I) = 70.0            Cognitive-Affective (Domain II) = 90.0            Social (Domain III) = 70.0            Developmental (Domain IV) = 90.0</p>

*Competency 4b:* Students will demonstrate the ability to access, evaluate, and apply the current evidence base in their clinical practice

Methods of Evaluation - Proximal	Outcomes
Yearly student evaluation ratings on <i>integrating theory, research and practice</i> (#4). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	<p>Faculty rating of students on <i>integrating theory, research and practice</i>: mean = 1.98</p> <p>Student self rating of <i>integrating theory, research and practice</i>: mean = 2.07</p>
Evaluation by practicum supervisors on domains B2: Psychological Assessment Skills. Mastery rating of 'Advanced'.	Mastery rating in domain indicates that average student performance is 'Intermediate' (2.2 – 2.3 in domains B.2)
Note: this specific content is only assessed on the departmental long form	

Methods of Evaluation - Distal	Outcomes
Graduates engage in evidence-based psychological practice	An overwhelming majority of graduates (79.4%) report engaging in evidence-based practice currently and since completing their Ph.D.
Graduates evaluation of evidence-based psychological practice	Graduates evaluate their training in engaging in evidence-based psychological practice between 'good' (3) and 'excellent' (4): mean = 3.5

**Objective 5:** Graduates will understand the integration of science and practice in psychology as a discipline, with attention to the necessity of research being informed by practice and practice by research.

*Competency 5a:* Students conceptualize cases based on sound theory and research.

*Competency5b:* Students display knowledge of and competency in evidence-based practice in psychology.

Methods of Evaluation - Proximal	Outcomes
Yearly student evaluation ratings on <i>integrating theory, research and practice</i> (#4). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>integrating theory, research and practice</i> : mean = 1.98  Student self rating of <i>integrating theory, research and practice</i> : mean = 2.07
Evaluation by practicum supervisors on domains B3: Intervention Skills. Mastery rating of 'Advanced'.  Note: this specific content is only assessed on the departmental long form separate from general intervention skills	Mastery rating in domain indicates that average student performance is 'Intermediate' (2.2 on domains B.3.a)
Faculty evaluation of Clinical Comprehensive Oral Exam in domain Theoretical Conceptualization. Minimum mean rating of '3'.	Mean faculty rating on Clinical Comp oral exam on Theoretical Conceptualization = 3.25
Current student survey items evaluating program training in evidence-based practice	Current students report that the program training in research activities to be between 'fair' (2) and 'good' (3) on <i>engage in evidence-based psychological practices including the use of empirically supported treatments</i> = 2.80
Methods of Evaluation - Distal	Outcomes
Graduates report integrating scientific research and clinical practice	An overwhelming majority of graduates report integrating scientific research and clinical practice currently (88.2%) or since completing their Ph.D. (85.3)
Graduates evaluation of training received regarding the integrating scientific research and clinical practice	Graduates evaluate their training in the integrating scientific research and clinical practice between 'good' (3) and 'excellent' (4): mean = 3.7

*Competency 5c:* Students conduct research that is informed by clinical practice

Methods of Evaluation - Proximal	Outcomes
Yearly student evaluation ratings on <i>integrating</i>	Faculty rating of students on <i>integrating theory,</i>

<i>theory, research and practice</i> (#4). Minimum threshold rating of '2' or meeting expectations. Student self-evaluation on parallel item	<i>research and practice</i> : mean = 1.98  Student self rating of <i>integrating theory, research and practice</i> : mean = 2.07
Student presentations and manuscript submission reflect an integration of science and practice	53% of publications (including submissions) and 55% of presentations reflect an integration of science and practice
Current student survey items evaluating program training in integration of science and practice	Current students report that the program training in research activities to be 'good' (3) on <i>provide training in the integration of scientific research and clinical practice</i> = 3.14
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates report integrating scientific research and clinical practice	An overwhelming majority of graduates report integrating scientific research and clinical practice currently (88.2%) or since completing their Ph.D. (85.3%)
Graduates evaluation of training received regarding the integrating scientific research and clinical practice	Graduates evaluate their training in the integration of scientific research and clinical practice between 'good' (3) and 'excellent' (4): mean = 3.7

## Goal 2 Multicultural and Diversity

*To produce graduates who demonstrate multicultural and diversity awareness, knowledge, and skill in their training and professional work*

**Objective 6:** Graduates demonstrate knowledge of individual differences and diversity (broadly defined).

*Competency 6a:* Students demonstrate understanding of diversity and contextual issues (e.g., culture, gender, sexual orientation, disability, etc.).

