

**Assessment of Student Learning Plans (ASLP) for:
Educational Psychology (MS) and School Psychology (PsyD)**

2017-18 Academic Year

ASLP: Educational Psychology (MS)

A. College, Department, Date

College College of Management and Human Services
Department Educational and School Psychology
Date 5/21/18

B. Contact Person for the Assessment Plan

Name and title:

Jamie Pratt, Chair and Assistant Professor of Educational and School Psychology

C. Degree Program

Name of Degree Program:

Master of Science (MS) in Educational 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? No

i. If yes, please indicate the url: _____

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

1. Students will define and provide examples of the foundational behavior analytic principles and concepts outlined by the Behavior Analyst Certification Board's Task List 4.

2. Students will behave in accordance with the ethical and professional standards established by the Behavior Analyst Certification Board's Professional and Ethical Compliance Code.

3. Students will explain and use the behavior analytic assessment and intervention procedures outlined by the Behavior Analyst Certification Board's Task List 4.

- 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).

Outcome assessments are embedded within required courses, and each required course is offered annually.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Required courses and linkages to BACB standards are outlined in the MS in Educational Psychology Program Handbook, which is available on the program website: <https://usm.maine.edu/educational-psychology/student-handbooks>

Step 2: Assessment Methods Selected and Implemented

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

Standard assignments and tests embedded within required courses are used to assess learning outcomes during the program. An applied learning project in SPY 607 serves as the culminating assessment. Subsequent to completion of the program, passing scores on the Behavior Analyst Certification Program serve as another measure of learning outcomes.

- b. 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).

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___ course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

During the summer semester, all students enrolled in SPY 607 complete an applied learning project that requires them to integrate skills and knowledge from all required courses and therefore demonstrate mastery of Outcomes 1-3. Projects are graded on a rubric by a faculty member, who is a Board Certified Behavior Analyst-Doctoral.

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).*

Course grades are reviewed by program faculty at the end of each semester to ensure each matriculated student has earned a grade of B or better in required courses. Student performance on the culminating project in SPY 607 is reviewed by a faculty member, and both formative and summative feedback are offered.

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

Additional practice with multiple choice examinations has been integrated into the program to prepare students for the Behavior Analyst Certification Exam.

- c. *Date of most recent program review/self-study?*

June 2017. The Behavior Analyst Certification Board reviews and verifies the program of study on an annual basis.

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.*

In SPY 607, students complete an applied learning project that requires them to integrate core behavior analytic assessment and intervention knowledge and skills. The project is graded using a comprehensive scoring rubric.

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.

Students complete 1500 hours of supervised experiences concurrent with coursework, but independent of University oversight.

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)	R	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	O
Other activities:		

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

Entry-level courses: _____ Mid-level courses: _____ Upper-level courses: _____

ASLP: School Psychology (PsyD)

A. College, Department, Date

College: College of Management and Human Service
Department: Educational and School Psychology
Date: 5/21/2018

B. Contact Person for the Assessment Plan

Name and Title:

Jamie Pratt, Chair and Assistant Professor of Educational and School Psychology

C. Degree Program

Name of Degree Program:

Doctor of Psychology (PsyD) in 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
 - i. *If yes, please indicate the url:* Program goals and objectives and student learning outcomes are outlined in the PsyD Program Handbook (pp. 11-13 and 23-28), which is available here: <https://usm.maine.edu/school-psychology/student-handbook>
 - ii. *If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?***
- 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). All outcomes are assessed each year for students in corresponding phases of the program.*

c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes

i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

The PsyD Program Handbook includes a table linking learning outcomes with specific courses (pp. 23-28), tables with recommended course sequences (pp. 19-22), and a table of the comprehensive assessment system (pp. 30-31). The PsyD Program Handbook (pp. 23-28), which is available here: <https://usm.maine.edu/school-psychology/student-handbook>

Step 2: Assessment Methods Selected and Implemented

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

Direct measures include the following:

- Annual Matriculated Student Report
- Field-Placement Supervisor Evaluations (Practicum I, Practicum II, and Predoctoral Internship)
- Comprehensive Exam
- Dissertation
- Portfolio

d. 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).

