Degree/Certificate: Ed.S. School Psychology Online

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<p style="text-align:center;">Part I – Program SLO Assessment Report for 2013-14</p>

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 a program approval report to the the Washington State Professional Educators Standards Board (PESB; 11/3/14). For the 2013-2014 SLO, we utilized the following data sources:

- Knowledge: Praxis II – National Examination in School Psychology (0401)
- Portfolio Ratings from Candidate E-Portfolios: Domain I: Data Based Decision Making
- Competency in Internship: 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.

- Findings: As you see below for I: Data-Based Decision Making, 22% of our candidates performed in the high average range and 78% in the average range, with no candidates performing below average but passing. 100% of our candidates passed the exam.
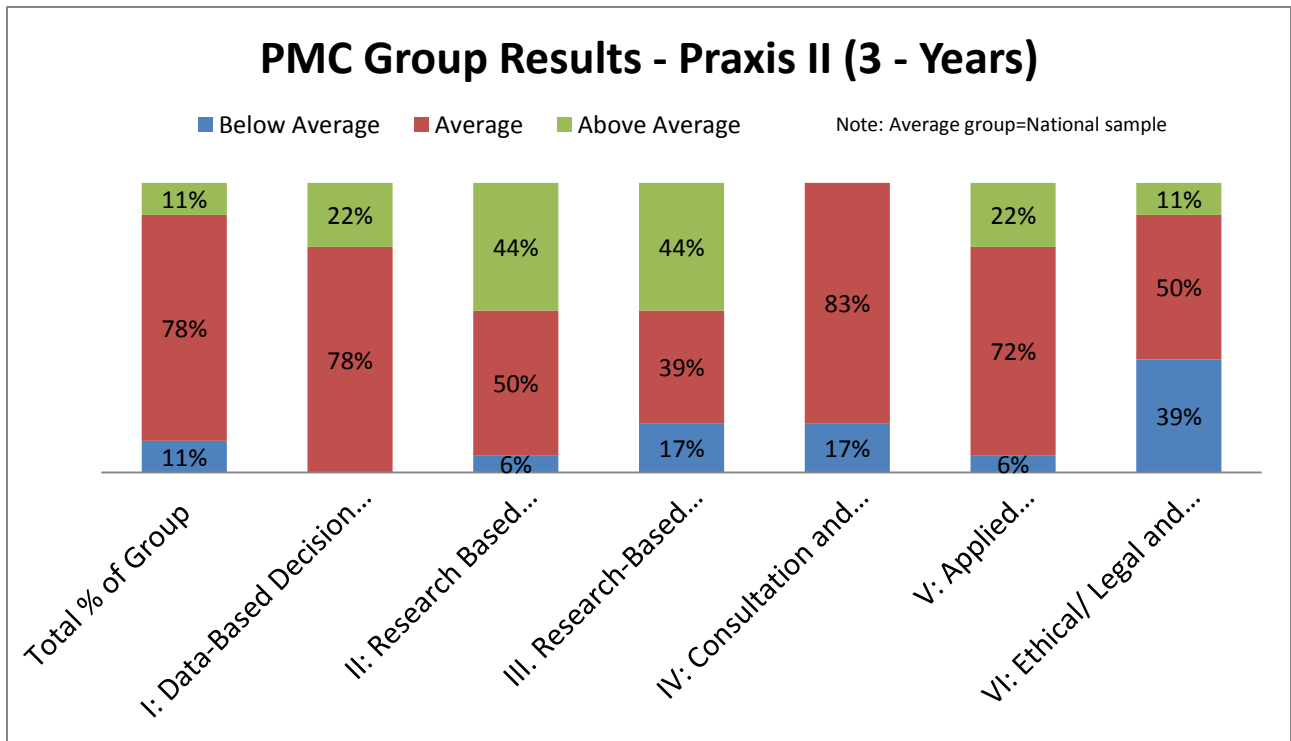
PMC Group Results - Praxis II (3 - Years)

■ Below Average   ■ Average   ■ Above Average   Note: Average group=National sample

	Below Average	Average	Above Average
Total % of Group	11%	78%	11%
I: Data-Based Decision...		78%	22%
II: Research Based...	6%	50%	44%
III: Research-Based...	17%	39%	44%
IV: Consultation and...	17%	83%	
V: Applied...	6%	72%	22%
VI: Ethical/ Legal and...	39%	50%	11%

Table 1. Portfolio Ratings, NASP Domain 1: Data Based Decision Making.

