

University of Nebraska Kearney

Detailed Assessment Report 2012-2013 School Psychology *As of: 5/27/2014 09:38 AM CDT*

Mission / Purpose

The mission of the School Psychology program at the University of Nebraska at Kearney is to train professional school psychologists to support schools through advocacy and leadership to enhance the mental health and educational competency of all children.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Data Based Decision Making and Accountability

Knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Related Measures

M 1: Practicum CSP 921

Practicum (CSP 921): An additional Practicum has been developed and is now required of all School Psychology students. CSP 921 – Intervention Practicum is required of all students prior to internship, near the completion of the program. Students must demonstrate the required individual counseling, small group counseling, social skills/academic/and behavioral intervention skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Evaluation of Practicum Services](#)

Target:

80% of our students will be rated at or above a level 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2. Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

M 2: Practicum CSP 922

Practicum (CSP 922): Problem Solving Assessment Practicum (CSP 922) is required of all students in School Psychology prior to the internship, near the completion of the program. Students must demonstrate the required assessment, consultation and measurement skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

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[Evaluation of Practicum Services](#)

Target:

80% of our students will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2. Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

Finding (2011-2012) - Target: Met

100% of students rated at or above a level 3 = 100% Skills Mean = 4.25; Dispositions Mean = 4.67; N = 15

Finding (2010-2011) - Target: Met

% of students rated at or above a level 3 = 100% Skills: Mean = 4.75; Dispositions: Mean = 4.81; N = 8

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100%
Mean = 3.99;
Dispositions: Mean = 4.51; Range = 3.7-4.8
N = 8

Finding (2008-2009) - Target: Met

% of students rated at or above a level 3 = 100%
Mean = 4.67; Range = 4.00 - 5.00
Dispositions: Mean = 4.90; Range = 4.07 - 5.00
N = 8

Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 % Mean = 3.7 N = 6 ; Dispositions Range = 3.8 - 4.9 Mean = 4.5 N = 6

M 3: Praxis II

National Certification Exam in School Psychology (NCSP): All school psychology students must take the Praxis II examination and provide scores as a graduation requirement. These scores provide specific information related to student outcome knowledge and effectiveness of the program. The faculty evaluates the results of student outcomes. The PRAXIS II Exam was updated and re-scaled during the 2009-10 academic year. The current exam is scaled with a Passing Score of 165, and a Range of 100 - 200.

Source of Evidence: Certification or licensure exam, national or state

Target:

80 % of our students will achieve a score at or above 165 on the PRAXIS II.

Finding (2012-2013) - Target: Met

93% of students attained a passing score at or above 165, Mean = 172.3, Range = 163-183, N = 15

Finding (2011-2012) - Target: Met

92% of students attaining a passing score at or above 165 = 100%, Mean = 173.31, Range = 164-183, N = 13

Finding (2010-2011) - Target: Met

% of students attaining a passing score at or above 165 = 100%, Mean = 171, Range = 165-175, N = 7

Finding (2009-2010) - Target: Met

% of students attaining a passing score at or above 167 = 86%

Mean = 169

Range = 164 - 178

N = 7

Finding (2008-2009) - Target: Met

% of students attaining a passing score at or above 167 = 100%

Mean = 174

Range = 167 - 184

N = 7

Finding (2007 - 2008) - Target: Met

Range = 660 - 820

Mean = 709

% of students attaining a score at or above 660 = 100%

N = 11

M 4: Comprehensive Exam

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. .

The Exams consist of three Case Study Presentations:

1. N=1 - Academic Intervention
2. N = 1 - Social/Emotional/Behavioral Intervention
3. Systems Level Intervention

Each Case Study is presented to faculty member. Three faculty members evaluate student (one for each Case Presentation) . The Exams have been re-scaled to align with the new evaluation rubric (Scientific Problem Solving

Model Evaluation Rubric):

Excellent = 105 - 90 points

Satisfactory = 89 - 45 points

Needs Improvement = <45 points

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80 % of our students will score at or above a level of 45.

