

2014-2015 Annual Assessment Report Template ^{v16}

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- 1. Critical thinking
 - 2. Information literacy
 - 3. Written communication
 - 4. Oral communication
 - 5. Quantitative literacy
 - 6. Inquiry and analysis
 - 7. Creative thinking
 - 8. Reading
 - 9. Team work
 - 10. Problem solving
 - 11. Civic knowledge and engagement
 - 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. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
- a.
- b.
- c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

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

Q1.4. Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to **Q1.5**)
- 3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

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

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

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

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

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

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

School Psychology Program assesses the following PLO's each year:

3. Written Communication: Via rubrics completed by supervisors for writing ability in EDS 243 (year long advanced assessment practica); rubrics completed by internship supervisors (psychoeducational evaluation skills); and our case study exam rubric (our master's qualifying exam given to the 2nd years at the end of the year).

4. Oral Communication: Via rubrics completed by supervisors for "Ability to Provide Feedback in an Understandable Manner" and "Effective Response to Questions" in EDS 243; and, rubrics for "Team Skills" in both Fieldwork (2nd years) and Internship (3rd years) which emphasize effective oral communication. Formal oral presentation of literature review and project in EDS 239. Portfolios contain various work samples, along with internship evaluation (which includes oral communication components).

6. Inquiry and Analysis: Via rubrics completed by supervisors for analysis and synthesis of findings in EDS 243 (year long advanced assessment practica); rubrics completed by internship supervisors (use of data in decision making); and our case study exam requiring analysis and synthesis of case findings (our master's qualifying exam given to the 2nd years at the end of the year).

13. Ethical Reasoning: Via rubrics completed by supervisors by fieldwork supervisors (Legal and Ethical Issues) and internship supervisors (Legal and Ethical Practice) and our case study exam rubric (our master's qualifying exam given to the 2nd years at the end of the year) that examines aspects of ethical practice.

18. Overall Competencies in the major/discipline: our case study exam rubric (our master's qualifying exam given to the 2nd years at the end of the year) which examines overall competency of core skills; and, scores obtained on the PRAXIS exam (the Nationally Certified School Psychologist (NCSP) exam) from our 2nd year students.

See Assessing Other PLO's Section for more information on each of these.

SELECTED PLO FOR THIS ASSESSMENT REPORT: ORAL COMMUNICATION

School Psychology Graduate Students are able to demonstrate effective oral communication skills:

They will:

- 1) **Knowledge:** Orally identify, describe and define areas of concern as they relate to either clinical or assessment work (e.g., actual work with children in the schools; consultative skills with parents and teachers; etc.) or a problem in the field (e.g., thesis topic)
- 2) **Comprehension:** Summarize findings orally (e.g., the oral presentation of assessment report findings to parents and to IEP teams).
- 3) **Application:** Orally illustrate these findings and interpret them for the audience (e.g., eliminate jargon, ensure understanding).
- 4) **Analysis:** Orally question and examine evidence, analyzing it for the team
- 5) **Synthesis:** Orally devise and formulate plans for intervention (e.g., IEP teams or orally presenting their thesis topic in 239).
- 6) **Evaluation:** Assess outcomes, orally articulate the information and support findings and interventions via continued consultation and collaboration with others.

Q1.2.1. Do you have rubrics for your PLOs?

1. Yes, for all PLOs
 2. Yes, but for some PLOs
 3. No rubrics for PLOs
 4. N/A, other (please specify):

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

4. **Oral Communication:** Via rubrics completed by supervisors for “Ability to Provide Feedback in an Understandable Manner” and “Effective Response to Questions” in EDS 243; rubrics for “Team Skills” in both Fieldwork (2nd years) and Internship (3rd years).; thesis presentation in 239; and, parts of these assessments are included in the student’s portfolios.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

