

**Degree/Certificate: Ed.S. School Psychology**

**Submitted by: Susan Ruby**

**Date: 11/14/2014**

**Part I – Program SLO Assessment Report for 2013-14**

**Part I – for the 2013-14 academic year:** Because Deans have been asked to create College-Level Summary 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 objective as published either in the catalog or elsewhere in your department literature.

Students will know the varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs and measuring progress and outcomes;

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;  
\_\_\_\_\_ SLO is met, but with changes forthcoming;  
\_\_x\_ SLO met without change required

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

We have multiple measures of this SLO. This year we completed program approval reports to the National Association of School Psychologists (NASP; 9/15/14) and the Washington State Professional Educators Standards Board (PESB; 11/3/14). While NASP is interested in summarized data and how we utilize the data to adjust instructional practices, PESB is interested in the quality of student work products and asks for examples of low, medium, and high levels of evidence. For the 2013-2014 SLO, we utilized the following data sources:

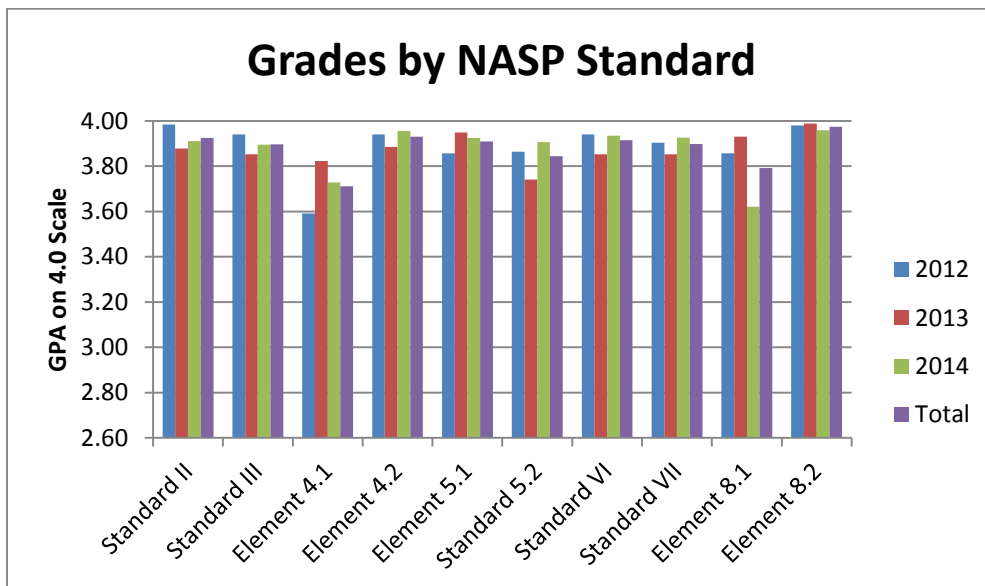
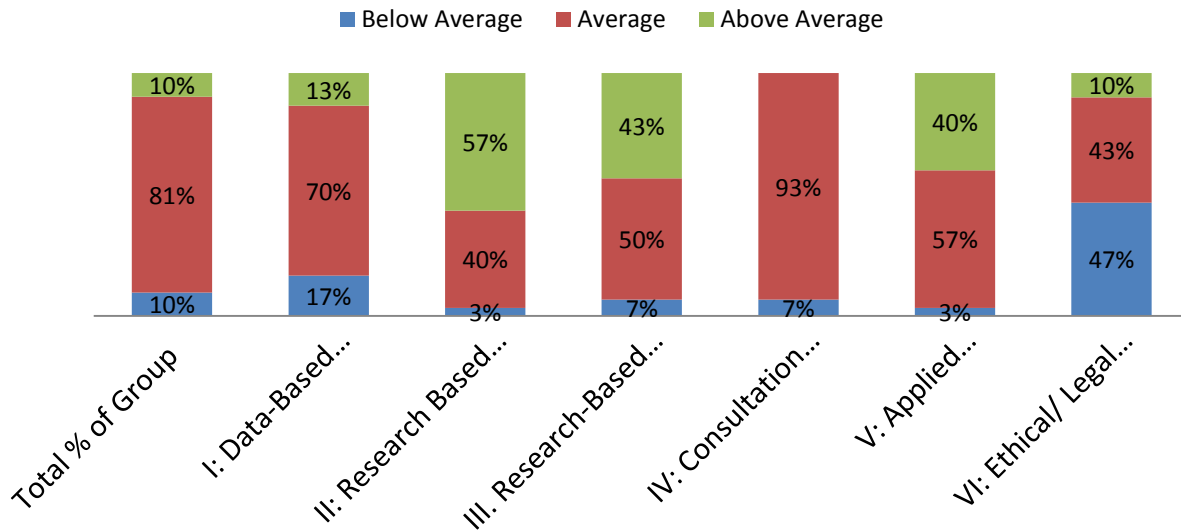
- Knowledge: Praxis II – National Examination in School Psychology (0401)
- Knowledge: Summary of Grades in Courses for Data Based Decision Making: PSYC 526, PSYC 553, & PSYC 554.
- Competency in Internship: Domain I: Data Based Decision Making
- Portfolio Ratings from Candidate E-Portfolios: Domain I: Data Based Decision Making