Candidate	1.1a	1.1b	1.1c	1.2a	1.2b	1.2c	Domain I
1 (2014)	3	3	3	3	3	3	**3.0**
2 (2014)	3	3	3	3	3	3	**3.0**
3 (2014)	3	3	3	3	3	3	**3.0**
4 (2014)	3	3	3	3	3	3	**3.0**
5 (2013)	3	3	3	3	3	3	**3.0**
6 (2013)	3	3	3	3	3	3	**3.0**
7 (2013)	3	3	3	3	3	3	**3.0**
8 (2013)	3	3	2.5	2.5	3	3	**2.8**
9 (2013)	3	3	3	3	3	3	**3.0**
10 (2013)	3	3	3	3	3	3	**3.0**

Note. See Portfolio and Inter Rubric from OSPI below for value definitions

Data Based Decision Making Intern Evaluation
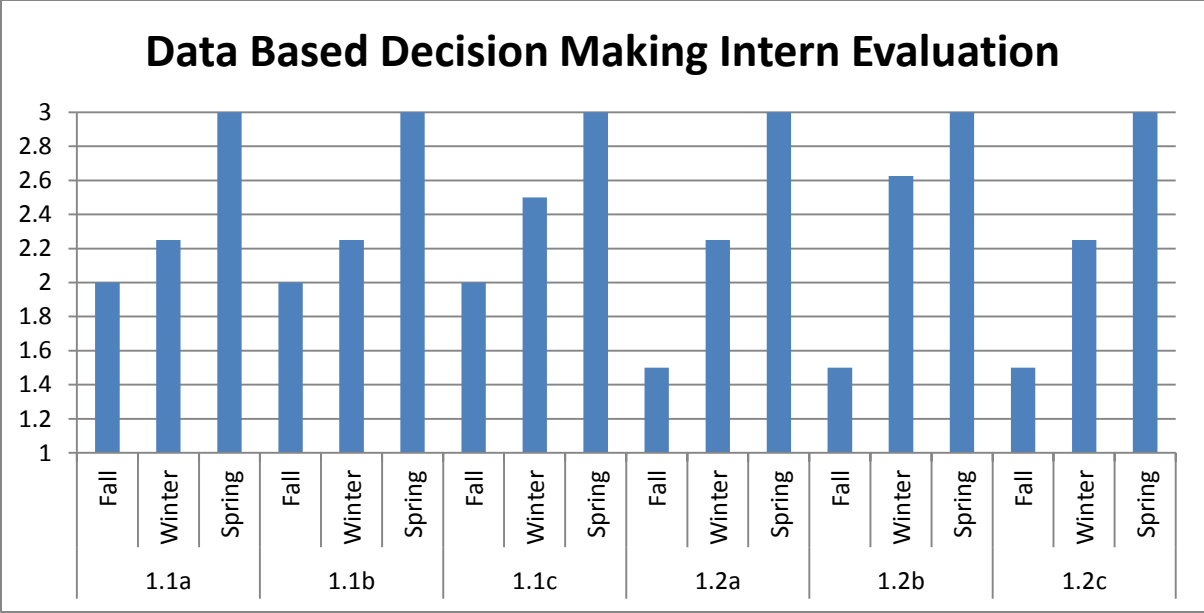
Note. See Portfolio and Inter Rubric from PESB below for value definitions

Washington State Professional Educator Standards Board (PESB) Knowledge and Skills for School Psychologists, Standard 5.1.1A – 5.1.2C (NASP Domain 1)

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
A. Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;	Candidates demonstrate a narrow focus, with skills insufficient to function effectively in a collaborative, comprehensive, and pervasive approach to service delivery.	Candidates demonstrate skills to collaboratively implement a comprehensive and pervasive approach to service delivery.	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.
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;	Candidates' use of assessments and data collection strategies is limited to student assessments.	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	Candidates demonstrate facilitation of groups to use and interpret results from student data, educational assessments, state assessments, common core standards.

