Degree/Certificate: Educational Specialist

Major/Option: School Psychology Respecialization Online
Submitted by: Susan Ruby
Date: 11/2/2015

<p style="text-align:center">Part I – Program SLO Assessment Report for 2014-15</p>

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.

- ☐ 100% of candidates performed in the Average range on the Praxis subtest measuring Consultation and Collaboration

- ☐ Within Course Assessment, PSYC 560: This was a small cohort (6 students), so averages are not really meaningful. The Consultation Model Paper was graded with 25 points for evidence of application for the Mental Health Consultation Model, 25 points for evidence of application for the Organizational Consultation Model, and 25 points for evidence of application for the Behavioral Consultation Model. Mental Health Points ranged from 23-25 with Mean of 24.4; Organizational, 22-25 with Mean of 24; Behavioral, 21-23 with Mean of 22.

b. Analysis of findings:
   - ☐ Overall, candidates are demonstrating adequate to strong knowledge of consultation across multiple measures.
   - ☐ Interestingly, the course focused most on the Behavioral Consultation Model, but the model is also more complicated and had more required components. The instructor also probably grades harder in this area, as this is the model they must follow for case studies during the intern year.

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 continue to teach as we have been with focus on maintaining fidelity to instruction. Some videos need to be updated for the course.

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

   - ☐ Videos will be updated in fall 2015.

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

   - ☐ 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.

Email report to your Dean and Helen Bergland (hbergland@ewu.edu) by November 2, 2015 | Questions? 509-359-4305

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2013-14 PROGRAM ASSESSMENT REPORT

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.

PLEASE NOTE: 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.
- 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.

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 this year. 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?

   We will continue to identify the relevant courses that provide instruction and assess knowledge of data based decision making. These courses will be aligned with university core literacies for "analyzing quantitatively" and will be further examined using within course assessments (we will actually be looking at data with the rubrics to further instruction).

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