

**Presentation of data from the 2005 NCSPP Self Study, and complementary data from the 2006 Graduate Study in Psychology and 2004-05 Faculty Salary Survey.
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Welcome and thank you for coming to the presentation of the 2005 NCSPP Self Study and complementary data from the 2006 graduate study in psychology and 2004-2005 faculty salary survey.

Today I will be presenting highlights from the above mentioned surveys. A more comprehensive report on the results of the 2005 Self Study will be made available to NCSPP delegates in the coming months.

As we begin I would like to take this opportunity to thank the members of the Self Study Task Force who helped move this project along. These delegates developed the initial draft of the Self Study Survey and spent a great deal of time consulting with me on this project.

I would like to also mention the invaluable services of the APA Research Office in designing this survey, assisting us in widdling it down to a relatively manageable size, in collecting and analyzing the data obtained for this study.

Lastly, I would like to thank the 43 NCSPP member programs who completed the Self Study. After countless e-mails and phone calls, we ended up with a completion rate of 75%.

Before I launch into a presentation of the data, I need to mention a few caveats and things to keep in mind as we go through the slides.

1. Some of the data I am going to report is solely from the 2005 NCSPP Self Study, while other slides will provide us with information from the 2006 Graduate Study in Psychology and the 2004-2005 Faculty Salary Survey.
2. The data reflect responding programs and in some cases due to non-response we may actually get different patterns once data are more complete. Poor response/faultier data are noted with particular slides, and as such we pulled data from different surveys including the Faculty Salaries and Graduate Study. The Research Office will be following up with programs on certain sections of the Self Study.

3. Data are reported at the department level with Faculty Salaries and Grad Study, whereas the Self Study looks at NCSPP member programs specifically. Where possible, we have compared NCSPP member schools to a second group: includes non-NCSPP member and associate schools, PhD clinical, APA approved, traditional academic schools. Excludes professional schools.
4. The graphs include frequencies and, where applicable, descriptive statistics of respondents who provided information to a specific item/question. The median may be the most useful measure of central tendency since it is less influenced by extreme values than the mean. In addition, tests for statistical significance were conducted on particular data points.

NCSPP Institutional/Program Demographics

90% of NCSPP member programs award the PsyD degree while 10% award the PhD. 96% of our member programs offer a degree in clinical psychology. 2% offer a degree in counseling psychology, and 2% offer a combined degree. 85% indicate that the institution in which their member program is located is a college or university, while 15% are located within an independent school of professional psychology. 28% of our member programs indicate a religious affiliation (predominantly Christian).

Master's Programs offered within NCSPP Schools or Departments of Psychology

77% of the respondents indicated that a Master's Degree is also offered within their school or department of psychology. 94% of these programs offer a Master's of Arts and Science Degree. 76% of the respondents noted that they offer a Terminal Master's degree. Results indicate that the average amount of time it takes to complete a Master's degree within NCSPP Schools or Departments of Psychology is 2.32.

NCSPP Institutional/Program Demographics Continued

65% indicate that the setting of their member program is a school of psychology. 29% is a department of psychology, and 6% indicated "other" (e.g., school of psychological sciences, consortium program, and center for psychological studies). Respondents used various terminology to describe the setting of their member program within schools of psychology (e.g., school of human service profession, independent school of professional psych, grad school of professional psych, etc. were recoded). 59% of our member institutions are located within an urban setting. 31% are suburban, and 10% are rural. 80% of our program institutions are non-for-profit, while 20% are for-profit.

Benefits Offered to Faculty within NCSPP Programs

Here's a breakdown of various benefits offered to NCSPP member program. The response options to this question were- faculty, student, faculty/student (both), neither. The largest proportions of programs reported offering parental/family leave and health insurance, followed by flexible schedules and release time to faculty.

Departments that Award Tenure

53% of NCSPP departments offer faculty tenure, while all non-NCSPP departments offer this to their faculty.

Sabbatical Leave Offered to NCSPP Faculty

74% of NCSPP member programs offer sabbatical opportunities for faculty.

