

UNIVERSITY OF HAWAII HILO
QUESTIONS AND REQUESTED INFORMATION

May 28, 2020

Dear MPCAC Accreditation Review Committee:

Thank you very much for your thorough review of our reaccreditation application and self-study and highlighting the additional information we need to provide. We would first like to apologize for not including all of the information that are detailed in the "Required Information" document. We somehow did not see that document. Below are our responses to your questions and the additional information you requested. Your questions and requested information are bolded and our responses follow each bolded question or requested information. Please do let us know if there are any additional questions you have or information you need. Thank you again for your continued work on our reaccreditation application and we look forward to continuing with this process and your site visit.

Sincerely,
Bryan S. K. Kim, Ph.D.
Director of MA Program in Counseling Psychology

Please review the Required Documentation (<http://mpcacaccreditation.org/wp-content/uploads/2019/08/MPCAC-Required-Documentation-8-13-19-FINAL.pdf>) and provide:

- **The University organizational chart,**

The university organization chart showing the Department of Psychology within the Social Sciences Division and the College of Arts and Sciences has been placed in Appendix 1.

Here is a list of administrators according to the organizational hierarchy beginning with the President of the University of Hawaii System down to the Director of the MA Program.

David Lassner, Ph.D., President of the University of Hawaii System
Bonnie Irwin, Ph.D., Chancellor of the University of Hawaii at Hilo
Ken Hon, Ph.D., Interim Vice Chancellor of Academic Affairs
Michael Bitter, Ph.D., Interim Dean of the College of Arts and Sciences
Kerri Inglis, Ph.D., Chairperson of the Division of Social Sciences
Adam Pack, Ph.D., Chairperson of the Department of Psychology
Bryan Kim, Ph.D., Director of the MA Program in Counseling Psychology

- **Descriptions of facilities in addition to the library resources (for example, onsite classrooms, onsite and remote facilities for students to practice skills, availability of computers for student use beyond the library)**

Because we are now offering distance education option for some our students, most of our classes meet in the classrooms managed by the Hawaii Interactive Video Service (<https://www.hawaii.edu/its/hits/>). Each of these rooms have cameras and large monitors so that instructor and students, both local and on the other islands, are able to communicate live during the class session. The classrooms are also monitored by a trained technician to address any connectivity or other technical issues. For courses where two sections are offered (e.g., PSY 640 [Practicum Supervision] and PSY 659 [Internship Supervision]), students in the distance education section uses a HITS room while the students who are in-person in Hilo use a traditional classroom (University Classroom Building [UCSB] 246 or 223). Each of the traditional classrooms have a teaching station with a computer and a large monitor on the wall. UCB 223 also have one-way windows which can be used to observe students during clinical training. Our department also has a Student Resource Room where computers are available for our students' use. This room is located in UCB 244.

- **List of administrative staff (and their roles)**

Most of the administrative work is handled by the director of the program or the field placement coordinator. For any additional administrative support needs such as requisition of supplies and managing course schedule on the university website, they are currently handled by a secretary in the College of Natural and Health Sciences.

- **The university policy regarding diversity recruitment for faculty, staff, and students and the ethnic diversity of the students**

Below is the university's Executive Policy 1.202, which is the statement of nondiscrimination and affirmative action (https://hilo.hawaii.edu/eoaa/related_policies/).

"The Office of the President, University of Hawai'i, hereby declares and reaffirms its commitment to the University's equal education and employment opportunity policy. The University is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. It covers employment practices such as recruitment, hiring, training, promotion, retention, compensation, benefits, transfers, and layoffs. The University shall promote a full realization of equal opportunity through a positive, continuing program of equal opportunity and affirmative action on each campus.

It is the policy of the University of Hawai'i to comply with the applicable federal and state statutes, rules, regulations, city and county ordinances, and provisions in the collective

bargaining agreements which prohibit discrimination in University programs, activities, and employment practices.

These equal opportunity laws include but are not necessarily limited to the following: Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, Section 402 of the Vietnam Era Veteran's Readjustment Act of 1974, Chapter 378 of the Hawai'i Revised Statutes, and Executive Order 11246, and applicable provisions of collective bargaining agreements."