Finding (2012-2013) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 82.1; Behavioral Mean = 79.6; Systems Mean = 79.7; Overall Mean = 80.5

Finding (2011-2012) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 97.5; Behavioral Mean = 95.63; Systems Mean = 99.13.0; Overall Mean = 97.50

Finding (2010-2011) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic: Mean = 79.5; Behavioral: Mean = 92.4; Systems: Mean = 84.0; Overall Mean = 85.3

Finding (2009-2010) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%

Academic: Mean = 98;

Behavioral: Mean = 100.6;

Systems: Mean = 99.16;

Overall Mean = 99.28

Finding (2008-2009) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%

Academic: Mean = 81.5; Range = 45 - 100

Behavioral: Mean = 92.2; Range = 84 -99

Systems: Mean = 81.7; Range = 65 - 92

Overall Mean = 85.1

Finding (2007 - 2008) - Target: Met

Range = 2.47 - 2.53

Mean = 2.50

N = 8

M 5: Research

Students in the School Psychology program are required to successfully complete CSP 991 in which they design, carry through and write a scholarly study. Students present the results of their research activities as part of the comprehensive examination process. Multiple evaluators from the faculty are used to assess the results. Other students are invited to attend these presentations. In addition, the following components are required for completion of the scholarly project: (1) two journal-ready manuscripts; (2) completed NASP proposal for conference presentation; 3. either a poster or paper presentation at NASP, state association conference, or UNK Research Symposium. Three measures of competency are taken: 1. Acceptance rate of research proposals for presentation at national conferences (National Association of School Psychologists and National Trainers of School Psychologists), etc. 2. Evaluation of Proposal for Research 3. Evaluation of Completed Study

Source of Evidence: Senior thesis or culminating major project

Target:

Acceptance Rate: 50% of the proposals submitted for blind review will be accepted for National presentation.

Proposal and Completed Study: 80% of our students will score at or above a level of 3 on a 1 - 5 scale

Finding (2012-2013) - Target: Met

Acceptance Rate: # submitted = 7; # accepted = 7; % of Acceptance = 100%. Proposals for Research: Mean = 3.98; Range = 3.5 - 4.6; N = 7. Completed Study: Mean = 4.6; Range = 4.0 - 5.0; N = 15

Finding (2011-2012) - Target: Met

Acceptance Rate: # submitted = 8; # accepted = 8; % of Acceptance = 100 involving 21 School Psychology students.
Proposals for Research: Mean = 4.14; Range = 3.4 - 4.8; N = 15. Completed Study: Mean = 4.67; Range = 4.0 - 5.0; N = 8

Finding (2010-2011) - Target: Met

Acceptance Rate: # submitted = 9; # accepted = 9; % of Acceptance = 100. Proposals for Research: Mean = 4.1; Range = 3.5 - 4.7; N = 6. Completed Study: Mean = 4.7; Range = 4.2 - 5.0; N = 8

Finding (2009-2010) - Target: Met

Acceptance Rate: # submitted = 13; # accepted = 12; % of Acceptance = 92.
Proposals for Research: Mean = 4.2; Range = 3.8 - 4.6; N = 5.
Completed Study: Mean = 4.5; Range = 4.0 - 5.0; N = 7

Finding (2008-2009) - Target: Met

Acceptance Rate: # submitted = 9; # accepted = 7; % of Acceptance = 78.
Proposals for Research: Mean = 4.22; Range = 4.00 - 4.50; N = 10.
Completed Study: Mean = 4.58; Range = 4.20 - 5.00; N = 6

Finding (2007 - 2008) - Target: Met

Acceptance Rate: # submitted = 8
accepted = 8
%of acceptance = 100 %
Proposals for Research: Range = 3.00 - 4.90
Mean = 4.10
N = 14
Completed Study: Range = 3.10 - 4.0
Mean = 3.5
N = 8

M 6: Internship

All students are required to successfully complete an internship experience which involves direct field experience (1200 clock hours) in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. Site supervisors assess the students' effectiveness in demonstrating competence related to skills and learning objectives. Site supervisors also rate each item on each of professional standards as to their perceived importance. This provides a measure indicating the relevancy of training provided by the program as perceived by the field-based practitioners. Additionally, Professional Conduct Skills (i.e., Dispositions) are measured at the end of the internships. These dispositions are rated by the intern's Site Supervisor (i.e., certified school psychologist), Administrator, Parent(s), and Teacher(s) who worked with the intern.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Evaluation of the Efficacy of School Psych Internship Services](#)

Target:

Skills: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale.

