Degree/Certificate: Educational Specialist

Major/Option: School Psychology Residency
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Date: 11/2/2015

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Part I – Program SLO Assessment Report for 2014-15

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Part I – for the 2014-15 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 objective as published either in the catalog or elsewhere in your department literature.

   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. **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 is met without change required*

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

   ☐ Portfolio Reviews of 2015 Graduates,
   ☐ Praxis Scores of 2015 Graduates
   ☐ Within Course Assessment from PSYC 560, School Psychology Consultation: Consultation Model Paper

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

   a. Findings:

      ☐ 100% of candidates performed in the "Met" to "Exemplary" category of benchmarks on the Consultation/Collaboration portfolio rubric.

☐ The Praxis test was updated in fall 2014. Two candidates took the Praxis before the update. One student fell below average in Consultation/Collaboration. The second candidate was in the average range. Six candidates took the newer version, and Consultation/Collaboration is now within "Practices that Permeate All Aspects of Service." Four scored within the average range, one below average, and one above average. All Candidates passed the Praxis.

☐ We found that we no longer have a within course measure of knowledge of multiple consultation models, as the assignment previously included in the course was not included this year.

    b. Analysis of findings:

☐ Overall candidates are meeting proficiency, but we don't have adequate specific evidences for consultation/collaboration knowledge. Candidates appeared to perform lower in the current year than in previous years.

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 ensure that instruction of multiple models is provided in PSYC 560 and supported in Portfolio instruction.

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

☐ Fall 2015: discussion at PEAB meeting (October 1st, completed)
☐ Program committee meeting to talk about evidence
☐ Recommended changes in the PSYC 560 course

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

☐ identify specific evidences that measure knowledge of consultation/collaboration within PSYC 560 and other courses.
☐ We will include multiple stakeholders (practicum supervisors and PEAB members) to review 2016 evidences in Portfolios.

<mark>NEW:</mark> PART **II – C**LOSING THE **L**OOP

<center>F**OLLOW-UP FROM THE 2013-14** P**ROGRAM** A**SSESSMENT** R**EPORT**</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 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

<mark>PLEASE NOTE:</mark> The College-Level Synthesis report includes a section asking Deans to summarize 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 2013-14

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. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.

- We created report specific rubrics for a Curriculum Based Assessment Report and a Cross Battery Assessment Report, as well as a General Report Writing Rubric.
- We have explicitly stated expectations for E-Portfolio to maintain strong evidence ratings in the portfolio.

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.

Eight candidates took the Praxis Exam in 2014-2015. All candidates performed in the average range or above on the subtest measuring Data Based Decision Making. One performed in the above average range.

We utilized the rubrics in PSYC 526 (Curriculum Based Measurement) and in 579 (Cross-Battery Assessment Report), and we used the rubrics to evaluate reports in the Portfolio. We are working on analyzing across candidates to inform instruction in winter and spring when the courses are offered. We have asked Jeff Healy and Nick Brown about possibilities of downloading data across the rubrics. If this is not possible, we'll be asking Jan-Olov Johansson to help us with word press forms that can automatically input data into a database for us.

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

- CALE/Education Assessment Director Jan-Olov Johansson is going to help us put forms in Word Press to help us conduct individual ratings of student work within committees at the time of portfolio presentations, thus gaining a measure of inter-rater reliability. He will be attending our winter Professional Educators Advisory Board to get feedback from our group in this area.

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