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Yearly student evaluation ratings on <i>respecting cultural and individual differences</i> (#5). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item	Faculty rating of students on <i>respecting cultural and individual differences</i> : mean = 2.09  Student self rating of <i>respecting cultural and individual differences</i> : mean = 2.14
Exams, projects, technology-based assignments, book reviews, and assessment reports in Psy 6290. Minimum threshold is course grade of B-	100% of students have completed the required course with a minimum grade of B-
Current student survey items evaluating program training in understanding and application of diversity/multicultural issues	Current students report that the program training in research activities to be 'good' (3) on <i>provide training in the understanding and application of diversity/multicultural issues in scholarly and clinical work</i> = 3.06

**Objective 7:** Graduates and students demonstrate the ability to deliver competent psychological services to diverse populations in varied settings and engage in scholarly work that is sensitive to

issues of individual differences and diversity.

*Competency 7a:* Students conceptualize cases considering contextual and diversity issues and apply this conceptualization in their assessments, treatment planning, and interventions with diverse clients.

*Competency 7b:* Graduates and students demonstrate awareness of multicultural and contextual issues in all their professional interactions and their commitment to relevant guidelines (e.g., APA's Multicultural Guidelines).

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
<p>Yearly student evaluation ratings on <i>respecting cultural and individual differences</i> (#5) and <i>Interpersonal skills</i> (#13). Minimum threshold rating of '2' or meeting expectations.</p> <p>Student self evaluation on parallel item</p>	<p>Faculty rating of students on <i>respecting cultural and individual differences</i>: mean = 2.09</p> <p>Faculty rating of students on <i>Interpersonal skills</i>: mean = 2.00</p> <p>Student self rating of <i>respecting cultural and individual differences</i>: mean = 2.14</p> <p>Student self rating on <i>Interpersonal skills</i> mean = 2.29</p>
<p>Exposure to and application of relevant guidelines through readings and discussion in ethics course (Psy 7250, topic #3). Competence assessed through class activities including written work, exams, and debates.</p>	<p>100% of students have completed the required course with a minimum grade of B-</p>
<p>Evaluation of practicum supervisors of Diversity/Individual and Cultural Differences competence. Minimum threshold is a comparison rating of '3' and mastery rating of 'Advanced' (department form only).</p>	<p>Mean global rating of diversity competence = 3.2 (I.4 - department long form); 3.4 – 3.7 on sensitivity to diversity issues (I.5 - counseling center form); 4.39 (I.6 – school practicum 2004-2008 form).</p> <p>Mastery rating in domain indicates that average student performance is 'Intermediate' (2.2 on B.4 – Diversity – Individual and Cultural Differences)</p>
<p>Yearly written feedback regarding professionalism and interpersonal skills. Minimum threshold of no 'concerns'</p>	<p>No concerns were noted for students regarding awareness of multicultural and contextual issues in all their professional interactions.</p>
<p>Current students evaluation of training received in the area of diversity</p>	<p>Students evaluate their training in area of providing services to ethnically &amp; culturally diverse clients = 2.76; clinical services to clients with disabilities = 2.64; GLBT = 2.59 (fair = 2, good = 3)</p>
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
<p>Graduates report engaging in service delivery with diverse clients</p>	<p>An overwhelming majority of graduates providing services to ethnically/culturally diverse clients (currently = 91.2%, since Ph.D. = 79.4%); providing services to clients with disabilities (currently = 79.4%, since Ph.D. = 73.5%); providing services to GLBT clients (currently = 52.9%, since Ph.D. = 64.7%)</p>
<p>Graduates evaluation of training received in the area of diversity</p>	<p>Graduates evaluation of their training in providing services to ethnically &amp; culturally diverse clients = 3.2; clinical services to clients with disabilities = 3.4; GLBT = 2.9 (fair = 2, good = 3, excellent = 4)</p>
<p>Graduates engage in <i>continuing education</i> activities directly related to diverse populations</p>	<p>Currently 35.3% and since receiving their degree 47.1% of graduates report engaging in CE activities directly related to diversity</p>

