

Assessment of Student Learning Plan (ASLP): Academic Programs

2015-16 Academic Year

University of Southern Maine

***Reminder:** All Department Chairs will be responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form was slightly revised (from last year) to better align with the NEASC accreditation- assessment standards.*

If you have questions about this form, or need assistance with your program assessment plans during this academic year, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu.

**To review your department's ASLP form from last year, please use this link below for the ASLP webpage on the assessment website, then click on departmental ASLP's:*

<https://www.usm.maine.edu/assessment/campus-wide-assessment-student-learning-asl-plan>

A. College, Department, Date

College: CMH

School: SEHD

Department: Teaching and Learning

Program: Educational and School Psychology

Date: 5/11/16

B. Contact Person for the Assessment Plan

Mark W. Steege, Ph.D. NCSp, BCBA-D

Professor

C. Degree Program

Educational and School Psychology

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? Yes
- b. Please see Table 4.7 (pages 15 and 16) of Program Handbook (usm website: School Psychology)
- c. Please see Course Requirements and Documentation of Competencies
- d. Please see PsyD in School Psychology Assessment System (Table 4.8; page 20 of Program Handbook)
- e. Students complete an annual report documenting their completion of courses and targeted assignments. These assignments are uploaded to TK20
- f. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes
 - See Program Handbook

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that are used to determine whether students achieved the stated learning outcomes for the degree.
- b. Examples of direct measures (using a scoring rubric): comprehensive exams, papers or essays, case studies, collection of student work/portfolios, presentations or exhibits, individual or group projects, research studies, internships/practicum, doctoral dissertations.

Examples of indirect measures: alumni surveys or student questionnaires, supervisor surveys, documentation of advisory groups, interviews, and tracking performance on national licensing examinations (e.g, EPPP, BACB). Attainment of professional practice credentials

- c. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).
 - See Program Handbook

Step 3: Using the Assessment results to Improve Student Learning

- a. Annual Reports are reviewed by faculty with students. These reviews are used for advising individually tailored action plans and course of study.

- b. Date of most recent program review/self-study? 2015

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

Yes, each course includes a project/assignment that is uploaded to TK20.

F. Community Engagement Activities in your departmental curriculum:

a. *Does your department have a student learning outcome that is related to any community engagement activities?* Each School Psychology student completes 600 hours of practica experiences (see: SPY 693 Practicum 1 and SPY 694 Practicum 2). Each School Psychology student completes 1500-2000 hours of internship experiences (see SPY 788). The experiences occur within school (PreK to 12) and human service agency settings. Students are supervised by a doctoral level Licensed Psychologist. The Psychologist conducts formative and summative assessments of the students competencies in a wide range of clinical competencies within the field of School Psychology. Students also complete a community-based research project as part of the doctoral dissertation.

b. *Please indicate what community engagement activities are included in your program's curriculum, and whether the activities are required or optional for students in your major. See SPY 693, SPY 694, SPY 788.*

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	<u> X </u>	Required
Student-Faculty Community Research Project	<u> X </u>	Optional

Internship, or a Field Experience	<input checked="" type="checkbox"/>	Required
Independent Study (community-related project)	<input type="checkbox"/>	Optional
Capstone Course (community-related project)	<input checked="" type="checkbox"/>	Required
Service-Learning (course-based)	<input checked="" type="checkbox"/>	Required + Optional
Dissertation	<input checked="" type="checkbox"/>	Required

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

SPY 693, SPY 694, SPY 788, SPY 751, SPY 759

Reminder: Please complete and submit this form by the end of the academic year, May 2016.