Dispositions: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

% of interns rated on skills at or above level of 2 = 100%. Skills ratings mean = 2.86; Dispositions ratings mean = 2.62; N = 15

Finding (2011-2012) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.36; Professional Conduct (Dispositions) ratings: Mean = 4.87; N = 9

Finding (2010-2011) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.4; Professional Conduct (Dispositions) ratings: Mean = 4.45; N = 8

Finding (2009-2010) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.7;
Professional Conduct (Dispositions) ratings: Mean = 4.76;
N = 7

Finding (2008-2009) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.50; Range = 3.92 - 4.86.
Professional Conduct (Dispositions) ratings: Mean = 4.78; Range = 4.30 - 5.00
N = 6

Finding (2007 - 2008) - Target: Met

Summative Ratings of Efficacy: N = 8
% of interns rated at or above 3 = 100%
Mean = 4.63 Dispositions Ratings by Site Supervisor: Mean = 4.06

M 7: Application for Candidacy

The School Psychology Committee, made up of faculty members, meet on a regular basis (twice/month). An on-going agenda item involves discussion and action related to student concerns and concerns about students. A student who wishes to become a candidate for the Ed.S. Degree will file an Application for Candidacy with the Graduate Dean. Satisfactory progress in, and completion of, departmental requirements must be fulfilled. The "piloted" Application for Candidacy process/form is a component of an annual evaluation process; a comprehensive review including an evaluation of academic progress, professional conduct, continuing professional development, professional involvement/commitment, core competencies, and completion of core courses.

Source of Evidence: Academic direct measure of learning - other

Target:

80% of our students will be rated as Acceptable or Commendable on Application For Candidacy

Finding (2012-2013) - Target: Met

% of students rated as Acceptable or Commendable = 100%; # needing Remediation = 0; # rated as Acceptable = 4; # rated as Commendable = 2; N = 6

Finding (2011-2012) - Target: Met

% of students rated as Acceptable or Commendable = 88%; # needing Remediation = 1; # rated as Acceptable = 4; # rated as Commendable = 3; N = 8

Finding (2010-2011) - Target: Met

% of students rated as Acceptable or Commendable = 100%; # needing Remediation = 0; # rated as Acceptable = 15; # rated as Commendable = 6; N = 21

Finding (2009-2010) - Target: Met

% of students rated as Acceptable or Commendable = 93%;
needing Remediation = 1;
rated as Acceptable = 12;
rated as Commendable = 1;
N = 14

Finding (2008-2009) - Target: Met

% of students rated as Acceptable or Commendable = 100%;
needing Remediation = 0;
rated as Acceptable = 5;
rated as Commendable = 3;
N = 8

Finding (2007 - 2008) - Target: Met

N = 6; #Needing Remediation = 0; # rated as Acceptable = 2; # rated as Commendable = 4; % of students rated as Acceptable or Commendable on Application For Candidacy = 100%

M 8: Graduate Follow-Up Survey

School Psychology students graduate primarily at the end of spring semester (average n = approximately 10 students). Currently, follow-up graduate surveys have been collected every five years as a component of comprehensive research projects, focusing on program evaluation. Graduate Follow-Up Survey data will again be collected in Spring 2014.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Graduates will rate the training they received at UNK as Adequate or above (i.e, a level of 3 or above on a 1 - 5 scale)