*Competency 7c:* Students competently apply multicultural awareness, theory and scholarship to their own research.

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Yearly student evaluation ratings on <i>respecting cultural and individual differences</i> (#5) and <i>Integration of theory, research, and practice</i> (#4). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item.	Faculty rating of students on <i>respecting cultural and individual differences</i> : mean = 2.09 Faculty rating of students on <i>Integration of theory, research, and practice</i> : mean = 1.98  Student self rating of <i>respecting cultural and individual differences</i> : mean = 2.14 Student self rating on <i>Integration of theory, research, and practice</i> : mean = 2.07
Student scholarly products reflect focus on diversity and individual differences	30% of graduates publications and 23% of graduates presentation address issues of diversity
Current student survey items evaluating program training in understanding and application of diversity/multicultural	Current students report that the program training in research activities to be 'good' (3) on <i>provide training in the understanding and application of diversity/multicultural issues in scholarly and clinical work</i> = 3.06
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates engage in continuing education activities directly related to diverse populations	Currently 35.3% and since receiving their degree 47.1% of graduates report engaging in CE activities directly related to diversity

### **Goal 3 Professional Identity and Ethical Practice**

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

**Objective 8:** Graduates demonstrate the development of professional identities as psychologists.  
*Competency 8a:* Students and graduates will perform activities consistent with those identified in professional psychology including membership and/or participation in national, state, and local organizations, and through their expressed professional goals

*Competency 8b:* Students gain didactic and applied experiences that support their career goals within the field of professional psychology.

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Current student data indicating the percent of students that are members of professional organization and attend profession meetings	Current students are active in multiple professional activities: 88.9% are members of professional organizations 41.7% attend state/regional conferences 75% attend national/international conferences 58.3% subscribe to professional journals 94.4% participate in workshops/additional training

	25% are active on professional/student listservs
Current student survey items evaluating program training in appropriate coursework and range of practicum experiences	Current students report that the program training in research activities to be 'good' (3) on <i>provide a diverse range of practicum experiences in accordance with training objectives and emphasis areas</i> = 3.06, and <i>provide appropriate coursework in scientific and professional areas of psychology in accordance with training objectives and emphasis areas</i> = 3.06
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduate survey data indicating the percent of graduates that are members of professional organizations and attend professional meetings	<p>Graduates are also active in professional activities currently or since completing their degree (data listed as current, since Ph.D.):</p> <ul style="list-style-type: none"> <li>• members of professional organizations = 82.4%, 91.2%</li> <li>• attend state conferences = 20.6%, 35.3%</li> <li>• attend regional/national conferences = 61.8%, 73.5%</li> <li>• subscribe to professional journals 52.9%, 55.9%</li> <li>• active on professional/student listservs = 23.5%, 35.3%</li> <li>• members of state licensing board = 5.9%, 8.8%</li> </ul>

*Competency 8c:* Graduates continue to demonstrate professional interests and growth in emerging areas of the discipline and profession of psychology.

<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduate survey data indicating the percent of graduates reporting continuing education efforts	<p>Graduates are involved in multiple continuing education activities currently or since receiving their degree (data listed as current, since Ph.D.):</p> <ul style="list-style-type: none"> <li>• attend workshops or conference = 82.4%, 79.4%</li> <li>• engage in professional readings = 82.4%, 76.5%</li> <li>• engage in home study or online courses = 26.5%, 44.1%</li> <li>• engage in CEs related to ethics and risk management 47.1%. 58.8%</li> <li>• engage in CEs related to diversity = 35.3%, 47.1%</li> <li>• engage in other CE activities = 5.9%, 5.9%</li> </ul>

**Objective 9:** Graduates and students demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.

*Competency 9a:* Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA's Ethical Standards).

