

Assessment of Student Learning Plan (ASLP): Education & School Psychology

2016-17 Academic Year

A. College, Department, Date

College CMHS
Department Teaching and Learning
Date May 11, 2017

B. Contact Person for the Assessment Plan

Name and title: Mark Steege

C. Degree Program

Name of Degree Program: Education & 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 : Please see Table 4.7 (p15-16) of Program Handbook School Psychology website**
- b. Please identify which of your student learning outcome(s) were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).
- Please see Course Requirements and Documentation of Competencies, Table 4.8, page 20 of Program Handbook. Students complete an annual report documenting their completion of courses and targeted assignments, uploaded to TK20.**
- c. 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

- d. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

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.

See Program Handbook

- e. 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: documentation of advisory groups, interviews, and tracking performance on national licensing exams (EPPP, BACB). Attainment of professional practice credentials.

Step 3: Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).

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

- b. What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?

- c. 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? If so, please state the outcome.

Each student completes 600 hrs of practica experiences (SPY 693). Practicum 1 and Practicum 2 (SPY 694), each student completes 1500-2000 hrs of internship experiences (SPY 788). The experience 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 student's competencies in a wide rand 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 if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	Required
Internship, or a Field Experience	Required
Independent Study (community-related project)	Optional
Capstone Course (community-related project)	Required
Service-Learning (course-based)	Required
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	Required
Other Activities (not mentioned above):	Dissertation Required

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

SPY 693, 694, 788, 751, 759