1. Yes
 2. No
 3. Don’t know
 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: [Word limit: 300]

See Below

EXAMPLE. FULL RUBRICS PROVIDED AS ATTACHMENTS AND ARE LISTED IN SECTION Q8

M/I = Missing/Incorrect

NR = Needs Revision

A = Acceptable

Evaluation Category/Item*	M/I	NR	A
Rapport With Parents			
Introduction demonstrating professionalism and necessary detail.	0	2	3
Ability to present information in a way that reflects understanding of parent concerns	0	2	3
Ability to respond in an emotionally present manner to parent emotions.	0	2	3
Ability to Provide Feedback in an Understandable Manner			
Jargon-free, clear, and effective presentation of results.	0	2	3
Addressed referral question thoroughly	0	2	3
Discussion was concise and focused.	0	2	3
Clear explanation of recommendations.	0	2	3
Accurate explanation of test results and implications conveyed	0	2	3
Effective Response to Questions			
Responses to questions based on research/accepted body of knowledge.	0	2	3
Clear response to questions	0	2	3
Willing acknowledgement of limits of knowledge.	0	2	3
Provision of resources and/or suggestions where parents may find information	0	2	3
Total Test Administration Score	____ / ____ = ____%		

*Supervisors will not typically be able to observe students in each category every conference. Therefore, overall course grade contribution for Parent Conferences will be based on an average of the scores as determined by the supervisor

Q2.4. Please indicate the category in which the selected PLO falls into.

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 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. Other PLO. Specify:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	PLO	Standards of Performance	Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
2. In ALL course syllabi/assignments in the program that address the PLO	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input checked="" type="checkbox"/>
3. In the student handbook/advising handbook (In the CCCDS Handbook)	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input checked="" type="checkbox"/>
4. In the university catalogue	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
5. On the academic unit website or in newsletters	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
6. In the assessment or program review reports, plans, resources or activities	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input checked="" type="checkbox"/>
7. In new course proposal forms in the department/college/university	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
8. In the department/college/university's strategic plans and other planning documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
9. In the department/college/university's budget plans and other resource allocation documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- 1. Yes

<input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)	<input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)	
<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>4 Tools/Rubrics</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>EDS 243: See Q2.3</p> <p>Field Work Supervision Rubric: Form completed by supervisors twice a year on 2nd year students in the field. A formal meeting between field supervisor and university supervisor is conducted to review the ratings.</p> <p>Internship Supervision Rubric: Form completed by internship supervisors twice a year on 3rd year students. A formal meeting between intern supervisor and university supervisor is conducted to review the ratings.</p> <p>Ed.S. course: Formal oral presentation of literature review and project in EDS 239.</p>	
<p>Q3A: Direct Measures (key assignments, projects, portfolios)</p>		
<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <input checked="" type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input checked="" type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes <input checked="" type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input checked="" type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input checked="" type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:	
<p>Q3.3.2. Please attach the direct measure you used to collect data.</p> <p>Attached:</p> <p>243 parent conference rubric (Attachment 1) 239 syllabus (Attachment 2) Fieldwork Evaluation Rubric (Attachment 3) Internship Evaluation Rubric (Attachment 4) Portfolio (Appendix A)</p>		
<p>Q3.4. How was the data evaluated? [Select only one]</p> <input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.4.3) <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input checked="" type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input type="checkbox"/> 7. Used other means. Specify:		
<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A

<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? 4 Faculty</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>	
<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? Various means: 243 parent conference rubric: Supervisor completes on each student over the course of 2 semesters (8 total assessments) 239 oral presentation: Final oral presentation at the end of the course wherein students present on their thesis/project Fieldwork Evaluation Rubric: Field Supervisor completes on student 2 times over the course of the year Internship Evaluation Rubric: Internship Supervisor completes on student 2 times over the course of the year Portfolio: Student maintains this throughout their 3 years in the program</p>	<p>Q3.6.1. How did you decide how many samples of student work to review? Evolving process over the years to determine how to best measure this PLO.</p>	
<p>Q3.6.2. How many students were in the class or program? Approximately 50 students at any one time are in our program across the 3 years.</p>	<p>Q3.6.3. How many samples of student work did you evaluate? On this PLO, 5</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>
<p>Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)</p>		
<p>Q3.7. Were indirect measures used to assess the PLO? <input checked="" type="checkbox"/> 1. Yes Focus Group <input type="checkbox"/> 2. No (Skip to Q3.8)</p>	<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input checked="" type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:</p>	
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>		
<p>Q3.7.3. If surveys were used, briefly specify how you selected your sample.</p>	<p>Q3.7.4. If surveys were used, what was the response rate?</p>	
<p>Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)</p>		

<p>Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? (for our other PLO's, not Oral Communication)</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.8.2)</p>	<p>Q3.8.1. Which of the following measures was used?</p> <p><input checked="" type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:</p>
<p>Q3.8.2. Were other measures used to assess the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)</p>	<p>Q3.8.3. If other measures were used, please specify:</p> <p>Required Class participation in most classes.</p>

Q3D: Alignment and Quality

<p>Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>	<p>Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>
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Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

Tool: Early Fieldwork Evaluation

PLO Area: Team Skills (6 items). PLO AREA 1-6

Results: Average rating across items of 4.1 out of 5 for 2012-2013 and 2013-2014. Indicates above standard performance.