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Papers, exams, discussion, and debate resulting in a minimum grade of B- in Psy 7250, Professional Standards and Ethics.	100% of students have completed the required course with a minimum grade of B-
Current student survey items evaluating program training in understanding and application of ethical and	Current students report that the program training in research activities to be 'good' (3) on <i>provide training in</i>

legal principles	<i>the understanding and application of ethical and legal principles in scholarly and clinical work = 3.06</i>
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**Competency 9b:** Students and graduates demonstrate competence in applying established ethical principles and practices in all facets of their professional work.

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Evaluation by practicum supervisors of competence in applying ethical principles in their professional work. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global evaluation by practicum supervisors on ethics = 3.2 (I.4 - department form); 3.5 (department form – short); 3.8 (I.5 - counseling center form); 4.7 on Professionalism (I.6 - school psychology form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.2 – 2.4 on B.5)
Yearly student evaluation ratings on <i>responding effectively to ethical and legal dilemmas</i> (#12). Minimum threshold rating of '2' or meeting expectations and mastery rating of 'Advanced'. Student self evaluation on parallel item.	Faculty rating of <i>responding effectively to ethical and legal dilemmas</i> : mean = 2.02 Student self rating on <i>responding effectively to ethical and legal dilemmas</i> : mean = 2.18
Current student survey items evaluating program training in understanding and application of ethical and legal principles	Current students report that the program training in research activities to be 'good' (3) on <i>provide training in the understanding and application of ethical and legal principles in scholarly and clinical work = 3.06</i>

<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
No graduates report being sanctioned by licensing boards. Minimum threshold is 95% with no negative action.	No students report being sanctioned by state licensing boards.
Graduates evaluation of training received in the area of applying ethical and legal principles in scholarly and clinical work.	Graduates evaluate their training in area of ethics between 'good' (3) and 'excellent' (4), mean = 3.8
Graduates engage in continuing education activities directly related to ethics and risk management	graduates report currently (47.1%) or since their Ph.D. (58.8%) engaging in CE activities directly related to ethics
Graduates report they understand and apply ethical and legal principles in their scholarly and clinical work	97.1% of graduates report understanding and applying ethical and legal principles in scholarly and clinical work

**Objective 10:** Graduates demonstrate knowledge of Counseling, Clinical, School and Combined Clinical/Counseling/School Psychology in terms of their historical development, traditional and emerging roles and functions, current professional issues, and scope of research and practice.

**Competency 10a:** Students demonstrate basic knowledge of the history and professional identity of the three specializations encompassed in our program and of the development of the combined model.

**Competency 10b:** Students demonstrate knowledge of psychology as an applied discipline.

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
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Students attend and participate in discussion related to the traditional specialty areas and combined programs in the Orientation Seminar (Psy 6850) and Internship and Professional Development Seminar (Psy 7850)	100% of students have completed the required course with a minimum grade of B- or Pass.
Students engage in professional activities with faculty and professionals trained in Clinical, Counseling, School, and Combined Psychology. Minimum threshold is 100% of students receive exposure to professionals trained in all traditional practice areas.	100% of students engage with program faculty who are trained in the substantive traditional specialty areas of Clinical (Stein, Galliher, Tschanz, Twohig, Field), Counseling (Crowley, Barcus, Domenech Rodríguez), School (Gimpel Peacock, Gilbertson, Barcus – certified school psychologist), and Combined (Deberard).
Yearly student evaluation ratings on <i>Professional identity as a psychologist</i> (#6) and <i>Developing a specialty area</i> (#7). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item.	Faculty rating of students on <i>Professional identity as a psychologist</i> : mean = 2.0. Faculty rating of students on <i>Developing a specialty area</i> : mean = 2.11  Student self rating of <i>Professional identity as a psychologist</i> : mean = 2.00 Student self rating on <i>Developing a specialty area</i> : mean = 2.00
Current student survey items evaluating program training in exposure to and training in the three traditional areas in psychology	Current students report that the program training in research activities to be 'good' (3) on <i>provide exposure and training in the three traditional content areas of clinical, counseling, and school psychology</i> = 3.00

