

2012-2013 Annual Assessment Report

School Psychology Program

California State University, Sacramento

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

PROGRAM CHANGE	RESULTS
School Psychology Interns were provided instruction on how to calculate effect sizes; and Academic and behavior intervention were added to the intern year portfolio.	For the first time, at the conclusion of the current academic year all student portfolios included at least one academic intervention and at least one behavior intervention. These interventions included data documenting the effectiveness of the intervention. These data will eventually be used for NASP certification (which now requires data in support of the positive effect interns have on the students they serve).

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

PROGRAM CHANGE	RESULTS
A search for a tenure track professor was conducted in the spring of 2013	One full time tenure track profession will be added to the school psychology program beginning fall 2013.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

Program graduates will conduct themselves in a manner consistent with ethical and legal standards of the profession:

4. What method(s)/measure(s) have you used to collect the data?

- a. Field based evaluations of school psychology interns by their supervising school psychologists.
- b. The National School Psychology Praxis examination.
- c. The School Psychology Masters exam case study.

5. What are the criteria and/or standards of performance for the program learning outcome?

- a. All students will obtain a rating of 3 or higher (on a 5 point scale, with 3 being associated with “meets standard” and a 5 being associated with “exceeds” standard) on all items of the field based evaluation form
- b. All students will obtain a score of 150 or higher on the School Psychology Praxis examination before being advanced to their school psychology internship.
- c. All Masters candidates must take and pass (with a minimum rating of 8 out of 10) the School Psychology Case Study Exam.

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

- a. 100% of students who completed their school psychology internship hours during the 2013/1013 academic year obtained a rating of 3 or higher on all internship evaluation items (with the average being 4 to 5, on a 5 point scale)
- b. 100% of students who took the Praxis exam during the 2012/2013 academic year passed at the CSUS internship standard (standard scores ranged from 186 to 154). The average score was 171 (SD = 9.67).
- c. 85% of students who took the Masters exam during the 2012/2013 academic year passed with and rating of 8 or higher (out of 10; scores ranged from 9.2 to 7.0). The average score was 8.5 (SD = 0.57).

7. As a result of this year’s assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

No changes are anticipated or proposed.

8. Which program learning outcome(s) do you plan to assess next year? How?

Goal:

Program graduates will conceptualize student needs from a developmental and ecological perspective. This is a priority goal because school psychologists are working with individuals and each individual must be viewed from his or her own context. It is imperative that students’ needs be understood within an understanding of development that acknowledges the stages through which students progress. For example, behavioral expectations for a 6 year old are quite different than those for a 12 year old. In addition, students develop at different paces, so professionals must consider the unique developmental trajectory of each child. A 6 year old with delayed language development will have different peer interactions than one with strong language skills. An ecological perspective involves considering multiple factors that impact students; their home life, the community, instruction, relationships with teachers and peers, language, culture. One cannot effectively serve students and families unless an ecological perspective is utilized in conceptualizing student needs. This is particularly relevant in California with its diverse student population.

Assessment Methods

The following assessment methods will be used to assess the degree to which school psychology program graduates are able to conceptualize student needs from a developmental and ecological perspective.

- a. Developmental Questionnaire and annotation
- b. Case studies for 246A, 246B, 241, 441

- c. Psycho-educational evaluations
- d. Functional Assessment and Behavior Intervention Plan reports
- e. Field based evaluations

School Psychology – Projected 5-Year Assessment Plan

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5
Program graduates will conduct themselves in a manner consistent with ethical and legal standards of the profession:	<ul style="list-style-type: none"> a. Field based evaluations b. Praxis examination. c. Masters exam case study. 	<ul style="list-style-type: none"> a. Field based evaluations b. Praxis examination. c. Masters exam case study. d. Practica evaluations in counseling and assessment (EDS 440, EDS 242B, EDS 243) 	<ul style="list-style-type: none"> a. Field based evaluations b. Praxis examination. c. Masters exam case study. d. Practica evaluations in counseling and assessment (EDS 440, EDS 242B, EDS 243) 	<ul style="list-style-type: none"> a. Field based evaluations b. Praxis examination. c. Masters exam case study. a. Practica evaluations in counseling and assessment (EDS 440, EDS 242B, EDS 243) 	<ul style="list-style-type: none"> a. Field based evaluations b. Praxis examination. c. Masters exam case study. d. Practica evaluations in counseling and assessment (EDS 440, EDS 242B, EDS 243)
Program graduates will conceptualize student needs from a developmental and ecological perspective.		<ul style="list-style-type: none"> a. Developmental Questionnaire and annotation b. Case studies for 246A, 246B, 241, 441 c. Psycho-educational evaluations d. Functional Assessment and Behavior Intervention Plan reports e. Field based evaluations 	<ul style="list-style-type: none"> a. Developmental Questionnaire and annotation b. Case studies for 246A, 246B, 241, 441 c. Psycho-educational evaluations d. Functional Assessment and Behavior Intervention Plan reports e. Field based evaluations 	<ul style="list-style-type: none"> a. Developmental Questionnaire and annotation b. Case studies for 246A, 246B, 241, 441 c. Psycho-educational evaluations d. Functional Assessment and Behavior Intervention Plan reports e. Field based evaluations 	<ul style="list-style-type: none"> a. Developmental Questionnaire and annotation b. Case studies for 246A, 246B, 241, 441 c. Psycho-educational evaluations d. Functional Assessment and Behavior Intervention Plan reports e. Field based evaluations
The Program expects that graduates will continually develop professional skills through reflective practice, critical thinking, and mindfulness of current research. These attributes are measured in the following ways:			<ul style="list-style-type: none"> a. Assessment and counseling practica evaluations. b. Papers, presentations and discussions in seminars for field based experiences. c. Psycho-educational evaluations d. Field supervisor evaluations e. Culminating project f. Culminating exam case study. 	<ul style="list-style-type: none"> a. Assessment and counseling practica evaluations. b. Papers, presentations and discussions in seminars for field based experiences. c. Psycho-educational evaluations d. Field supervisor evaluations e. Culminating project f. Culminating exam case study 	<ul style="list-style-type: none"> a. Assessment and counseling practica evaluations. b. Papers, presentations and discussions in seminars for field based experiences. c. Psycho-educational evaluations d. Field supervisor evaluations e. Culminating project f. Culminating exam case study

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Program graduates will implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral.</p>				<ul style="list-style-type: none"> a. Psycho-educational evaluation b. Counseling practica evaluation c. Assessments in EDS 241, 244. d. Field based evaluations 	<ul style="list-style-type: none"> a. Psycho-educational evaluation b. Counseling practica evaluation c. Assessments in EDS 241, 244. d. Field based evaluations