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

a. Findings: As you see below for I: Data-Based Decision Making, 83% of candidates from 2012 – 2014 performed in the average to the above average range. 100% of our candidates passed the exam.

### Group Results - Praxis II (3 - Years)

Note: Average group=National



**Note:** Standard II = NASP Domain 1: Data Based Decision Making, as attained in PSYC 526 (Mean GPA = 3.99), Academic Assessment for School Psychologists, PSYC 554 (Mean GPA = 3.83), Cognitive Assessment, and PSYC 553 (Mean GPA = 3.95), Social Emotional and Behavioral Assessment of Children and Adolescents.

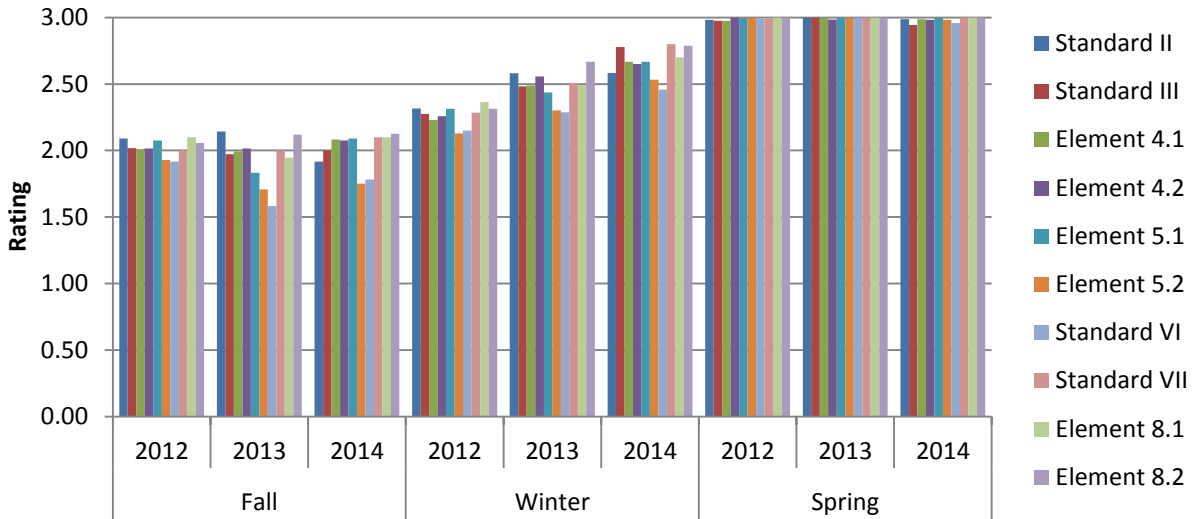
For Internship and Portfolio Ratings, Standard II = NASP Domain 1: Data Based Decision Making.  
Both forms include the following items:

