

**Assurance of Student Learning
2018-2019**

College of Education & Behavioral Sciences

Psychology Department

School Psychology - 147

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Demonstrate competent skills in cognitive, achievement, and behavioral assessment methods.

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| Instrument 1 | Grades in Psy 561, 562, and 643. |
| Instrument 2 | Supervisors' ratings of cognitive, achievement, and behavioral assessment methods during practicum and internship. |
| Instrument 3 | |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | Met | Not Met |
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Student Learning Outcome 2: Apply competent consultation skills, including effective interpersonal dispositions.

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| Instrument 1 | Grades in Psy 645-Consultation. |
| Instrument 2 | Supervisors' ratings of consultation skills during internship. |
| Instrument 3 | Supervisors' ratings of dispositions during internship. |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | Met | Not Met |
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Student Learning Outcome 3: Demonstrate knowledge of research and statistics.

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| Instrument 1 | Grades in Psy 617-Reading and Understanding Statistics in Psychology |
| Instrument 2 | Successfully complete and defend a specialist project. |
| Instrument 3 | |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | Met | Not Met |
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Student learning outcomes were achieved in all three areas. Follow up is ongoing regarding Learning Outcome 3, students successfully completing a thesis on time.

Student Learning Outcome 1

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| Student Learning Outcome | Demonstrate competent skills in cognitive, achievement, and behavioral assessment methods. | | |
| Measurement Instrument 1 | Each of the assessment courses requires applied activities with specific types of assessment. As such, grades are one method of measurement in the assessment courses: Psy 561-Advanced Assessment in Educational Settings, Psy 562-Practicum in Psychological Assessment, and Psy 643-Academic Assessment and Intervention. | | |
| Criteria for Student Success | Students should receive a grade of 'A' or 'B' in each class. | | |
| Program Success Target for this Measurement | 100% | Percent of Program Achieving Target | 100% |
| Methods | The graduate students take Psy 562 and 643 during their first year in the program and Psy 561 during their second year in the program. There were 8 first year students. For Psy 562, there were 6 As and 2 Bs. For Psy 643, there were 8 As. There were 8 second year students. For Psy 561, there were 7 As and 1 B. | | |
| Measurement Instrument 2 | Supervisors' ratings of cognitive, achievement, and behavioral assessment methods during practicum and internship. | | |
| Criteria for Student Success | All ratings of competency at a score of 2 (Advanced Beginner) or higher on a 4-point scale during practicum and at a score of 3 (Competent) or higher on the same scale during internship. | | |
| Program Success Target for this Measurement | 95% | Percent of Program Achieving Target | 100% |
| Methods | At the end of each semester during practicum (2 nd year in program) and internship (3 rd year in program), school-based supervisors are given evaluation forms to complete on each practicum student and intern. There are 3 items related to the students' assessment skills: (a) Demonstrates knowledge of varied methods of assessment and data collection, (b) Is able to apply results of assessment to develop interventions or recommend services, and (c) Is able to apply results of assessment to evaluate interventions, services, or programs. There were 8 students on practicum and 8 students on internship during the 2018-19 school year. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | | | Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| No actions to change were taken. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| No follow-up planned. | | | |

Student Learning Outcome 2

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| Student Learning Outcome | Apply competent consultation skills, including effective interpersonal dispositions. | | |
| Measurement Instrument 1 | The consultation course requires the application of consultation skills with a teacher in a school setting. As such, grades for the course are used (Psy 645-Consultation). | | |
| Criteria for Student Success | Students should receive a grade of 'A' or 'B' in the class. | | |
| Program Success Target for this Measurement | 100% | Percent of Program Achieving Target | 100% |
| Methods | There were 8 students (2 nd year in program) that took the course. All 8 received 'A' grades. | | |
| Measurement Instrument 2 | Supervisors' ratings of consultation skills during internship. | | |
| Criteria for Student Success | All ratings of competency at a score of 3 (Competent) or higher on a 4-point scale during internship. | | |
| Program Success Target for this Measurement | 95% | Percent of Program Achieving Target | 100% |
| Methods | At the end of each semester during internship (3 rd year in program), school-based supervisors are given evaluation forms to complete on each intern. There are 2 items related to the students' consultation skills: (a) Demonstrates knowledge of varied methods of consultation and collaboration, and (b) Demonstrates skills to consult, collaborate, and communicate with others. There were 8 students on internship during the 2018-19 school year. | | |
| Measurement Instrument 3 | Supervisors' ratings of dispositions during internship. | | |
| Criteria for Student Success | All 21 items assessing dispositions rated as 3 (Acceptable) or higher on a 5-point scale. | | |
| Program Success Target for this Measurement | 95% | Percent of Program Achieving Target | 100% |
| Methods | At the end of each semester during internship (3 rd year in program), school-based supervisors are given evaluation forms to complete on each intern. There are 21 items related to dispositions. Ratings are on a 5-point scale (1=Unacceptable, 2=Marginal, 3=Acceptable, 4=On Target, 5=Area of Strength). | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | | Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| No actions to change were taken. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| No follow-up planned. | | | |

Student Learning Outcome 3

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| Student Learning Outcome | Demonstrate knowledge of research and statistics. | | |
| Measurement Instrument 1 | Psy 617-Reading and Understanding Statistics in Psychology requires understanding and interpreting various types of statistics. As such, grades in the course will be used as one measurement instrument. | | |
| Criteria for Student Success | Students should receive a grade of 'A' or 'B' in the class. | | |
| Program Success Target for this Measurement | 100% | Percent of Program Achieving Target | 100% |
| Methods | There were 8 students (first year in program) that took the course. There were 4 that received 'A' grades and 4 that received 'B' grades. | | |
| Measurement Instrument 2 | Successfully complete and defend a specialist project. | | |
| Criteria for Student Success | Students will successfully complete and defend a specialist project by the summer after their 3 rd year in the program. | | |
| Program Success Target for this Measurement | 87% | Percent of Program Achieving Target | 100% |
| Methods | Students are required to complete a research-oriented specialist project. Students must complete a literature review and methods section to propose their projects to their committees, conduct the research, write up their results and discussion sections, and defend their projects before their committees. | | |
| Measurement Instrument 3 | | | |
| Criteria for Student Success | | | |
| Program Success Target for this Measurement | | Percent of Program Achieving Target | |
| Methods | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | | Met |
| Not Met | | | |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| Each year, there are concerns about whether or not students will actually complete their specialist projects in time for them to continue employment in school systems. We initiated having a two-credit section of Psy 699-Specialist Project during the spring semester of their first year in order to get the students started on their projects sooner. This took place for the first time Spring semester, 2019. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| We follow-up every year to look for improvements. Given we just initiated having a section of Psy 699 spring semester of 2019, it's too early to tell yet if that makes a difference in completion rates. | | | |