Finding (2012-2013) - Target: Met

100% met target of a 3 or above. Range = 3.15 - 4.23 Mean = 3.79 N = 13

Finding (2011-2012) - Target: Met

100% met target of a 3 or above. Range = 3.15 - 4.23 Mean = 3.79 N = 13

Finding (2010-2011) - Target: Met

Range = 3.15 - 4.23 Mean = 3.79 N = 13

Finding (2009-2010) - Target: Met

Range = 3.15 - 4.23
Mean = 3.79
N = 13

Finding (2007 - 2008) - Target: Met

Range = 3.15 - 4.23
Mean = 3.79
N = 13

SLO 2: Consultation and Collaboration

Knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

Related Measures

M 1: Practicum CSP 921

Practicum (CSP 921): An additional Practicum has been developed and is now required of all School Psychology students. CSP 921 – Intervention Practicum is required of all students prior to internship, near the completion of the program. Students must demonstrate the required individual counseling, small group counseling, social skills/academic/and behavioral intervention skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Evaluation of Practicum Services](#)

Target:

80% of our students will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2 = 100% Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

Finding (2011-2012) - Target: Met

100% of students rated at or above a level 3 = 100% Skills Mean = 4.59; Dispositions Mean = 4.81; N = 15

Finding (2010-2011) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.52; Dispositions: Mean = 4.81; N = 7

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.52; Dispositions: Mean = 4.81; N = 7

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100%

Mean = 4.07;

Dispositions: Mean = 4.51; Range = 3.7-4.8

N = 8

Finding (2008-2009) - Target: Met

% of students rated at or above a level 3 = 100%

Mean = 4.71; Range = 4.40 - 5.0;

Dispositions: Mean = 4.90; Range = 4.07 - 5.0

N = 8

Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 %

Mean = 3.8

N = 6

Dispositions

Range = 3.8 - 4.9

Mean = 4.5

N = 6

M 2: Practicum CSP 922

Practicum (CSP 922): Problem Solving Assessment Practicum (CSP 922) is required of all students in School Psychology prior to the internship, near the completion of the program. Students must demonstrate the required assessment, consultation and measurement skills before registering for internship (CSP 922) and are assessed by the faculty and field supervisors.

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100% of students rated at or above a level 3 = 100% Skills Mean = 4.25; Dispositions Mean = 4.67; N = 15

Finding (2010-2011) - Target: Met

% of students rated at or above a level 3 = 100% Skills: Mean = 4.75; Dispositions: Mean = 4.81; N = 8

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100%

Mean = 4.07;

Dispositions: Mean = 4.51; Range = 3.7-4.8

N = 8

Finding (2008-2009) - Target: Met

% of students rated at or above a level 3 = 100%

Mean = 4.61; Range = 4.10 - 5.00

Dispositions: Mean = 4.90; Range = 4.07 - 5.00

N = 8

Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 % Mean = 3.8 N = 6 ; Dispositions Range = 3.8 - 4.9 Mean = 4.5 N = 6

M 3: Praxis II

National Certification Exam in School Psychology (NCSP): All school psychology students must take the Praxis II examination and provide scores as a graduation requirement. These scores provide specific information related to student outcome knowledge and effectiveness of the program. The faculty evaluates the results of student outcomes. The PRAXIS II Exam was updated and re-scaled during the 2009-10 academic year. The current exam is scaled with a Passing Score of 165, and a Range of 100 - 200.

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92% of students attaining a passing score at or above 165 = 100%, Mean = 173.31, Range = 164-183, N = 13

Finding (2010-2011) - Target: Met

% of students attaining a passing score at or above 165 = 100%, Mean = 171, Range = 165-175, N = 7

Finding (2009-2010) - Target: Met

% of students attaining a passing score at or above 167 = 86%
Mean = 169
Range = 164 - 178
N = 7

Finding (2008-2009) - Target: Met

% of students attaining a passing score at or above 167 = 100%
Mean = 174
Range = 167 - 184
N = 7

Finding (2007 - 2008) - Target: Met

Range = 660 - 820 Mean = 709 % of students attaining a score at or above 660 = 100% N = 11

M 4: Comprehensive Exam

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. .