Criteria	Unmet (1)	Met (2)	Exemplary (3)
A. Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;	Candidates' knowledge is limited in range and/or depth on models and methods of assessment and data collection, development of services and programs, and measurement of progress and outcomes.	Candidates demonstrate knowledge of a variety of models and methods of assessment and data collection applied to P12 students, services, and programs;	Candidates demonstrate the ability to justify the validity of utilizing specific assessment tools for specific populations.
B. Common core standards and state assessments;	Candidates are unfamiliar with common core standards and state assessments.	Candidates are familiar with common core standards and state assessments.	Candidates know the challenges and processes to lead others in adoption of standards for a variety of student populations.
C. The role and duties of the school psychologist as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.	Candidates are not familiar with role of the school psychologist in a comprehensive delivery.	Candidates know the role and duties of the school psychologist in data-driven decision-making and in all aspects of services in a comprehensive school-based delivery.	Candidates know the challenges and strategies advocating and development of a role in data-driven decision-making and in all aspects of services in a comprehensive school-based delivery.

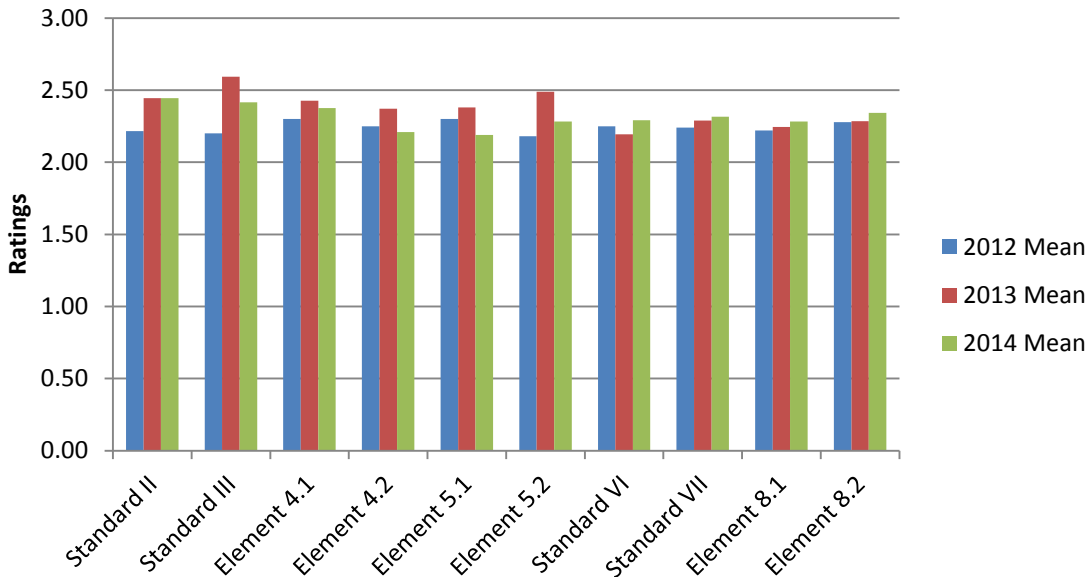
2. School psychologists, in collaboration with others, demonstrate skills to:

Criteria	Unmet	Met	Exemplary
<p>A. Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;</p>	<p>Candidates demonstrate a narrow focus, with skills insufficient to function effectively in a collaborative, comprehensive, and pervasive approach to service delivery.</p>	<p>Candidates demonstrate skills to collaboratively implement a comprehensive and pervasive approach to service delivery.</p>	<p>Candidates facilitate the problem-solving process for multi-disciplinary teams and participate in decision-making that permeates all aspects of service delivery; they work with others to turn an existing situation into a comprehensive and pervasive approach specific to the context.</p>
<p>B. Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;</p>	<p>Candidates' use of assessments and data collection strategies is limited to student assessments.</p>	<p>Candidates demonstrate use of psychological and educational assessment, data collection strategies, and technology resources and application of results to design, implementation, and evaluation of response to services and programs</p>	<p>Candidates demonstrate facilitation of groups to use and interpret results from student data, educational assessments, state assessments, common core standards.</p>
<p>C. Apply knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision-making.</p>	<p>Candidates demonstrate insufficient skills in methods for using student background knowledge to inform decision-making.</p>	<p>Candidates demonstrate skills in seeking information on and applying background, cultural and linguistic diversity, early life experiences, and disabilities to decision-making.</p>	<p>Candidates demonstrate skills to lead groups to integrate knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.</p>