Please provide the following tables:

- **Curricular map: Course number by MPCAC Standards**

Course No.	Course Title	MPCAC Standards
PSY 601	Applied Multivariate Statistics	F
PSY 602	Research Methodology and Program Evaluation	F
PSY 603	Psychological Assessment	D, E
PSY 604	Professional Identity, Ethics, and Legal Issues	A, J
PSY 611	Lifespan Human Development	H, I
PSY 612	Career Development	E, G
PSY 613	Psychopathology over the Lifespan	D, H
PSY 620	Counseling Theories	B
PSY 622	Group Work and Counseling	B, J
PSY 623	Social and Cultural Foundations	C, J
PSY 624	Counseling Skills	B
PSY 640	Practicum Supervision	A, B, C, D, E, G, H, I, J, K
PSY 640F	Practicum Fieldwork	A, B, C, D, E, G, H, I, J, K
PSY 659	Internship Supervision	A, B, C, D, E, G, H, I, J, K
PSY 659F	Internship Fieldwork	A, B, C, D, E, G, H, I, J, K
PSY 656	Child Maltreatment (Elective)	I
PSY 657	Psychopharmacology (Elective)	H
PSY 693	Cognitive Behavior Therapy Adult (Elective)	B
PSY 695	CBT for Children and Families (Elective)	B, I, J

- **Methods used to assess competence in each standard**

MPCAC Standard	Methods of Assessment
A	Written Assignments, Presentations, Exams, Clinical Evaluation
B	Written Assignments, Presentations, Exams, Clinical Evaluation
C	Written Assignments, Presentations, Exams, Experiential Activity, Clinical Evaluation
D	Written Assignments, Presentations, Exams, Clinical Evaluation

E	Written Assignments, Presentations, Exams, Clinical Evaluation
F	Written Assignments, Presentations, Exams
G	Written Assignments, Presentations, Clinical Evaluation
H	Written Assignments, Presentations, Exams, Clinical Evaluation
I	Written Assignments, Presentations, Exams, Clinical Evaluation
J	Written Assignments, Presentations, Exams, Clinical Evaluation
K	Written Assignments, Presentations, Clinical Evaluation

- **Course number by semester with instructor of record (may be a separate listing of courses by instructor) for the last two years**

[Note: Some of the courses have two instructors because there were two sections to ensure a smaller student-teacher ratio per MPCAC Standards.]

Spring 2020:

PSY 603	Sunyoung Kim, Ph.D. and Charmaine Higa-McMillan, Ph.D.
PSY 622	Steve Herman, Ph.D.
PSY 624	Steve Herman, Ph.D. and Sunyoung Kim, Ph.D.
PSY 659	Bryan Kim, Ph.D. and Steve Herman, Ph.D.
PSY 659F	Bryan Kim, Ph.D. and Steve Herman, Ph.D.
PSY 695	Charmaine Higa-McMillan, Ph.D.

Fall 2019:

PSY 602	Bryan Kim, Ph.D.
PSY 604	Steve Herman, Ph.D.
PSY 613	Sunyoung Kim, Ph.D.
PSY 620	Bryan Kim, Ph.D.
PSY 623	Sunyoung Kim, Ph.D.
PSY 640	Charmaine Higa-McMillan, Ph.D. and Sunyoung Kim, Ph.D.
PSY 640F	Charmaine Higa-McMillan, Ph.D. and Sunyoung Kim, Ph.D.
PSY 657	Errol Yudko, Ph.D.

Summer 2019:

PSY 601	Errol Yudko, Ph.D.
PSY 611	Charmaine Higa-McMillan, Ph.D.
PSY 612	Steve Herman, Ph.D.

*Spring 2019:

PSY 603	Sunyoung Kim, Ph.D. and Charmaine Higa-McMillan, Ph.D.
PSY 622	Steve Herman, Ph.D.
PSY 624	Steve Herman, Ph.D. and Sunyoung Kim, Ph.D.
PSY 656	Steve Herman, Ph.D.

*Fall 2018:

PSY 602	Bryan Kim, Ph.D.
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PSY 604 Steve Herman, Ph.D.
 PSY 613 Sunyoung Kim, Ph.D.
 PSY 620 Bryan Kim, Ph.D.

*Summer 2018:
 PSY 601 Errol Yudko, Ph.D.

*For AY2018-19, we did not have second-year students because a cohort was not admitted for AY2017-18 in order to accommodate the implementation of the distance education component.

- **A statement about the use of any adjunct faculty in the last three years and if so, the mechanisms of over-sight.**

The program did not use any adjunct faculty in the AY2017-18, AY2018-19, and AY2019-20.

