

2013-2014 ANNUAL ASSESSMENT REPORT TEMPLATE

Part 1: Background Information

B1. Program name: School Psychology

B2. Report author: Professor Stephen E. Brock, Program Coordinator

B3. Fall 2012 enrollment: 49

B4. Program type: [SELECT ONLY ONE]

	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
X	5. Other, specify: Ed.S. + Credential

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014?** (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1)*
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above: a. b. c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

The school psychology program makes use of five key assessments of PLOs to make critical decisions about candidate competence prior to being recommended for a graduate degree and/or credential. These measures are (1) early fieldwork evaluations, (2) practica evaluations, (3) the Praxis exam, (4) the case study exam, and (5) intern evaluations (See Appendix I for a more detailed description of these measures). This year we have analyzed Praxis exam results, which assess knowledge of school psychology within 5 domains and is taken by all students at the end of their second year in the program and prior to being released to the school psychology internship

Q1.2. Are your PLOs closely aligned with the mission of the university?

	1. Yes
	2. No
X	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

X	1. Yes
	2. No (If no, go to Q1.4)
	3. Don't know (Go to Q1.4)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile (DQP) to develop your PLO(s)?**

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

- **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details: http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and <http://www.learningoutcomeassessment.org/DQPNew.html>.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted EXPLICIT standards of performance/expectations for the PLO(s) you assessed in 2013-2014 Academic Year? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

X	1. Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for EACH PLO assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Our school psychology students are all expected to obtain a score of 150 or higher on the school psychology Praxis exam before being advanced to the school psychology internship.

Q2.2. Have you published the **PLO(s)/expectations/rubric(s)** you assessed in 2013-2014?

X	1. Yes
	2. No (If no, go to Q3.1)

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? [**CHECK ALL THAT APPLY**]

	1. In SOME course syllabi/assignments in the program that claim to introduce/develop/master the PLO(s)
	2. In ALL course syllabi/assignments in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
X	10. In other places, specify: Faculty webpage (will be placed in the student handbook, which is currently being revised).

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.2. If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for **EACH PLO** assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for **EACH PLO** one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

The average score for the 2014 Praxis exam was 175.1 (SD = 6.32; Range = 162-163), with 100% exceeding the CSUS internship standard of 150 (and 11 out of 13 exceeding the standard of 165 for national school psychologist certification). These results suggest that our student have obtained the knowledge important to being competent in the discipline of school psychology. Raw scores and percent correct in the specific areas assessed by the Praxis are reported in Table 1.

Table 1
PRAXIS II Subscores for 2014 Cohort

		I	II	III	IV	V	VI
Candidate	Total Score	Data-Based Decision Making	Research-Based Academic Practices	Research-Based Behavioral & Mental	Consultation & Collaboration	Applied Psychological Foundation	Ethical/Legal & Professional

						Health Practices				n		Foundations	
		RS	%	RS	%	RS	%	RS	%	RS	%	RS	%
1	183	33/41	80%	13/15	87%	16/18	89%	13/15	87%	14/16	88%	11/13	85%
2	181	33/41	80%	13/15	87%	16/18	89%	13/15	87%	13/16	81%	9/13	69%
3	177	22/41	54%	10/15	67%	17/18	94%	14/15	93%	15/16	94%	9/13	69%
4	177	30/41	73%	12/15	80%	15/18	83%	13/15	87%	13/16	81%	10/13	77%
5	176	32/41	78%	11/15	73%	16/18	89%	12/15	80%	12/16	75%	9/13	69%
6	176	30/41	73%	12/15	80%	15/18	83%	15/15	100%	11/16	69%	9/13	69%
7	176	32/41	78%	10/15	67%	16/18	89%	13/15	87%	11/16	69%	10/13	77%
8	172	28/41	68%	9/15	60%	17/18	94%	13/15	87%	11/16	69%	10/13	77%
9	172	34/41	83%	7/15	47%	16/18	89%	11/15	73%	12/16	75%	8/13	62%
10	168	26/41	63%	11/15	73%	16/18	89%	12/15	80%	10/16	63%	9/13	69%
11	165	28/41	68%	12/15	80%	16/18	89%	13/15	87%	9/16	56%	5/13	38%
12	164	27/41	66%	8/15	53%	15/18	83%	9/15	60%	11/16	69%	9/13	69%
13	162	25/42	59%	8/15	53%	11/18	61%	11/15	73%	12/16	75%	10/13	77%
Average	173.1		0.71%		0.70%		0.86%		0.83%		0.74%		0.70%

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: Overall competencies in the major/discipline

X	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs in total did your program assess in the 2013-2014 academic year? [1]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO in 2013-14, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No (If no, go to Q4.4)
	3. Don't know (Go to Q4.4)

Q4.3.1. Which of the following **DIRECT** measures were used? [**Check all that apply**]

	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify: National Exam (School Psychology Praxis Exam)

Q4.3.2. Please provide the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] that you used to collect the data. [WORD LIMIT: 300 WORDS]

Information regarding the School Psychology Praxis exam can be found at <http://www.ets.org/praxis/nasp/>

Q4.3.2.1. Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion?