*Competency 10c:* Students and graduates affiliate with and/or involve themselves in organizations and/or activities associated with clinical, counseling, and/or school psychology

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Students are involved with diverse professional organizations.	Student attend and present at diverse conferences including (but not limited to): American Psychological Association State Psychological Associations (UT, NE, VA) Rocky Mountain Psychological Association Utah Psychological Association Western Psychological Association Society of Behavioral Medicine Kansas Conf. on Clinical Child/ Adolescent Psychology Society of Research in Child Development Society for Research on Adolescents Society for Prevention Research National Association of School Psychologists Utah Association of School Psychologists Utah Counseling Center Conference Utah Counseling Association Conference Association for Behavioral and Cognitive Therapies National Early Childhood Conference Society for Indian Psychologists National Latino Psychological Association National Multicultural Summit International Congress on Child Abuse and Neglect Latino Psychology Conference National Indian School Board Association National Early Childhood Conference

	Mexican International Family Strengths Conference Association for Advancement of Behavior Therapy American College of Sports Medicine National Conference
Students report diverse professional interests	Current students report primary emphases to be 34.2% child clinical/school, 28.9% multicultural rural, 13.2% health/neuropsychology, and 23.7% generalist
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduates engage in activities related to the traditional areas of clinical, counseling, and school psychology	Currently or since receiving their degree, 50% of graduates report engaging in professional activities related to clinical, counseling, and school psychology. 47.1% of graduates report currently providing psychological services in a school setting or consulting with school personnel.
Graduates report exposure to and training in the three traditional areas of clinical, counseling, and school psychology	Graduates evaluate their training in the three traditional area between 'good' (3) and 'excellent' (4), mean = 3.5.  Graduates evaluate training in providing services in a school setting or consulting with school personnel between 'good' and 'excellent', mean = 3.8
Graduates report providing psychological services in a school setting or consulting with school personnel	
Graduates engage in clinical activities with client populations across the lifespan	Graduates report the percent time engaging in services to child/adolescents ranging from 0 to 100% and for adults ranging from 0 to 100%

**Objective 11:** Students and graduates display professionalism in their relationships with faculty, staff, and peers necessary for success in multiple career settings.

*Competency 11a:* Students demonstrate the ability to collaborate in training and in their professional settings.

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Yearly student evaluation ratings on <i>Collaborating with other professionals</i> (#9). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item.	Faculty rating of students on <i>Collaborating with other professionals</i> : mean = 1.98.  Student self rating of <i>Collaborating with other professionals</i> : mean = 2.18
Evaluation by practicum supervisors of competence in Relationship/Interpersonal skills. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global evaluation by practicum supervisors on Relationship/Interpersonal skill competence = 3.5. (I.4 - department form); 3.5 – 4.0 on Response to Supervision (department form – short); 3.8 – 4.3 on Professional Behavior and Response to Supervision (I.5 - counseling center form); 4.3 – 4.7 on Professionalism domains (I.6 - school psychology form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.3 – 2.6 on B.1) Mastery rating in domain indicates that average student performance is 'Intermediate'
Current student survey items evaluating program training in opportunities to develop collaborative professional relationships	Current students report that the program training in research activities to be between 'fair' (2) and 'good' (3) on <i>provide opportunities to develop collaborative</i>

	<i>professional relationships</i> = 2.86
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*Competency 11b:* Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees.