- **Data regarding applicant program's concern for the integration of science and practice, and any supporting, materials and/or information relating to this process. These might include faculty research, supervision of student research and theses, student authorship on publications/ presentations, and the integration of research and practice in curricular and co- curricular experiences.**

A review of all of the core faculty members' publication and presentations shown in their curriculum vitae indicates that the faculty members are engaging in research that integrate science and practice. Given the practical nature of our field, the faculty members explore research questions that naturally have clinical implications. In terms of graduate student work, 18 of the 135 graduates of our program have completed a research thesis, which calculates to 13% of the students. For students who have used the non-thesis curriculum track, some of them have worked with faculty members in their research. Many of these students have presented their thesis work at psychology conferences and co-authored research articles.

As examples of faculty members' work with students in cultivating their research experience and the integration of science and practice, below is a table and a list. The table shows the work that Dr. Sunyoung Kim has done with her students during the past 10 years and their resultant presentations and publications. The list is from Dr. Charmaine Higa-McMillan's work with her students and the resultant articles and conference presentations.

Dr. Sunyoung Kim's research work with students:

Term	No. of Students in Research Team	No. of Presentations and Publications	No. of Master's Theses Completion
2010 Fall	1	0	0
2011 Spring	4	0	0
2011 Fall	3	0	0
2012 Spring	6	4	1

2012 Fall	3 (not for credit)	0	0
2013 Spring	4	5	0
2013 Fall	4	0	0
2014 Spring	4	3	1
2014 Fall	2	0	0
2015 Spring	2	4	1
2017 Fall	1 (not for credit)	0	0
2018 Spring	2 (1 was not for credit)	0	0
2018 Fall	1	3	0
2019 Spring	3	0	0
2019 Fall	2	2	0
2020 Spring	2	0	1
Total	44	21	4

Dr. Charmaine Higa-McMillan's work with her students. Names that are underlined are students.

Journal articles:

Kotte, A., Hill, K. A., Mah, A. C., Korathu-Larson, P. A., Au, J. R., Izmirian, S., Keir, S. S., Nakamura, B. J., & Higa-McMillan, C. K. (2016). Facilitators and barriers of implementing a measurement feedback system in public youth mental health. *Administration and Policy in Mental Health and Mental Health Services Research, 43*, 861-878.

Higa-McMillan, C. K., Nakamura, B. J., Morris, A., Jackson, D. S., & Slavin, L. (2015). Predictors of use of evidence-based practices for children and adolescents in usual care. *Administration and Policy in Mental Health and Mental Health Services Research, 42*, 373-383.

Price, M., Higa-McMillan, C., Ebesutani, C., Okamura, K., Nakamura, B., Chorpita, B. F., & Weisz, J. (2013). Symptom differentiation of anxiety and depression across youth development and clinic-referred/non-referred samples: An examination of competing factor structures of the Child Behavior Checklist DSM-Oriented Scales. *Development and Psychopathology, 25*, 1005-1015.

Price, M., Chin, M., Higa-McMillan, C., Kim, S., & Frueh, B. C. (2013). Prevalence and internalizing problems of ethnoracially diverse victims of traditional and cyber bullying. *School Mental Health, 5*, 183-191.

Price, M., Higa-McMillan, C., Kim, S., & Frueh, B. (2013). Trauma experience in children and adolescents: An assessment of the effects of trauma type and role of interpersonal proximity. *Journal of Anxiety Disorders, 27*, 652-660.

Conference presentations:

Kotte, A., Hill, K. A., Mah, A. C., Korathu-Larson, P. A., Au, J. R., Izmirian, S., Keir, S. S., Nakamura, B., Higa-McMillan, C. K. (2015, September). *A qualitative investigation of case managers' attitudes toward implementation of a measurement feedback system in a public mental health system for youth*. Symposium presented at the biennial convention of the Society for Implementation Research Collaboration, Seattle, WA.

Higa-McMillan, C. K., Zulli, C. B., Pellegrin, K. L., & Frueh, B. C. (2013, November). Barriers to training in rural mental health: Technology to bridge the gap? In C. K. Higa-McMillan (Chair), *Harnessing the synergy of technology and training in evidence-based practices*. Symposium presented at the annual convention of the Association of Behavioral and Cognitive Therapies, Nashville, TN.