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

	1. Yes
	2. No
X	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? [**Select one only**]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
X	5. Use other means. Specify: ETS provides score reports

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [**Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
X	4. Use other means. Specify: Praxis score of 150 set as the minimum standard. Note: From analysis of 5 years of test scores the score standard will be raised to 160 for future cohorts.

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

	1. Yes
	2. No
X	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

X	1. Yes
	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

X	1. Yes
	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

The following webpage provides information on the validity of this measure
<http://www.ets.org/praxis/nasp/>

Indirect Measures

Q4.4. Were indirect measures used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.5)

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

X	1. Yes
	2. No (If no, go to Q4.6)

Q4.5.1. Which of the following measures was used?

X	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No (Go to Q4.7)
	3. Don't know (Go to Q4.7)

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

All students are required to submit copies of the ETS score reports to the Program Coordinator.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [1]

NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

	1. Yes
	2. No
X	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? **[CHECK ALL THAT APPLY]**

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses			X		
2. Modifying curriculum			X		
3. Improving advising and mentoring			X		
4. Revising learning outcomes/goals			X		
5. Revising rubrics and/or expectations					X
6. Developing/updating assessment plan			X		
7. Annual assessment reports	X				
8. Program review	X				
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)	X				
12. Program accreditation	X				
13. External accountability reporting requirement	X				
14. Trustee/Governing Board deliberations					X
15. Strategic planning			X		
16. Institutional benchmarking		X			
17. Academic policy development or modification					X
18. Institutional Improvement			X		
19. Resource allocation and budgeting					X
20. New faculty hiring			X		
21. Professional development for faculty and staff					X
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

Praxis “ethical/legal” issues subscore was one of the lowest average scores. From this result the school psychology program has engaged in ongoing discussion of how to improve this result and has provided instruction relative to these issues in Early Fieldwork and Internship seminars.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

	1. Yes
X	2. No (If no, go to Q5.3)
	3. Don't know (Go to Q5.3)

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

	1. Yes
	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to assess but not included above:
	a.
	b.
	c.

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

X	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet developed a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009

	4. 2009-2010
X	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet updated the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [EDS 542]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [School Psychology]

A8. Department in which the academic unit is located: [Graduate and Professional Studies in Education – College of Education]

A9. Department Chair's Name: [Dr. Susan Heredia]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [1]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
X	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):

A12. Number of undergraduate degree programs the academic unit has: [0]

A12.1. List all the name(s): [_____]

A12.2. How many concentrations appear on the diploma for this undergraduate program? [____]

Master Degree Program(s):

A13. Number of Master’s degree programs the academic unit has: [1]

A13.1. List all the name(s): [Masters of Arts in Education –School Psychology]

A13.2. How many concentrations appear on the diploma for this master program? [1]

Education Specialist Degree Program(s):

A13a. Number of Education Specialist degree programs in the academic unit: [1]

A13.1a. List all the name(s): [Education Specialist (Ed.S.) – School Psychology]

A13.2a. How many concentrations appear on the diploma for this education specialist program? [1]

Credential Program(s):

A14. Number of credential degree programs the academic unit has: [2]

A14.1. List all the names: [School Psychology Intern; PPS School Psychology]

Doctorate Program(s)

A15. Number of doctorate degree programs the academic unit has: [0]

A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____

16.2. If yes, please specify the name of each diploma concentration: _____

Appendix I
Overview of Key Assessments

Assessment Tool	Type	When administered	Details about Administration	Learning Outcomes Addressed
Assessment #1. Early fieldwork evaluations	Formative and summative	End of fall and spring semester, year 2.	75 items with a 5 point rating scale. Completed by field based supervisor and reviewed by university supervisor. Rating scale linked to NASP domains of practice	CCTC Generic Standards 2,3,4,5,6,7,10,11, 13 CCTCSpecialization Standards: 17,18,19,20,21,22,23, 25, 27 NASP Standards:
Assessment #2. Practica evaluations	Formative	6 times during spring and fall semester, year 2	51 items with points varied per item. Completed for each evaluation in assessment practica. Measure skills in test administration, report writing, parent conference.	CCTC Generic Standards: 3, 4, 6, 7,, 10, 11, 13, 15, CCTC Specialization Standards: 17, 18, 19, 22, 24, 25, 27
Assessment #3 Praxis exam in School Psychology	Summative	At end of year 2	Standardized multiple choice test administered by ETS. Assesses knowledge of school psychology within 5 domains	CCTC Generic Standards: 2, 3, 4, 5, 6, 11, CCTC Specialization Standards: 17, 18, 19, 21, 22, 23, 24 27
Assessment #4 Case Study exam	Summative	At end of year 2	Written exam that is required for awarding of M.A. and assesses ability to apply knowledge to practice based problems.	CCTC Generic Standards: 3, 4, 5, 11, CCTC Specialization Standards: 17, 18, 21, 22, 24 27
Assessment #5 Intern Evaluations	Formative and Summative	Fall and spring semesters year 3	87 items with 5 point rating scale. Completed by field based supervisor and reviewed by university supervisor. Rating scale linked to NASP domains of practice	CCTC Generic Standards: 2,3,4,5,6,7,10,11, 13, 16 CCTC Specialization Standards: 17,18,19,20,21,22,23, 26, 27