

**Degree/Certificate: Educational Specialist**

**Major/Option: School Psychology (Respecialization)**

**Submitted by: Jamie Chaffin**

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**Part I – Program SLO Assessment Report for 2015-16**

**Part I – for the 2015-16 academic year:** Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning outcome as published either in the catalog or elsewhere in your department literature.

Students will understand school and systems structure, organization, and theory related to evidence-based practice.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

\_\_\_\_\_ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;  
\_\_x\_\_ SLO is met, but with changes forthcoming;  
\_\_\_\_\_ SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

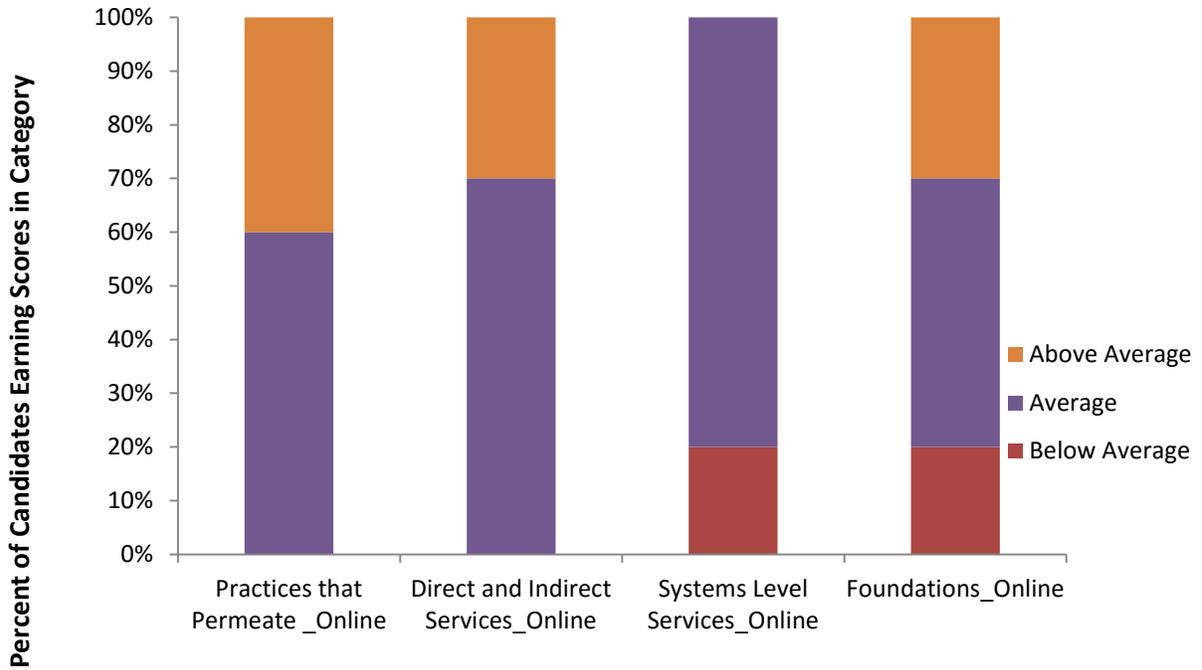
We utilized Praxis Scores to evaluate student knowledge.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

- a. Findings:

This is the first year we've had a full cohort complete the Praxis II, with a specific score area measuring School-wide systems. Our candidates have strong knowledge in *School-Wide Practices to Promote Learning* and *Preventive and Responsive Services*.

## 2015-2016 Praxis II Scores



	Practices that Permeate All Aspects of Service	Direct and Indirect Services	Systems Level Services	Foundations of School Psychological Services
Below Average	0%	0%	20%	20%
Average	60%	70%	80%	50%
Above Average	40%	30%	0%	30%

GradYr	Total Score	Practices that Permeate All Aspects of Service	Direct and Indirect Services	Systems Level Services	Foundations of School Psychological Services
2015	157	2	2	2	2
2016	161	2	2	1	1
2016	172	2	2	2	2
2016	181	3	3	2	3
2016	172	2	2	2	2
2017	177	2	3	2	3
2015	162	2	2	1	1
2107	186	3	2	2	3
2017	180	3	2	2	2
2017	185	3	3	2	2
<b>Mean Praxis</b>	<b>173.3</b>				
<b>Standard Deviation</b>	<b>10.35</b>				

Note. 1 = Below Average, 2 = Average, 3 = Above Average.

As seen in the table above, none of our candidates in 2015 or 2016 scored in the below average range of the Praxis test category “*School-Wide Practices to Promote Learning and Preventive and Responsive Services.*” In fact, this was where we saw the highest scores.

b. Analysis of findings:

The overall mean scores for the Praxis was 173.3, with a standard deviation of 10.35. This is well within the Average range for total test score. Very few of our candidates scored below the average range in total test score.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

While the Praxis provides strong evidence of student knowledge, we now plan to assess student competencies in NASP Domain 5: *School-Wide Practices to Promote Learning* and NASP Domain 6: *Preventive and Responsive Services*. As a committee, we have identified required activities during internship that are required and will be included in student portfolios. We will develop rubrics for assessment of these activities and will include them next year to “close the loop.”

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

Summer 2016: We revised our internship competencies and identified required activities during internship to include in the student portfolios

Fall 2016: We will create rubrics and expectations for the assignments included in Domains 5 and 6.

Winter/Spring 2017: We will assess student portfolios using the new rubrics

- 6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

We are also considering revising SLOs to include the 10 NASP domains rather than compressed SLOs that include more than one domain.

**NEW: PART II – CLOSING THE LOOP**  
**FOLLOW-UP FROM THE 2014-15 PROGRAM ASSESSMENT REPORT**

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2014-15, and then describe actions taken during 2015-16 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**PLEASE NOTE:** The university also requests that Deans complete a College-Level Synthesis report, which synthesizes which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

**Working definition for closing the loop:** *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

**1. Student Learning Outcome(s)** assessed for 2014-15

Students will know the varied models and strategies of consultation, collaboration and communication applicable to individuals, families, groups and systems and methods to promote effective implementation of services

**2. Strategies implemented** during 2015-16 to improve student learning, based on findings of the 2014-15 assessment activities.

- We ensured that instruction of multiple models is provided in PSYC 560 and supported in Portfolio instruction.
- We have hired two additional full-time lecturers that has allowed us to teach all courses in-house and have significantly reduced our adjunct faculty, ensuring consistency across the program.
- We have improved our school psychology portfolio course and have a step by step process for the case study/consultation process that incorporates measure of positive student impact.
- We have identified additional evidences during the intern year to highlight consultation skills and knowledge.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

Unfortunately, the new Praxis test combines Consultation with Data Based decision making in “*Practices that Permeate All Aspects of Service Delivery*”, so it is hard to have a strong measure of student knowledge in Domain 2, Consultation and Collaboration. In the overall Test Category, all of our candidates performed in the average or above average range. Thus, we will rely on overall performance in upcoming portfolios for 2017. Last year (2016) presentations would not reflect changes made in courses as our interns were already out in the field.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

We have a new measure of “Positive Impact on student Achievement” that also includes elements in the consultation process, including measures of acceptability. We are also equipping our students to conduct program evaluations rather than research projects in the future and have Step 1. delineated in this process as “Identifying Key Stakeholders.” The program evaluation will require candidates to work with these key stakeholders in the program evaluation process, thus building knowledge and skills in consultation and the individual and organizational level.

#### **Definitions:**

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data**, including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2.

For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.

5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.**  
Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

*Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from [http://www.umass.edu/oapa/oapa/publications/online\\_handbooks/program\\_based.pdf](http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf)*