**Annual Assessment Report for 2020-2021 AY**

Department/Program: \_\_\_\_School Psychology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree \_\_EdS\_\_\_

Assessment Coordinator: \_\_\_Marilyn Wilson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Please list the learning outcomes you assessed this year.**

Goal 1: Theory and Content in Psychology. Students can demonstrate conceptual mastery of an area of emphasis in depth.

1. Students demonstrate their knowledge and understanding of theory and research in the following areas most related to the field of school psychology: cognition, motivation, development, learning, and psychopharmacology.

Goal 2: Methodology and Technology. Students can understand and be able to use major research methods in psychology, including design, data analysis, and interpretation.

1. Students can apply the appropriate use of various research designed for addressing different types of question and hypotheses.
2. Students can collect data under supervised direction.
3. Students can enter and analyze data using a computer statistical package and interpret basic descriptive and inferential statistics.
4. Students can apply the scientific method and statistical techniques in research (e.g., thesis).

**NASP Training Standards**

**Domain 3: Academic Interventions and Instructional Supports**School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

**Domain 4: Mental and Behavioral Health Services and Interventions**   
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 5: School-Wide Practices to Promote Learning**School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health.

**Domain 9: Research and Evidence-Based Practice**School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

**Domain 10: Legal, Ethical, and Professional Practice**School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

The NASP Domains (#3, 4, 5, 10) and Goal 1 – Theory and Content – were assessed with the PRAXIS II, an ETS measure for school psychology. The national passing score is 147 to obtain the National Certification in School Psychology (NCSP). The program goal is 100% pass rate. Domain scores are also reported with national average range. It is expected that ¾ of the students will score in the average range or above.

Goal 1 – on Methodology and Technology, and NASP Domain 9 on Research was assessed with Embedded Questions in the final exam given in Measurement, Research Design, and Statistics (Psychology 244A), a course required for all first year Psychology graduate students. The ‘Selecting Statistics’ questions ask students to read a number of research scenarios and select the appropriate statistic to match the research scenario. The ‘Interpreting SPSS Output’ questions ask students to inspect a SPSS output and answer questions regarding the substantive meaning of the output. These questions address technology. A third question requires the students to develop an APA table of the results. It is expected that students will get 75% of these questions correct.

1. **What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.**

Embedded Questions

The final exam for Psych 244 included 21 embedded items testing students' statistical skills. The mean number correct was 16.97 (80%) for all Psych graduate students (N = 29). The EdS students obtained a mean of 19.19 (91%). The items were broken down in 6 points for selecting the correct statistical test, 9 points for interpretation, and 6 points for developing an APA table. Therefore, the EdS students surpassed the expectation of 75% correct.

|  |  |  |  |
| --- | --- | --- | --- |
| Embedded Items | All (N=29)  Mean | EdS (N=13)  Mean | EdS % Proficient  <75% |
| Statistical test (6 points) | 5.76 | 6 | 100% |
| Interpretation (9 points) | 6.88 | 7.96 | 92% |
| APA table (6 points) | 4.33 | 5.23 | 100% |

The results were similar to previous years. According to the course instructor – “G/E's did WORSE than the others in terms of picking statistics. School Psychs did better than ABA's in reading output and School Psychs did better than ABA and G/E in making tables. Basically, this crop of School Psych's rocked it.  Teach them some rules and they learn them and use them!”

Students in the EdS program are expected to interpret and apply research. The school psych program also emphasizes case studies and single subject design. Those were evaluated via the PND in case studies. We believe these data demonstrate that the program is successfully meeting the goals on research.

PRAXIS

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **N** | **Year** | **Overall** | **Prof Prac** | **Direct/Indirect** | **System** | **Foundations** | **Above**  **Avg Range** | **AVG RANGE** | **Below Avg Range** |
| 11 | 2019 | 169.36 | 23.18 | 14.09 | 14.27 | 26.09 | 16.00% | 80.00% | 5.00% |
| 12 | 2020 | 172.58 | 25.17 | 19.92 | 14.33 | 24.75 | 23.00% | 69.00% | 8.00% |
| **11** | **2021** | **165.18** | **23.45** | **17.64** | **13.18** | **24.45** | **9.00%** | **59.00%** | **32.00%** |
|  | **AVERAGE** | 169.04 | 23.93 | 17.21 | 13.93 | 25.10 | 16.00% | 71.00% | 13.00% |
|  |  | **RANGE** |  |  |  |  |  |  |  |
|  |  | BELOW | 12% | 9% | 18% | 12% |  |  |  |
|  |  | AVERAGE | 65% | 79% | 71% | 71% |  |  |  |
|  |  | ABOVE | 24% | 12% | 12% | 18% |  |  |  |

The most valid score, as indicated by ETS, the authors of the PRAXIS, is the Overall score. Passing at the national level is 147. All students (100%) passed on their first attempt in 2020-2021, as in the previous years. Therefore, this goal was met.