The Exams consist of three Case Study Presentations:

1. N=1 - Academic Intervention
2. N = 1 - Social/Emotional/Behavioral Intervention
3. Systems Level Intervention

Each Case Study is presented to faculty member. Three faculty members evaluate student (one for each Case Presentation) . The Exams have been re-scaled to align with the new evaluation rubric (Scientific Problem Solving Model Evaluation Rubric):

Excellent = 105 - 90 points
Satisfactory = 89 - 45 points
Needs Improvement = <45 points

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80 % of our students will score at or above a level of 45.

Finding (2012-2013) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 82.1; Behavioral Mean = 79.6; Systems Mean = 79.7; Overall Mean = 80.5

Finding (2011-2012) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 97.5; Behavioral Mean = 95.63; Systems Mean = 99.13.0; Overall Mean = 97.50

Finding (2010-2011) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic: Mean = 79.5; Behavioral: Mean = 92.4; Systems: Mean = 84.0; Overall Mean = 85.3

Finding (2009-2010) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%
Academic: Mean = 98;
Behavioral: Mean = 100.6;
Systems: Mean = 99.16;
Overall Mean = 99.28

Finding (2008-2009) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%
Academic: Mean = 81.5; Range = 45 - 100
Behavioral: Mean = 92.2; Range = 84 -99
Systems: Mean = 81.7; Range = 65 - 92
Overall Mean = 85.1

Finding (2007 - 2008) - Target: Met

Range = 2.47 - 2.53 Mean = 2.50 N = 8

M 6: Internship

All students are required to successfully complete an internship experience which involves direct field experience (1200 clock hours) in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. Site supervisors assess the students' effectiveness in demonstrating competence related to skills and learning objectives. Site supervisors also rate each item on each of professional standards as to their perceived importance. This provides a measure indicating the relevancy of training provided by the program as perceived by the field-based practitioners. Additionally, Professional Conduct Skills (i.e., Dispositions) are measured at the end of the internships. These dispositions are rated by the intern's Site Supervisor (i.e., certified school psychologist), Administrator, Parent(s), and Teacher(s) who worked with the intern.

Source of Evidence: Field work, internship, or teaching evaluation

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% of interns rated on skills at or above level of 2 = 100%. Skills ratings mean = 2.86; Dispositions ratings mean = 2.62; N = 15

Finding (2011-2012) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.36; Professional Conduct (Dispositions) ratings: Mean = 4.87; N = 9

Finding (2010-2011) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.4; Professional

Conduct (Dispositions) ratings: Mean = 4.45; N = 8

Finding (2009-2010) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.76;
Professional Conduct (Dispositions) ratings: Mean = 4.76;
N = 7

Finding (2008-2009) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.50; Range = 3.92 - 4.86.
Professional Conduct (Dispositions) ratings: Mean = 4.78; Range = 4.30 - 5.00
N = 6

Finding (2007 - 2008) - Target: Met

Summative Ratings of Efficacy: N = 8 % of interns rated at or above 3 = 100% Mean = 4.57 Dispositions
Ratings by Site Supervisor: Mean = 4.06

SLO 3: Direct and Indirect Services: Student Level Services

Knowledge of direct interventions that focus on academic and social/emotional interventions for children and families.

Related Measures

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Dispositions: Mean = 4.90; Range = 4.07 - 5.00
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Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 % Mean = 3.6 N = 6 ; Dispositions Range = 3.8 - 4.9 Mean = 4.5 N = 6

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Mean = 169

Range = 164 - 178

N = 7

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Range = 167 - 184

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Range = 660 - 820 Mean = 709 % of students attaining a score at or above 660 = 100% N = 11

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80 % of our students will score at or above a level of 45.