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Yearly student evaluation ratings on <i>Interpersonal Skills</i> (#13). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item.	Faculty rating of students on <i>Interpersonal Skills</i> : mean = 2.00  Student self rating of <i>Interpersonal Skills</i> : mean = 2.19
Evaluation by practicum supervisors of competence in Relationship/Interpersonal skills. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global evaluation by practicum supervisors on Relationship/Interpersonal skill competence = 3.5. (I.4 - department form); 3.5 on Provides Feedback to Colleagues (department form – short); 3.9 on Interpersonal Rapport (I.5 – Counseling Center Form 1d); 4.6 on Interpersonal Communication (I.6 - school psychology form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.3 – 2.6 on B.1.b and B.1.c) Mastery rating in domain indicates that average student performance is 'Intermediate'
<b>Methods of Evaluation - Distal</b>	<b>Outcomes</b>
Graduate reports on developing and maintaining professional relationships, and the training received in this domain	Currently or since graduation, 97.1% and 91.2% (respectively) of responding alumni report developing and maintaining collaborative professional relationships.  Graduates report training in developing and maintaining collaborative professional relationships between 'good' and 'excellent' mean = 3.6

*Competency 11c:* Students are responsive to input from faculty, supervisors, and peers.

<b>Methods of Evaluation - Proximal</b>	<b>Outcomes</b>
Yearly student evaluation ratings on <i>Receiving &amp; implementing feedback</i> (#10) and <i>Professional behavior</i> (#8). Minimum threshold rating of '2' or meeting expectations.  Student self evaluation on parallel item.	Faculty rating of students on <i>Receiving &amp; implementing feedback</i> : mean = 1.96 Faculty rating of students on <i>Professional Behavior</i> : mean = 1.93  Student self rating of <i>Receiving &amp; implementing feedback</i> : mean = 2.46 Student self rating on <i>Professional Behavior</i> : mean = 2.57
Evaluation by practicum supervisors of competence in Relationship/Interpersonal skills. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global evaluation by practicum supervisors on Relationship/Interpersonal skill competence = 3.5. (I.4 - department form); 3.5 – 4.0 on Response to Supervision (department form – short); 4.0 – 4.3 on Response to Supervision (I.5 - counseling center form); 4.3 – 4.7 on Professionalism domains (I.6 - school psychology form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.3 – 2.6 on B.1.c) Mastery rating in domain indicates that average student

	performance is 'Intermediate'
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*Competency 11d: Graduates demonstrate success in diverse professional roles*

Methods of Evaluation - Distal	Outcomes
Graduates report employment in multiple career settings. Minimum threshold of 15% of graduates have advanced in professional positions.	<p>Graduates are employed in a variety of settings including:</p> <ul style="list-style-type: none"> <li>Community Mental Health Centers</li> <li>Medical Centers</li> <li>Military Medical Centers</li> <li>Private General Hospital</li> <li>Veterans Affairs Medical Centers</li> <li>Private Psychiatric Hospitals</li> <li>State/County Hospital</li> <li>Correctional Facility</li> <li>School District/System</li> <li>University Counseling Center</li> <li>Academic Teaching Position</li> <li>Independent Practice</li> </ul> <p>Approximately 12 graduates (38%) have changed job titles indicating advancement in position (e.g., post doctoral fellow to staff psychologist)</p>
Graduates report engaging in diverse professional activities (e.g., service delivery, professional writing) and engaging in professional organizations. Minimum threshold of 50% of graduates are professionally active	<p>Over 50% of graduates report engaging in the Direct service activities including assessment and intervention currently or since completing their degree.</p> <p>8 – 41% of graduates report engaging in research activities including publications, presentations, grant submissions, and other professional writings.</p> <p>50 – 67% of graduates report engaging in teaching activities including formal courses and workshops.</p> <p>53 – 90% of graduates report being professionally active in organizational memberships, attendance at professional conferences, and subscribing to professional journals.</p> <p>80% of graduates attend workshops and conferences for continuing education</p>

**Objective 12:** Program graduates and students engage in continuing professional education activities and give evidence of life-long learning attitudes and actions that contribute to personal and professional development.

*Competency 12a:* Students demonstrate a commitment to lifelong learning and to their ongoing personal and professional development.