Higa-McMillan, C., Usita, A., & Nakamura, B. J. (2013, May). *Taking a lesson from usual care: Predictors of use of evidence-based practices for youth*. Paper presented at the Seattle Implementation Research Conference, Seattle, WA.

Price, M., Chin, M., Higa-McMillan, C., Kim, S., & Frueh, B. C. (2012, November). *Prevalence, gender, and internalizing problems of ethnoracially diverse victims of traditional and cyber bullying*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.

Price, M., Higa-McMillan, C., Kim, S., & Frueh, B. C. (2012, November). *Trauma experience in children and adolescents: An assessment of the effects of trauma type and role of interpersonal proximity*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.

Price, M., Ebesutani, C., Higa-McMillan, C., Okamura, K., Nakamura, B., Chorpita, B. F., & Weisz, J. R. (2011, November). *Symptom differentiation for anxiety and depression: Factorial validity of the Child Behavior Checklist DSM-oriented scales across development and clinic- vs. non-referred samples*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Toronto, Canada.

Usita, A. L., Frueh, B. C., Higa-McMillan, C. K., & Herman, S. (2011, November). *Usual care for traumatized youth*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Toronto, Canada.

- **Numbers: applicants, accepts, enrolled, 2020 graduates, 2019-2020 1st year retention and 2015-2016 5-year graduation rates**

Year	No. of Applicants	No. of Accepts	No. Enrolled	No. of Graduates
6/20 – 5/21	54	25	21	18 (expected; entered in 2019)
6/19 – 5/20	36	25	14	6 (*see note below; entered in 2018)

6/18 – 5/19	60	24	18	0 (no admission in 2017)
6/17 – 5/18	Implementation of distance learning – no admission			9 (entered in 2016)
6/16 – 5/17	33	24	10	14 (entered in 2015)
6/15 – 5/16	37	25	14	6 (7 entered in 2014)

*Fifteen (15) students were expected to graduate in May of 2020 but due to the coronavirus pandemic, 9 students were unable to complete their clinical hours. These students will be graduating either in Summer of 2020 or Fall of 2020.

2019-20 first-year Retention: All 14 students who were enrolled for AY2019-20 are continuing into AY2020-21.

Graduation rates beginning in AY2015-16: 100% (We have not had any students drop out of the program during the period from AY2015-16 to the present.)

- **The names of bachelor's degree granting institution, the individual bachelor's level GPA and all entrance test scores for individuals accepted into applicant programs over the last two (2) years.**

Students enrolled for AY2020-21:

Institution	Undergrad GPA	GRE Raw Scores (Verbal/Quantitative)	GRE Percentiles (Verbal/Quantitative)
U. of Hawaii at Hilo	3.64	151/147	51%/26%
U. of Hawaii at Hilo	3.44	144/144	22%/16%
Ohio University	3.00	156/140	73%/7%
Brigham Young University	3.26	155/158	68%/67%
U. of Hawaii at Hilo	3.42	157/147	76%/26%
U. of Hawaii at Hilo	3.85	150/149	46%/34%
University of Vermont	3.34	150/142	46%/11%
U. of Hawaii at Hilo	3.87	149/147	41%/26%
Tarleton University	3.94	Waived – has a Master's	
U. of Hawaii at Hilo	3.27	142/140	16%/8%
St. Francis University	3.55	147/146	33%/23%
Stanford University	4.12	Waived – has a PhD	
U. of Hawaii at Hilo	3.34	147/140	33%/7%
U. of Hawaii at Hilo	3.31	146/133	29%/1%
U. of Hawaii at Hilo	3.82	150/148	46%/30%
U. of Hawaii at Hilo	3.99	157/148	76%/30%
U. of Hawaii at West Oahu	3.51	Waived on 4/25/20 due to pandemic	
U. of Hawaii at Hilo	3.62	Waived – Master's	

U. of Hawaii at West Oahu	3.54	148/142	37%/11%
U. of Hawaii at Hilo	3.38	150/138	46%/4%
U. of Hawaii at Hilo	3.86	153/143	60%/13%

Students enrolled for AY2019-20:

Institution	Undergrad GPA	GRE Raw Scores (Verbal/Quantitative)	GRE Percentiles (Verbal/Quantitative)
U. of Hawaii at Hilo	3.92	157/153	76%/50%
U. of Hawaii at West Oahu	3.91	146/142	31%/12%
Seattle Pacific University	3.24	148/144	38%/16%
Westminster College	3.87	161/152	88%/46%
Fort Hays University	4.00	152/143	56%/14%
University of Oregon	3.35	143/152	20%/46%
U. of Hawaii at Hilo	3.24	151/140	52%/8%
U. of Hawaii at Hilo	2.96	136/135	4%/2%
U. of Hawaii at Hilo	3.83	151/150	52%/38%
U. of Hawaii at Hilo	3.94	154/140	65%/8%
U. of Hawaii at Hilo	3.90	150/139	47%/7%
Washington State U.	3.46	143/142	20%/12%
U. of Hawaii at Manoa	3.18	141/142	14%/12%
Brigham Young U. Hawaii	3.87	156/146	73%/24%

Students enrolled for AY2018-19:

Institution	Undergrad GPA	GRE Raw Scores (Verbal/Quantitative)	GRE Percentiles (Verbal/Quantitative)
Portland State U.	3.55	151/147	52%/27%
U. of Nebraska	3.55	146/137	31%/3%
Eckerd College	3.67	158/154	80%/55%
U. of Hawaii at Hilo	3.82	148/146	39%/24%
Utah State U.	3.73	148/145	39%/20%
U. of Hawaii at Hilo	3.94	157/153	76%/51%
U. of Toronto	3.50	142/150	17%/38%
U. of Louisiana	3.95	152/141	56%/10%
U. of New Mexico	3.78	157/146	76%/24%
Florida State U.	3.88	158/153	80%/51%
U. of Hawaii at Hilo	3.24	148/139	39%/6%
U. of Hawaii at Manoa	3.69	146/147	31%/27%
U. of California, Berkeley	3.68	159/143	83%/14%
San Jose State U.	3.10	157/150	75%/39%
U. of Hawaii at Hilo	3.25	157/138	75%/4%
Louisiana State U.	3.45	156/151	72%/43%

U. of Hawaii at Hilo	3.24	160/144	86%/17%
U. of Hawaii at West Oahu	3.50	163/145	93%/20%

- **Information about the number of students placed on remediation in past 5 years with a summary of outcomes.**

No students were placed on remediation during the past 5 years.

Please update the syllabi and include the updated syllabi in the Hilo Dropbox folder: It is difficult to determine

- **What is being covered if there is no course outline (PSY604) and/or if readings included in the course are not listed on the syllabus (PSY613, PSY622, PSY623). All readings for each course should be included in the syllabus.**

A revised syllabus for PSY 604 that now includes the course outline has been uploaded to the Dropbox folder. We apologize for this oversight.

Thank you for your comments on the syllabus for PSY 613, PSY 622, and PSY 623. We reviewed the uploaded syllabi and the readings with page numbers or chapter numbers are included in the documents. We apologize if we are not correctly understanding your comment.

- **Whether the content of the course is current if the readings are old (PSY601, PSY602, PSY603 – readings are 15+ years old). Current readings should be included in the syllabus.**

In all three courses, the textbooks were published more recently and they make up the bulk of the readings. For PSY 603, we uploaded an updated syllabus that now contains more recent supplemental readings. Also, we try our best to provide our students access to the most up-to-date assessment materials and have been successful in obtaining funding from our college to purchase updated materials for this course over the last year. For PSY 601 and PSY 602, the supplemental readings are used not to teach the contents of the articles but to show the research statistics and methodologies that are being used given that the courses focus on these issues. We believe that the methodology employed in these articles are heuristic. Nevertheless, we are very open to updating the readings if the ARC recommends us to do so.

Admissions:

- **The listed reason for eliminating the GRE requirement for admission is that the GRE will not be available. However, there are GRE tests being given in September and October 2020 which would be available for a January admission.**

On April 24, 2020, the Department faculty voted to suspend the GRE requirement for the next admission cycle (Spring 2021 for AY 2021-22). Below is the full list of the rationale discussed

by the faculty. The revised Letter of Recommendation that is mentioned in the last point is presented in Appendix 2.