Finding (2012-2013) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 82.1; Behavioral Mean = 79.6; Systems Mean = 79.7; Overall Mean = 80.5

Finding (2011-2012) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 97.5; Behavioral Mean = 95.63; Systems Mean = 99.13.0; Overall Mean = 97.50

Finding (2010-2011) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic: Mean = 79.5; Behavioral: Mean = 92.4; Systems: Mean = 84.0; Overall Mean = 85.3

Finding (2009-2010) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%

Academic: Mean = 98;

Behavioral: Mean = 100.6;

Systems: Mean = 99.16;

Overall Mean = 99.28

Finding (2008-2009) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%

Academic: Mean = 81.5; Range = 45 - 100

Behavioral: Mean = 92.2; Range = 84 -99

Systems: Mean = 81.7; Range = 65 - 92

Overall Mean = 85.1

Finding (2007 - 2008) - Target: Met

Range = 2.47 - 2.53 Mean = 2.50 N = 8

M 6: Internship

All students are required to successfully complete an internship experience which involves direct field experience (1200 clock hours) in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. Site supervisors assess the students' effectiveness in demonstrating competence related to skills and learning objectives. Site supervisors also rate each item on each of professional standards as to their perceived importance. This provides a measure indicating the relevancy of training provided by the program as perceived by the field-based practitioners. Additionally, Professional Conduct Skills (i.e., Dispositions) are measured at the end of the internships. These dispositions are rated by the intern's Site Supervisor (i.e., certified school psychologist), Administrator, Parent(s), and Teacher(s) who worked with the intern.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Evaluation of the Efficacy of School Psych Internship Services](#)

Target:

Skills: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale. Dispositions: 80 % of our interns will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

% of interns rated on skills at or above level of 2 = 100%. Skills ratings mean = 2.86; Dispositions ratings mean = 2.62; N = 15

Finding (2011-2012) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.36; Professional Conduct (Dispositions) ratings: Mean = 4.87; N = 9

Finding (2010-2011) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.4; Professional Conduct (Dispositions) ratings: Mean = 4.45; N = 8

Finding (2009-2010) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.24;
Professional Conduct (Dispositions) ratings: Mean = 4.76;
N = 7

Finding (2008-2009) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.50; Range = 3.92 - 4.86.
Professional Conduct (Dispositions) ratings: Mean = 4.78; Range = 4.30 - 5.00
N = 6

Finding (2007 - 2008) - Target: Met

Summative Ratings of Efficacy: N = 8 % of interns rated at or above 3 = 100% Mean = 4.39 Dispositions Ratings by Site Supervisor: Mean = 4.06

SLO 4: Direct and Indirect Services: Systems Level Services-Schools

Knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services.

Related Measures

M 1: Practicum CSP 921

Practicum (CSP 921): An additional Practicum has been developed and is now required of all School Psychology students. CSP 921 – Intervention Practicum is required of all students prior to internship, near the completion of the program. Students must demonstrate the required individual counseling, small group counseling, social skills/academic/and behavioral intervention skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Evaluation of Practicum Services](#)

Target:

80 % of our students will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2. Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

Finding (2011-2012) - Target: Met

100% of students rated at or above a level 3 = 100% Skills Mean = 4.59; Dispositions Mean = 4.81; N = 15

Finding (2010-2011) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.52; Dispositions: Mean = 4.81; N = 7

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.04; Dispositions: Mean = 4.51; Range = 3.7-4.8 N = 8

Finding (2008-2009) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.52; Range = 3.57 - 5.0; Dispositions: Mean = 4.90; Range = 4.07 - 5.0 N = 8

Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 % Mean = 3.5 N = 6 ; Dispositions
Range = 3.8 - 4.9
Mean = 4.5
N = 6

M 2: Practicum CSP 922

Practicum (CSP 922): Problem Solving Assessment Practicum (CSP 922) is required of all students in School Psychology prior to the internship, near the completion of the program. Students must demonstrate the required assessment, consultation and measurement skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Evaluation of Practicum Services](#)

Target:

80% of our students will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2. Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

M 3: Praxis II

National Certification Exam in School Psychology (NCSP): All school psychology students must take the Praxis II examination and provide scores as a graduation requirement. These scores provide specific information related to student outcome knowledge and effectiveness of the program. The faculty evaluates the results of student outcomes. The PRAXIS II Exam was updated and re-scaled during the 2009-10 academic year. The current exam is scaled with a Passing Score of 165, and a Range of 100 - 200.

Source of Evidence: Certification or licensure exam, national or state

Target:

80 % of our students will achieve a score at or above 165 on the PRAXIS II.