Salaries for Full-time Faculty in NCSPP and Non-NCSPP Member Schools by Rank

Non-NCSPP member schools tend to pay faculty at a higher amount at all faculty ranks. The difference is greatest among full professors. More salary range overlap is seen at the associate and assistant professor level.

Preliminary data from the 2005-06 Faculty Salaries. 48% or 29 of the NCSPP Member schools completed the survey.

Release Time for Faculty to Engage in Psychological Practice

When considering faculty salaries for NCSPP member programs, it should be noted that 54% of reporting member programs provide faculty release time. It is interesting to note that on average, 90% of NCSPP member program faculty are engaged in psychological practice. Given this, while NCSPP faculty may make less in salary than Non-NCSPP faculty, they have release time that allows them to find additional income by engaging in psychological practice.

Top Services Available at the School/University for Students

As you can see, NCSPP member programs offer a variety of services and centers for their students. 26% noted that they also offer other services, such as (this is not an exhaustive list): external psychological services, psychotherapy at reduced fees, dissertations support, computer labs and classrooms, and disability resource center. Alumni services was the most frequently mentioned service, followed by academic resource center, career counseling/development center, and counsel/psych services center.

Applications and Admissions

In keeping with other recent published data, NCSPP departments tend to graduate their students in a shorter amount of time, with a median of 5 years as compared to 6 years at non-NCSPP departments.

According to this data, the percentage of students newly enrolled based on the number of applications accepted is less in NCSPP departments than non-NCSPP departments. Namely, 52% of students whose applications are accepted to NCSPP departments eventually become enrolled as compared to 61% for non-NCSPP departments.

Median Scores/GPA Requirements

Consistent with other known data, students entering non-NCSPP departments tend to have higher GRE scores, and Verbal, Qualitative, and V & Q, V & Q & Analytical were found to be statistically significant. In contrast, the mean differences for GRE analytical and subject (psych) were not significant.

Median Scores/GPA Requirements (Continued)

Similarly, entering GPAs favor the non-NCSPP departments for overall undergrad GPA, GPA in last two years of undergraduate studies, and entering Master level GPAs. Looking at the median scores, undergraduate and psychology GPAs were statistically significant.

Importance of Admission Criteria

NCSPP departments place differing levels of importance on common admission criteria as compared to non-NCSPP departments. More specifically, NCSPP places highest value, in descending order of importance, upon personal interviews, letters of recommendation, goals/objectives statements, and GPA. Non-NCSPP departments highest weighted variables include letters of recommendation, research experience, goals and objectives, GPA, and other criteria. Non-NCSPP departments place value upon other criteria such as Behavioral Analysis background, compatibility with faculty and research interests, ability to meet application deadline, and Interest/Program Match. It is interesting to note that NCSPP places greater importance upon clinically related public service and work experience when making admission decisions.

NCSPP "Other" criteria = diversity focus, leadership experiences, mission consistent, required essay responses, resume, writing ability, written work sample.

Top Concentrations/Specialty Studies within NCSPP Member Programs

Similarly, here's a summary of the top concentrations offered by our programs. Examples of other concentrations include consulting psychology, psychotherapy, violence, ethics, social/cultural, diversity, and behavioral medicine.

Top Concentration Areas offered within Master's Programs

As you can see from this slide, Clinical, Counseling and Marriage and Family Therapy are the most popular MA Concentration Areas.

NCSPP Competencies within Member Program Curriculum

As you can see from this slide, most, if not all of our member programs, have required courses that specifically address the NCSPP competencies. It appears, however, that some programs may want to consider adding required course content into their existing curricula to more systematically address the Consultation & Education and Management & Supervision competencies for their students.