Rationale:

- Due to the pandemic, the GRE appears not to be readily available in the foreseeable future;
- Applicants are beginning to look at programs to apply to (Bryan Kim is already receiving inquiries about the next admission cycle, including the question about GRE);
- Applicants usually complete the GRE during the Summer and Fall;
- The GRE testing “seats” were already limited before the pandemic
 - Some applicants from Hilo have had to fly to Oahu to complete the GRE
 - GRE testing is NOT available on the islands of Kauai and Molokai
- Other programs (our competitors) have suspended the GRE. Bryan polled other directors of master’s-level counseling programs (via the Council of Masters in Counseling Training Programs) and received 8 responses. Five programs have suspended the GRE for the next admission cycle and the other 3 programs have permanently eliminated the GRE as a requirement;
- The MA program’s Letter of Recommendation has been modified to include evaluative items related to the contents of the GRE (see Appendix 2)

- **Are students admitted provisionally? Provisional admission is listed on the website (<https://hilo.hawaii.edu/catalog/graduate-admission-policies>) but not described in the self-study. If yes, under what circumstances? What proportion move to regular student?**

We apologize for this oversight. The University of Hawaii at Hilo’s Graduate Division has a policy that allows applicants with a GPA between 2.75 and 2.99 to be admitted provisionally. Our program adheres to this policy. Our program has admitted only two students in the past (2012 and 2019) using this policy. In both cases, the applicants had strong letters of recommendation, statement of interest, and resume. Both students were moved to regular student status after the first semester and the student who entered in 2012 successfully completed our program in May of 2014 and is now a Licensed Professional Counselor in the State of Colorado. The student who was admitted in 2019 is expected to complete our program in May of 2021.

Evaluations:

- **Evidence of input from relevant constituent groups about the development or changes to program’s mission or objectives (e.g., minutes from faculty meetings, feedback from placement sites, etc.)**

Our program has not changed its mission or objectives since it began in 2005. When the Department applied for the program to begin previous to 2005, it submitted feedback and comments from relevant stakeholders at that time. Unfortunately, we do not have access to this document at this point but can try to seek an archived copy from our main administration when the university opens in August.

- **Are there examples of program improvements which have emerged from student, graduate, supervisor and/or faculty feedback?**

Yes, improvements to the program have been made based on feedback from our student, graduates, supervisor, faculty, and accreditation officials. One of the major ones occurred in 2011 during the time of our first accreditation. At that time, our 60-credit program was designed to be completed in four semesters, which meant that students have had to complete 15 credits per semester. Our students, alumni, and other stakeholders (including the accreditation site visitors) pointed to the difficulties in completing 15 credits each semester and we agreed. Therefore, after again consulting with the students, alumni, and other stakeholders, the program was redesigned to use the summer sessions to move some of the required courses to the summer of the first year and the summer of the second year. Anecdotal information suggests that this improvement has led to less stress among the students and a better learning environment.

The second major improvement occurred during the period when our enrollment dipped to a single digit. As described in the self-study, we engaged in a strategic planning process that led to the creation of a distance learning option for students who live far from Hilo, especially those who live on the other islands. This improvement has led to increased enrollment and for our program to better serve the mental health needs across the entire State of Hawaii.

A third and the most recent example involved two courses that students thought would be better if their sequence was switched. In the past, we offered PSY 657 (Psychopharmacology) in the Fall semester of the second year and PSY 693 (Cognitive Behavior Therapy – Adults) or PSY 695 (CBT for Children and Families) in the Spring semester of the second year. Because our students engage in their clinical practicum/internship during this second year, some of the students suggested that we should offer a CBT course in the Fall semester to better coincide with the students' clinical work. The faculty agreed with this idea and have switched the two courses for the upcoming academic year.

- **There is only one data collection point, October 2019, for evaluative information in the self-study. Are there previous surveys? Is there a plan for regular collection of such data?**

Yes, we try to routinely conduct a survey of students in May of each year to gauge their satisfaction with the program and faculty members. The October 2019 survey was conducted specifically for the re-accreditation self-study. Our records show data from May of 2015, 2016, 2019, and 2020, and they are presented below. We apologize for the gap years and will be more mindful about completing this survey every year.

Here are the results of the survey conducted in May 2020 ($N = 29$).