Methods of Evaluation - Proximal	Outcomes
Evaluation by practicum supervisors of competence in	Mean global evaluation by practicum supervisors on

Metaknowledge/Metacompetencies. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Metaknowledge/Metacompetencies = 3.4. (I.4 - department form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.3 – 2.5 on Domain C) Mastery rating in domain indicates that average student performance is 'Intermediate'
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*Competency 12b:* Students are aware of their strengths and areas of needed development as they progress through and graduate from the program.

Methods of Evaluation - Proximal	Outcomes
Evaluation by practicum supervisors of self-assessment and self-reflection skills. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global evaluation by practicum supervisors on Professional Development = 3.5. (I.4 - department form); 3.9 on Self-Understanding (I.5 - counseling center form); 4.3 – 4.7 on Professionalism domains (I.6 - school psychology form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.3 – 2.6 on B.6) Mastery rating in domain indicates that average student performance is 'Intermediate'
Awareness of strengths and weaknesses in Clinical Comprehensive Exam	Faculty rating of students' awareness of strengths on Clinical Comprehensive Exam mean = 3.10.  Faculty rating of students' awareness of weaknesses on Clinical Comprehensive Exam mean = 3.26.
Self-evaluation in yearly evaluation binders completed by students on a yearly basis	82.6% of students have completed self-evaluation in conjunction with yearly evaluation procedures (Note: self-assessment form was instituted in 2008. Student post-internship, on internship, and approved for internship were not asked to complete this form)

*Competency 12c:* Students develop skills to engage in continuing scholarly inquiry, knowledge building, and the dissemination of knowledge across the course of their professional careers.

Methods of Evaluation - Proximal	Outcomes
Evaluation by practicum supervisors of competence in Metaknowledge/Metacompetencies. Minimum threshold comparison rating of '3' and mastery rating of 'Advanced' (department form only).	Mean global evaluation by practicum supervisors on Metaknowledge/Metacompetencies = 3.4. (I.4 - department form). Mastery rating in domain indicates that average student performance is 'Intermediate' (2.3 – 2.5 on Domain C) Mastery rating in domain indicates that average student performance is 'Intermediate'
Faculty evaluation of <i>Overall Academic Performance</i> (#14). Minimum threshold rating of '2' or meeting expectations. Student self evaluation on parallel item.	Faculty rating of students on <i>Overall Academic Performance</i> : mean = 1.96  Student self rating of <i>Overall Academic Performance</i> : mean = 2.21
Current student survey items evaluating overall quality of training received	Current students report that the program training in research activities to be between 'good' (3) and 'excellent' on <i>overall quality of training received thus far in the program</i> = 3.28

*Competency 12d:* Graduates provide evidence of their continuing professional education and commitment to lifelong learning and professional problem solving.

Methods of Evaluation - Distal	Outcomes
Graduate survey data indicating the percent of graduates reporting continuing education efforts	Graduates are involved in multiple continuing education activities currently or since receiving their degree: 80% attend workshops or conferences 80% engage in professional readings 50% engage in home study or online courses 63% engage in CEs related to ethics and risk management 50.3% engage in CEs related to diversity 7% engage in other CE activities

**Objective 13:** Program graduates engage in careers in psychology and earn appropriate professional credentials

*Competency 13a:* Graduates develop careers related directly to the profession and/or discipline of psychology.

Methods of Evaluation - Distal	Outcomes
Graduates have careers related to psychology	100% of graduates are employed in the field of psychology

*Competency 13b:* Graduates become licensed as psychologists and/or certified as school psychologists in their respective jurisdictions. In doing so, they successfully complete required examinations (e.g., EPPP) and other jurisdictional requirements.

Methods of Evaluation - Distal	Outcomes
Mean and standard deviation of EPPP scores from 1996 to July 2006 of graduates of the USU Combined program as listed in the Educational Reporting Service of the Association of State and Provincial Psychology Boards	Average score of graduates from USU is 155.9 (N = 41, SD = 24.3) (based on data from ASPPB aggregated across 1998-2006). Passing raw score in most North American jurisdictions is approximately 140.
Graduate survey data indicating the percent of graduates reporting licensure status	86% of eligible graduates are licensed as psychologists