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| 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. | Candidates demonstrate insufficient skills in methods for using student background knowledge to inform decision-making. | Candidates demonstrate skills in seeking information on and applying background, cultural and linguistic diversity, early life experiences, and disabilities to decision-making. | 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. |

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) reflect strong knowledge, with 22% above average and 78% average for test takers who passed. No candidates had below average but passing scores and 100% candidates passed.
- Our Program Completers demonstrate almost 100% Competent Level Proficiency across all standards by the end of the internship experience.
- While 2 candidates in the 2013 graduating cohort had evidence ratings less than exemplary, 100% of 2014 completers demonstrated exemplary evidence in all Data Based Decision Making benchmarks.

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 now examine grades aligned with standardsand focus on direct measurement of knowledge and skills, removing any content irrelevant variables whenever possible.
- We will continue efforts to explicitly state expectations for E-Portfolio to maintain strong evidence ratings in the portfolio as demonstrated in 2014.

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

- Winter 2015: Provide 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.

<center>NEW: PART II – CLOSING THE LOOP</center>

<center>FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT</center>

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.

   - Jamie Chaffin developed and taught PSYC 602 online course; we believe this yielded strong outcomes in portfolios in 2014 cohort.
   - We received approval to offer a Degree Granting (Ed.S) Program through Graduate Studies and the state. These formal assessments and structure placed with Portfolio will continue to assist in creating guidelines toward degree completion, now the proposal was approved.
   - PSYC 560 (Consultation) focused on more explicit feedback regarding the expectations of case study.

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.
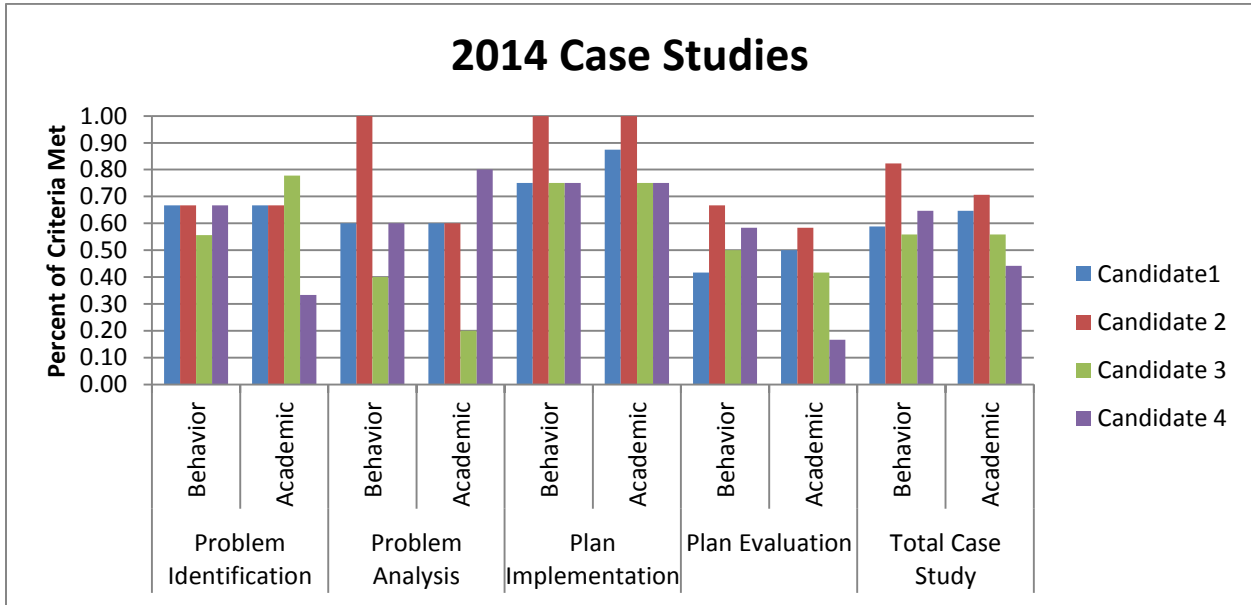
2014 Case Studies

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

   The 2014 candidates still struggled with case study implementation but believe the changes made in the previous year will show an effect this year (2015); we will maintain these new practices for the current academic year (Portfolio course, having a more thorough written case study requirement in PSYC 560).

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