## Internship Ratings by Cohort across Time



## Portfolio Ratings by Cohort



### b. Analysis of findings:

- Our program completers have demonstrated strong performance on the PRAXIS II. All program completers from our most recent cohort were successful in passing the PRAXIS. Scores for our candidates in Data Based Decision Making (which subsumes knowledge and skills in assessment) seem to reflect an even distribution, with the majority of students

performing in the average range (70), 13% performing in the High Average Range, and 17% performing Below Average but still passing.

- Student grades for courses aligned with Data Based Decision Making reflected little variability.
- Our Program Completers demonstrate almost 100% Competent Level Proficiency across all standards by the end of the internship experience. Two candidates were rated by their supervisors as demonstrating less than fully competent proficiencies in a few areas. For one, we required that the intern complete additional intern hours (10 weeks) and eventually reached full proficiency. For another, we discussed with the district a plan for mentoring in the first year of practice, as the district had offered the candidate a job.
- Our candidates demonstrate overall ratings of greater than “met” proficiencies in all Standards. Some variability exists between cohorts. We expect with our E-Portfolio system now implemented and the opportunity to provide early written feedback and ratings on rubrics in our Canvas System, student ratings will continue with an upward trend.

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).

- We will continue to examine grades and focus on direct measurement of knowledge and skills, removing any content irrelevant variables whenever possible. PSYC 526 was previously taught by Dean Crews and is now taught by Susan Ruby. She is utilizing rubrics for two different assessments: Curriculum Based Assessment and Norm Referenced Assessment.
- We are also reviewing the data with all instructors and encouraging instructors to assume responsibility for addressing their relevant standards.
- We have revised a course, previously Multicultural Issues in Assessment, to offer a more broad consideration of variables in advanced assessment, PSYC 579: Advanced Diagnostic Assessment. This course will focus on cross-battery assessment and use of newer diagnostic approaches to consider the impact of culture and language on assessment findings. The course will incorporate rubrics for final products representing a variety of assessment methods.

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

- Fall 2014: Provide overview of NASP, PESB, and SLO assessment outcomes to School Psyc Faculty members and encourage discussion.
  - Utilize Rubrics in courses focusing on Data Based Decision Making in 2014-2015 Assessment courses.
6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. We are going to conduct individual ratings of student work within committees at the time of portfolio presentations, thus gaining a measure of inter-rater reliability.

## NEW: PART II – CLOSING THE LOOP

### FOLLOW-UP FROM THE 2012-13 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 2012-13, and then describe actions taken during 2013-14 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**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 2012-13

Students will understand a problem-solving model and use the model effectively to gather information for the purpose of making decisions in a multi-dimensional matrix that includes the individual student and the student's interactions with environments that establish and maintain academic and social behaviors.

**2. Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

We provided guidance to candidates who were 2<sup>nd</sup> and 3<sup>rd</sup> year students in 2013- 2014 regarding better documentation of follow up activity with case studies. We communicated with site supervisors so they understood the importance of our students working with parents and teachers in case studies. We provided better guidance for students in selecting appropriate case studies. These actions took place with our new PSYC 602 bi-weekly meetings. The majority of second year students identified case studies in late fall and carried these out in winter and spring with instructor guidance; all students were expected to provide thorough case study written reports in PSYC 560. Third year students were a little more difficult to communicate with, and we did not see the change we were hoping for in case studies; we believe we will see considerable change with 2015 graduates who met bi-weekly in Portfolio 602 class during the 2013-2014 year. Announcements are now being sent to this group with reminders related to the case study in the Canvas 602 course.

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.

See Attached NASP Assessment 6: Positive Impact on Student Learning

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

We believe the changes made in the previous year will show an effect this year; we will maintain these new practices for the current academic year (meeting bi-weekly with 2<sup>nd</sup> year students, having a more thorough written case study requirement in PSYC 560, sending more frequent announcements to 3<sup>rd</sup> year students and communicating with site supervisors regarding case study requirements).



## 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)*