Survey Items	1 = Strongly Disagree	2 = Moderately Disagree	3 = Mildly Disagree	4 = Mildly Agree	5 = Moderately Agree	6 = Strongly Agree	Mean Score
1. The program's professors are readily accessible to students.	3	1	0	1	6	18	5.07
2. I can count on the program's professors to be there for me when I need their help.	2	1	0	0	8	18	5.24
3. The program's professors care about my education and training in the program.	2	0	1	1	4	21	5.34
4. The program's professors provided helpful and useful feedback in my courses.	2	0	2	2	5	18	5.14
5. The program's professors are available when I need their help.	2	0	0	2	7	18	5.28
6. Overall, I am satisfied with the professors in the program.	2	0	0	2	7	18	5.28
7. Overall, I am satisfied with the program.	2	0	3	2	4	18	5.07
8. I would encourage others to apply to the program.	2	1	1	3	1	21	5.17

Here are the results of the survey conducted in May 2019 ($N = 19$).

Survey Items	1 = Strongly Disagree	2 = Moderately Disagree	3 = Mildly Disagree	4 = Mildly Agree	5 = Moderately Agree	6 = Strongly Agree	Mean Score
1. The program's professors are readily accessible to students.	0	0	0	1	7	11	5.53
2. I can count on the program's professors to be there for me when I need their help.	0	0	0	2	5	12	5.53
3. The program's professors care about my education and training in the program.	0	0	0	2	4	13	5.58
4. The program's professors provided helpful and useful feedback in my courses.	0	0	2	3	6	8	5.05
5. The program's professors are available when I need their help.	0	0	0	1	8	10	5.47
6. Overall, I am satisfied with the professors in the program.	0	0	1	6	8	4	4.79
7. Overall, I am satisfied with the program.	0	0	1	4	6	8	5.11
8. I would encourage others to apply to the program.	0	0	1	3	6	9	5.21

Here are the results of the survey conducted in May 2016 ($N = 29$ students).

1 = Strongly Disagree	2 = Moderately Disagree	3 = Mildly Disagree	4 = Mildly Agree	5 = Moderately Agree	6 = Strongly Agree
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Survey Items	Mean Score
1. The program's professors are readily accessible to students.	5.17
2. I can count on the program's professors to be there for me when I need their help.	5.21
3. The program's professors care about my education and training in the program.	5.14
4. The program's professors provided helpful and useful feedback in my courses.	4.48
5. The program's professors are available when I need their help.	5.1
6. Overall, I am satisfied with the professors in the program.	4.83
7. Overall, I am satisfied with the program.	5
8. I would encourage others to apply to the program.	4.97

Here are the results of the survey conducted in May 2015 ($N = 18$).

Survey Items	1 = Strongly Disagree	2 = Moderately Disagree	3 = Mildly Disagree	4 = Mildly Agree	5 = Moderately Agree	6 = Strongly Agree	Mean Score
1. The program's professors are readily accessible to students.	0	0	0	0	11	7	5.39
2. I can count on the program's professors to be there for me when I need their help.	0	0	1	0	6	11	5.50
3. The program's professors care about my education and training in the program.	0	0	1	1	4	12	5.50
4. The program's professors provided helpful and useful feedback in my courses.	0	0	0	5	10	3	4.89
5. The program's professors are	0	0	0	2	7	9	5.39

available when I need their help.							
6. Overall, I am satisfied with the professors in the program.	0	0	1	2	7	8	5.22
7. Overall, I am satisfied with the program.	0	0	0	1	10	7	5.33
8. I would encourage others to apply to the program.	0	0	0	1	7	10	5.50

- **Is there any survey or solicitation of feedback from employers?**

We have not attempted to survey employers of our graduates. We are concerned about privacy issues, especially if the employer has only one alumnus who can then be easily identified. Also, we do not have a formal system to track our alumni in terms of their employment. However, the idea of receiving feedback from employers is an excellent and we would appreciate any feedback you have to help us develop such a system.

- **Faculty provide a semi-annual review of students with the form provided in Appendix 11.**
 - **Are there specific criteria to achieve satisfactory for each of the domains (academic performance, professional/ethical behavior, and interpersonal functioning)?**

We do not have a formal rubric for the three domains but are very open to creating them. Any suggestions for such a rubric would be very appreciated.

- **How do students receive the feedback? Do they have to meet with their advisors?**

Yes, after the faculty members meet to conduct the evaluation, students are asked to meet with their advisor to discuss the results of the evaluation. The student and faculty member then sign the evaluation form to indicate that the feedback has been discussed.

Appendix 1: University of Hawaii at Hilo Organizational Chart

PLACE THE ORG CHART HERE!

Appendix 2: Revised Letter of Recommendation

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