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___ course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

Annual Matriculated Student Report. At the end of each academic year, students complete a self-assessment of competencies related to each program goal. Faculty meet to review the reports and generate written

feedback. Performance improvement plans are developed for students who are not making satisfactory progress, as rated by Likert scales.

Field-Placement Evaluations. Students complete Practicum I (3 credits, 300 hours), Practicum II (3 credits, 300 hours), and Pre-doctoral Internship (9 credits, 1500+ hours). At the end of each semester of enrollment in a field-placement course, the supervising psychologist completes a performance evaluation of competencies related to program goals. To earn credit for each semester of practicum or internship, students must obtain satisfactory Likert scale ratings on these evaluations.

Comprehensive Examination. During their last semester of coursework, students complete a written comprehensive exam composed of 15 essay questions that assess knowledge linked to core program goals. Faculty utilize a scoring rubric to evaluate responses in terms of content knowledge and writing quality. Students must obtain a passing score (7 out of 10) on 14 questions in order to promote to doctoral candidacy and begin the pre-doctoral internship.

Dissertation. Students conduct and defend an empirical dissertation before a 3-person committee comprised of at least two core program faculty. Students must successfully defend the dissertation, as determined by a committee vote, to earn the PsyD degree.

Portfolios. Students complete portfolios for Practicum I, Practicum II, and Pre-doctoral Internship. Each portfolio must include (a) evidence to support the acquisition of knowledge and skills across the ten domains of practice established by the National Association of School Psychologists (NASP) and (b) NASP's Self-Assessment for School Psychologists.

Step 3: Using the Assessment results to Improve Student Learning

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

Program faculty meet each spring to review each student's Annual Matriculated Student Report and transcript. Areas of strength and weakness are discussed, and written feedback is provided to students.

Comprehensive exams are scored by program faculty within 7 days of completion. Faculty score exam questions relevant to their areas of

expertise, and the Chair sums the total scores to determine whether each student passes or needs to re-take the exam.

Successful defense of the dissertation is determined by the vote of a 3-person dissertation committee, which is composed of two core program faculty and another faculty member or practicing psychologist. Votes occur immediately after the oral defense, and results are communicated to students the same day.

Field-placement evaluations and portfolios are reviewed by the program's Field Placement Coordinator at the end of each academic semester. Assessment results determine whether each student passes the associated field-placement course.

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

At the level of the individual student, assessment data are used to establish individualized professional development plans. At the level of the program, program assessment results are used to identify and address gaps in the curriculum. Recent data were used to inform revisions to the program of study to include an additional course on systems-level preventative and responsive services and to refine expectations for the practica portfolios.

- f. *Date of most recent program review/self-study?*

NA. A self-study is underway for review by CAEP in 2022. Preparation for a self-study for APA is beginning.

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.*

Portfolios are developed and reviewed for each field-placement course: Practicum I, Practicum II, and Internship. Comprehensive projects with associated grading rubrics are included in all assessment and intervention courses.

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.

All learning outcomes are tied to the completion of field placements. Concurrent with coursework, all students complete Practicum I (300 hours) and Practicum II (300) under the supervision of a doctoral-level psychologist in schools, hospitals, clinics, or related settings. The culminating field experience in the program is a 1500+ hour pre-doctoral internship, which is completed under the supervision of a licensed psychologist in schools and/or related clinical settings serving children from birth through age 20 years.

Learning outcomes related to research competencies are tied to the completion of a dissertation. Students complete applied research in schools or related clinical settings to address the academic, social, emotional, and/or behavioral needs of school-aged children.

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)	<u>R</u>	<u>O</u>
Student-Faculty Community Research Project	R	<u>O</u>
Internship, or a Field Experience	<u>R</u>	<u>O</u>
Independent Study (community-related project)	R	<u>O</u>
Capstone Course (community-related project)	R	<u>O</u>
Service-Learning (course-based)	R	<u>O</u>
Study Abroad, or an International Program	R	<u>O</u>
Interdisciplinary Collaborative Project (community related)	R	<u>O</u>
Student Leadership Activities (related to a team project)	R	<u>O</u>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	<u>O</u>
Other activities:		

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 759