Remediation/Disciplinary Action within NCSPP Programs

94% of member programs have an established remediation or performance improvement plan available for students who encounter difficulty in their course of study. However, it is very important to note that 26% of programs who have such policies do not explicitly differentiate between "remediation" and "disciplinary action." This is of particular importance to academic training directors who need to answer internship-related questions about students' history of academic difficulty; namely, DCTs need to report instances of disciplinary action, whereas they do not need to report a history of performance improvement planning. In order to treat students fairly while providing internships with accurate information about student academic standing, it would be helpful for NCSPP to provide member programs with recommended language for differentiating these very different concepts. I would also like to mention that we will make efforts to qualitatively analyze the various definitions of "remediation" and "disciplinary action" that member programs provided, and these will be discussed in the full-report and should help further the discussion on this matter. (This may not be possible since we did not receive all the open-ended responses due to the technical problem).

Types of Internship Allowed

As a preface, there's some peculiar results in this slide, so bear with me. In general, it appears that the majority of programs appear to allow our students to accept APA/CPA, and APPIC internship sites. We're not quite sure about the small percentage of programs that seemed to indicate that students from their program were either not allowed or allowed w/ special permission to attend those types of internships. About 80% of programs allow or allow with permission CAPIC internships. Though only a

small percentage of sites give students outright permission to attend non-accredited or non-APPIC/CAPIC sites, a good majority are willing to give special permission to do so. It's interesting to note that about 20% of programs do not allow their students to accept unfunded internship positions, and about 45% of sites either allow or allow special permission for half-time internships. I should note that on this section about required internship settings, half or more of the programs did not respond to the items.

Internship Criteria for Potential Sites

41% of respondents indicated that students from their programs were permitted to create their own internship sites. In doing so, the vast majority, about 90%, require that new sites meet APPIC membership criteria. About 35% required additional criteria outlined by their program. 15% note that the site need to meet National Registry criteria, and 15% indicated that the site needed to meet other criteria such as state regulations, APA standards, or CAPIC membership criteria.

Development of Internship Programs in Past Decade

Approximately 70% of our member programs have developed or helped develop new internship sites in the past 10 years through the following types of activities. Of these programs, the largest proportions provided consultation (90%) and student consultation (80%).

Internship Statistics: Percent of Total Applicants Matched on APPIC Match Day

Limited statistics are presented here due to the problematic nature of this item in the survey. It is unclear as to whether programs were counting students placed on APPIC Match Day only, or ALL students matched for that year. We can cautiously say that it appears as though NCSPP matched on APPIC match day rate for intern applicants has slowly and steadily increased over the past four years.

Internship Statistics: Percent of Total Applicants Matched with Half-Time Internship

It appears as though NCSPP matched rates for Half-Time internships remained relatively consistent over the past several years.

Internship Statistics: Percent of Total Applicants Matched with Funded Internship

NCSPP matching at funded internship programs has slightly decreased over the past few years from 72% in 2002 to 67% in 2005.

Top Theoretical Orientations among NCSPP Faculty

Here's a breakdown of the top theoretical orientations represented among NCSPP faculty. 36% note other concentrations – in order of frequency, that include integrative, eclectic, interpersonal, transpersonal.

Faculty in Doctoral Psychology Departments by Gender: All and Full-time

In the Self Study, the section on faculty demographics were problematic in that programs used different definitions of core faculty and there were missing data and over counts in certain areas.

As you can see from this slide, NCSPP departments employ a greater percentage of female faculty and full-time female faculty than non-NCSPP departments, and/ this difference is statistically significant.

Faculty in Doctoral Psychology Department by Minority Status: All and full-time

Similarly, NCSPP departments employ a greater percentage of minority faculty and full-time minority faculty than non-NCSPP departments, and this difference is significant.

Female Full-time Faculty by Academic Rank

Among NCSPP depts. the largest proportion of female full time faculty is at the assistant professor level, whereas with non-NCSPP departments it is the lecturer/instructor level. It is important to note that a greater percentage of men in NCSPP departments tend to hold higher faculty rank than women at the associate and full professor level. One hopes that, with time, we will see an increase in women moving up the academic ranks.