Tool: Internship Evaluation

PLO Area: SST/IEP Team Skills (9 items). Oral Communication of results. PLO AREA 1-6

Results: Average rating of 4.5 on 5 point scale for 2012-2013 and 2013-2014. Indicates above standard performance.

Tool: Practicum Evaluation

PLO Area: Oral Communication. PLO AREA 1-6

Results:

Rapport with Parents. Average of 8+ out of 9 total points

Ability to Provide Feedback in an Understandable Manner. Average of 13+ out of 15 total points

Effective Response to Questions. Average of 10+ out of 12 total points, indicating above standard performance.

Tool: 239 Course Requirement

PLO Area: Effectively orally defend topic of thesis project and present literature review findings. PLO AREA 1-6

Results: 100% pass rate over 2012-2013 and 2013-2014 years.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes, across the board students are being rated as ABOVE AVERAGE in the PLO area of Oral Communication.

Q4.3. For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes
 2. No (Go to **Q5.3**)
 3. Don't know (Go to **Q5.3**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

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

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

For this PLO of ORAL COMMUNICATION no further changes are needed at this time. However, based on our last assessment effort the following information was deemed critical, therefore it is being included here:

It is imperative to our program that we conduct a new faculty hire. Some of the feedback from the last Annual Review supported the fact that we are in need of more faculty.

Q5.2. How have the assessment data from last year (2013 - 2014) been used so far? **[Check all that apply]**

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

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

We have recently submitted a Justification for Hire to our Department based on our last assessment effort.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If your program/academic unit has collected data on the program elements, please briefly report your results here. [Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 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. Other, specify any PLOs **not included above:**
 - a.
 - b.
 - c.

Q8. Have you attached any appendices? If yes, please list them all here:

Fieldwork Evaluation Form
Internship Evaluation Form
243 Assessment Forms
239 Syllabus

Program Information

<p>P1. Program/Concentration Name(s): School Psychology Program</p>	<p>P2. Report Authors: Melissa Holland PhD</p>
<p>P3. Academic unit: Department, Program, or College: Graduate and Professional Studies</p>	<p>P4. College: College of Education</p>
<p>P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2012 enrollment: 16 Students incoming 48 Students total, across 3 years</p>	<p>P6. Program Type: [Select only one]</p> <p><input type="checkbox"/> 1. Undergraduate baccalaureate major <input type="checkbox"/> 2. Credential <input checked="" type="checkbox"/> 3. Master’s degree <input type="checkbox"/> 4. Doctorate (Ph.D./Ed.d) <input checked="" type="checkbox"/> 5. Other. Please specify: EdS</p>
<p>Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: P7.1. List all the name(s): P7.2. How many concentrations appear on the diploma for this undergraduate program?</p>	<p>Master Degree Program(s): P8. Number of Master’s degree programs the academic unit has: 1 Masters, 1 PPS credential, 1 EdS degree P8.1. List all the name(s): PPS Credential Master’s Degree EdS Degree P8.2. How many concentrations appear on the diploma for this master program? 1</p>
<p>Credential Program(s): P9. Number of credential programs the academic unit has: 1 P9.1. List all the names: PPS Credential</p>	<p>Doctorate Program(s) EdS P10. Number of doctorate degree programs the academic unit has: 1 P10.1. List the name(s): Education Specialist Degree (EdS)</p>

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P12. Last updated	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P15. Does the program have any capstone class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P16. Does the program have ANY capstone project?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessing Other Program Learning Outcomes