ETS says “Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full sets of questions. Furthermore, the questions in a category may vary in difficulty from one test to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate’s level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.” We examine the category-level scores each year to note any programmatic weaknesses in curriculum.

While the majority of our student score in the average range for all categories, there were more scores in the Below Average range for this year’s cohort (32%; therefore, this cohort did not achieve the expected standard of 75% in the average or above average range.

Data from the previous two years were included for comparison as the primary use of these data are for programmatic changes, not evaluating individual students. Clearly 2020-2021 was not a typical year academically and that may account for some lower scores. An area that may need strengthening is Systems Level Services. This finding was reinforced with a Self-Assessment measure completed by the 2020-2021 internship class.

1. **What changes, if any, do you recommend based on the assessment data?**
2. Embedded questions. No changes were noted as necessary for the data and research goals. The EdS students are mastering the material and able to apply the information as demonstrated on the embedded questions.
3. PRAXIS.
   * We could provide more systematic support for studying for the PRAXIS. Overall, we believe our curriculum provides a strong foundation for the professional exam, and the results thus far have supported that. Students are provided with resources and encouraged to study together; that may have been more challenging during the pandemic.
   * More assignments related to system-wide work are being incorporated into the internship class. That was challenging last year but will be critical in 2021-2022 as children return to schools with academic and social needs.
4. **If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report, please write N/A as your answer to this question.**

The last Annual report submitted by the Ed.S program was 2017-2018. In 2018-2019 we were exempt as Melissa Jordine, the university assessment coordinator, was working with the doctoral programs to develop a different annual report format and we were grouped with them. The main part of the doctoral template is the same as this template; the first part asks for all goals and measures and therefore is synonymous with the SOAP. – which I did update this year. No programs submitted annual reports in 2019-2020 due to the pandemic. My comments are from the 2017-2018 report.

* Based on the Alumni Survey and our Advisory Board, we added additional theory and training in implementation of the Patterns of Strengths and Weaknesses (PSW) model of identification for specific learning disabilities as several local districts are adopting this model. We have continued to provide training on PSW.
* The instructors in the intervention classes have been working more closely with field supervisors to support students in their intervention projects. That was extremely difficult last year with some projects conducted virtually, some with families instead of teachers, etc. Field supervisors were provided with additional materials on how to provide mock and alternative experiences for students. We will be closely monitoring advanced students to discover and remediate any missed intervention opportunities this year.
* We indicated we were working towards incorporating systematic assessment for autism into our coursework; that goal remains elusive. It is hoped that when we can hire additional faculty that we will be able to incorporate more training on autism.
* We have added additional coursework on Mental Health, Trauma, and Social Emotional Learning (SEL) in response to recent emphases in the field. That continues to be critical. Our new faculty, Dr. Swami, brings expertise in counseling.

1. **What assessment activities will you be conducting during the next academic year?**

We conduct all the activities listed in our SOAP every year (Evaluations by field supervisors and faculty twice per year, Functional Behavior Analysis in Psych 278, Percent of Nonoverlapping Data Points for interventions in Psych 278, Psych 286, Psych 279, and Psych 267, the PRAXIS exam, embedded questions in Psych 244A, and Kremen Exit Survey) except the alumni survey which is administered every three years. We will be conducting an alumni survey and/or focus groups as part of our upcoming CTC site visit in spring 2022.

1. **What progress have you made on items from your last program review action plan?**

The only recommendation for the EdS program at the last university program review (2018-2019) was additional faculty. We were able to search in Fall 2019 and able to hire Dr. Sruthi Swami in spring 2020. Last year was her first year as an assistant professor in school psychology. Hiring another school psych faculty is high on the department priority list. However, a search for school psychology was not authorized for 2021-2022.