Minority Full-time Faculty by Academic Rank

Similarly, NCSPP departments appear to hire a larger proportion of minority faculty than non-NCSPP departments at all ranks and in particular at the lecturer/instructor level. Again, while we seem to be making progress in hiring minority faculty, it's important to ask ourselves why a larger percentage of minority faculty holds lower faculty rank as compared to non-minority faculty members.

Top Scholarly Activities and Achievements among NCSPP Core Program Faculty (2 slides)

As mentioned earlier, faculty data from the Self Study were problematic. As such, we selected programs that included full, associate, and assistant professors in their overall core program faculty count for this slide. We excluded those that included other faculty (lecturer, adjunct) and reported no ranking system. Since the results represents less than half of the respondents, use extreme caution when interpreting these data. As you can see in the next two slides, NCSPP faculty members are engaged in a variety of scholarly activities.

Female Students Enrolled Full and Part-Time

Like the faculty demographic data, there were similar problems with the student demographics in the Self Study. As an alternative, data are taken from the 2006 Graduate Study. NCSPP departments have a slightly higher enrollment of female, full-time students compared to non-NCSPP departments (statistically significant). Both types of programs enroll a relatively high percentage of female, part-time students compared to their male counterparts (over $\frac{3}{4}$). The difference between NCSPP departments and non-NCSPP departments for part-time students is not statistically significant.

Minority Students Enrolled Full and Part-Time

NCSPP member departments enroll a higher percentage of full-time minority students than non-NCSPP departments (statistically significant), while part-time minority enrollment numbers are pretty much the same (not statistically significant).

Financial Assistance: Availability for First-Year Students

In general, a greater percentage of non-NCSPP departments provide financial aid opportunities for first-year students in all categories. This data comes from the 2006 Graduate Study, and it is unclear whether federal college work study monies are included. It may get to students in the form of Tas, Ras, and fellowships. According to the 2005 Self Study, 74% of our NCSPP member programs make scholarship and fellowship monies available to first year students.

Institution Participation in the Federal College Work Study Program (FCWS)

That is important to note, as 91% of NCSPP programs make federal college work study opportunities available to their students, and this appears to be a significant source of financial compensation for them.

Financial Assistance: Median Amount Provided to First-Year Students

A greater amount of money is given to first-year students at non-NCSPP departments, with amounts ranging approximately 2 to 4 times greater than what NCSPP member departments typically provide to their first year students. According to the 2005 Self Study, the median amount for scholarship and fellowship is \$2500 and there are some programs that are doing a very good job of offering scholarship and fellowship monies to students ranging from \$19,000 to \$50,000. Several other programs have plans to significantly increase their funding of scholarships in the coming years.

Financial Assistance: Availability for Advanced Students

On a brighter note, we tend to provide our advanced students with many financial assistance opportunities in comparison to our 1st year students. According to the 2005 Self Study, 68% of our NCSPP member programs make scholarship and fellowship monies available to advanced students.

Financial Assistance: Median Amount Provided to Advanced Students

However, we still have plenty of room for improvement in terms of actual dollar amounts provided to our advanced students. According to the 2005 Self Study, NCSPP member programs provide about \$2250 per year to advanced students in the form of scholarships and fellowships.

NCSPP's Organizational Structure and Activities

In looking at the "Importance" column of this slide, we see that NCSPP members place high importance on the listed aspects of NCSPP's organizational structure and purpose. The "Satisfaction" column of this slide provides us with information about activities we are most satisfied with in terms of organizational effectiveness. The yellow rows indicate structures and activities respondents found to be most important and are most satisfied with. The Executive Committee has utilized this data in creating a three year plan to keep us focused on moving forward with the organization.

NCSPP Suggested Annual Dues

Overall, almost half of the respondents believed that dues should be increased to allow for more activity on the part of the organization (43%). Of those who supported an increase in dues, here's a summary of the suggested amounts – keeping in mind that the current dues are \$1200.

Activities That Should Be Increased Within NCSPP

Member programs that supported an increase in dues suggested that the monies be used to increase the following activities.