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

PLO	STANDARD	MEASURES	DATA	IMPROVEMENT
<p>PLO Written Communication</p>	<p>Students will have Above Average competencies in this area</p>	<p>1) Evaluative rubrics completed by 243 instructors 2) Evaluative rubrics completed by internship supervisors on writing skills 3) EdS Thesis Project 4) Masters Exam</p>	<p>1) Above Standard Performance (11/12) 2) Above standard Performance (4.5/5) 3) Successful EdS Projects 4) 85% Pass Rate 2013 & 2014</p>	<p>Continue to prepare students in effectively passing their Masters Exam via good instruction and examine current student to faculty ratios</p>
<p>PLO Inquiry and Analysis</p>	<p>Students will have Above Average competencies in this area</p>	<p>1) Evaluative rubrics completed by 243 instructors 2) Evaluative rubrics completed by internship supervisors on 3) Masters Exam</p>	<p>1) Above Standard Performance (31/33) 2) Above Standard Performance (4.4/5) 3) 85% Pass Rate 2013 & 2014 combined</p>	<p>Continue to prepare students in effectively passing their Masters Exam via good instruction and examine current student to faculty ratios</p>
<p>PLO Ethical Reasoning</p>	<p>Students will have Above Average competencies in this area</p>	<p>1) Evaluative rubrics completed by fieldwork supervisors 2) Evaluative rubrics completed by internship supervisors on 3) Masters Exam 4) Focus Group</p>	<p>1) Above Standard Performance 4.2 out of 5 2) Above Standard Performance 4.8 out of 5 3) 85% Pass Rate 2013 & 2014 combined 4) 5 out of 5 ethical practice, but 3.5/5 for legal</p>	<p>Continue to prepare students in effectively learning and applying legal and ethical principles. Examine more formal means of introducing legal statutes to students to increase knowledge in area</p>
<p>PLO Overall Competencies</p>	<p>Students will successfully pass the Masters Case Study Exam and the PRAXIS (the Nationally Certified School Psychologist (NCSP) exam by the end of their 2nd year</p>	<p>PRAXIS Scores 150 or above And Master's Exam Scores at passing or higher</p>	<p>1) Praxis scores at 150 and above 2013 and 2014 combined 2) 85% pass rate</p>	<p>Continue to adequately prepare students to be competent in all areas as it pertains to the field of School Psychology</p>

Appendix A

Portfolio: Candidates maintain a portfolio throughout their time in the program

Those directly related to ORAL COMMUNICATION are in bold. The portfolio is required to contain the following items:

Semester One: Fall semester, first year evaluation (EDS 245 instructor)

- Resume (which will be updated each semester)
- Developmental/Health History Questionnaire (from EDS 248)
- Hotsheet (from EDS 245)
- Abstract of group curriculum (from EDS 231)

Semester Two: Spring semester, first year (EDS 242A instructor)

- Updated Resume
- GATE evaluation (from EDS 242B)
- CHC Handout (from EDS 242A)
- Case Evaluation (from EDS 241/440)

Semester Three: Fall semester, second year (EDS 439 instructor)

- Updated Resume
- Psycho-educational evaluation (from EDS 243 first semester)
- Assessment Resources Notebook (from EDS 244)
- FBA and BIP (from EDS 240)

- Academic Intervention Case Study (from EDS 246A)
- **Early Fieldwork in School Psychology Evaluation Form** (from EDS 439)

Semester Four: Spring semester, second year (EDS 439 instructor)

- Updated Resume
- Disability information pamphlet (from EDS 247)
- **Psycho-educational evaluation (from EDS 243 second semester)**
- Crisis Intervention and Suicide Intervention scripts (from EDS 246b)
- School Psychology Early Fieldwork Evaluation Form (from EDS 439)

Semesters Five & Six: Internship, third year (EDS 441 instructor)

- Updated Resume
- **School Psychology Internship Evaluation Form**
- Behavioral Intervention Case Study
- Academic Intervention Case Study
- **Psycho-educational evaluation**

In addition candidates may include any other items that they deem useful to them in documenting their progress and developing skills. Candidates use the portfolio not only for internal evaluation, but are also encouraged to take it with them to interviews to provide examples of their work and their unique skills. The portfolio is reviewed each semester by a designated faculty member and feedback is provided. The portfolio serves both a formative and summative purpose. Regular semester reviews of the portfolios as well as the final evaluation indicate that candidates are able to produce high level work for inclusion in portfolios. Particularly noteworthy are the academic and behavioral intervention case studies include in the Internship year items. These documents are a relatively recent addition to the portfolio and meet the NASP training standard that requires the Program to be able to document the effect of our interns on K-12 student outcomes.