Finding (2012-2013) - Target: Met

93% of students attained a passing score at or above 165, Mean = 172.3, Range = 163-183, N = 15

Finding (2011-2012) - Target: Met

92% of students attaining a passing score at or above 165 = 100%, Mean = 173.31, Range = 164-183, N = 13

Finding (2010-2011) - Target: Met

% of students attaining a passing score at or above 165 = 100%, Mean = 171, Range = 165-175, N = 7

Finding (2009-2010) - Target: Met

% of students attaining a passing score at or above 167 = 86%

Mean = 169

Range = 164 - 178

N = 7

Finding (2008-2009) - Target: Met

% of students attaining a passing score at or above 167 = 100%

Mean = 174

Range = 167 - 184

N = 7

Finding (2007 - 2008) - Target: Met

Range = 660 - 820 Mean = 709 % of students attaining a score at or above 660 = 100% N = 11

M 4: Comprehensive Exam

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. .

The Exams consist of three Case Study Presentations:

1. N=1 - Academic Intervention
2. N = 1 - Social/Emotional/Behavioral Intervention
3. Systems Level Intervention

Each Case Study is presented to faculty member. Three faculty members evaluate student (one for each Case Presentation) . The Exams have been re-scaled to align with the new evaluation rubric (Scientific Problem Solving

Model Evaluation Rubric):

Excellent = 105 - 90 points

Satisfactory = 89 - 45 points

Needs Improvement = <45 points

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80 % of our students will score at or above a level of 45.

Finding (2012-2013) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 82.1; Behavioral Mean = 79.6; Systems Mean = 79.7; Overall Mean = 80.5

Finding (2011-2012) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 97.5; Behavioral Mean = 95.63; Systems Mean = 99.13.0; Overall Mean = 97.50

Finding (2010-2011) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic: Mean = 79.5; Behavioral: Mean = 92.4; Systems: Mean = 84.0; Overall Mean = 85.3

Finding (2009-2010) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%

Academic: Mean = 98;

Behavioral: Mean = 100.6;

Systems: Mean = 99.16;

Overall Mean = 99.28

Finding (2008-2009) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%

Academic: Mean = 81.5; Range = 45 - 100

Behavioral: Mean = 92.2; Range = 84 -99

Systems: Mean = 81.7; Range = 65 - 92

Overall Mean = 85.1

Finding (2007 - 2008) - Target: Met

Range = 2.47 - 2.53 Mean = 2.50 N = 8

M 6: Internship

All students are required to successfully complete an internship experience which involves direct field experience (1200 clock hours) in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. Site supervisors assess the students' effectiveness in demonstrating competence related to skills and learning objectives. Site supervisors also rate each item on each of professional standards as to their perceived importance. This provides a measure indicating the relevancy of training provided by the program as perceived by the field-based practitioners. Additionally, Professional Conduct Skills (i.e., Dispositions) are measured at the end of the internships. These dispositions are rated by the intern's Site Supervisor (i.e., certified school psychologist), Administrator, Parent(s), and Teacher(s) who worked with the intern.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Evaluation of the Efficacy of School Psych Internship Services](#)

Target:

Skills: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale. Dispositions: 80% of our interns

will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

% of interns rated on skills at or above level of 2 = 100%. Skills ratings mean = 2.86; Dispositions ratings mean = 2.62; N = 15

Finding (2011-2012) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.36; Professional Conduct (Dispositions) ratings: Mean = 4.87; N = 9

Finding (2010-2011) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.4; Professional Conduct (Dispositions) ratings: Mean = 4.45; N = 8

Finding (2009-2010) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.46;
Professional Conduct (Dispositions) ratings: Mean = 4.76;
N = 7

Finding (2008-2009) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.50; Range = 3.92 - 4.86.
Professional Conduct (Dispositions) ratings: Mean = 4.78; Range = 4.30 - 5.00
N = 6

Finding (2007 - 2008) - Target: Met

Summative Ratings of Efficacy: N = 8 % of interns rated at or above 3 = 100% Mean = 4.62 Dispositions Ratings by Site Supervisor: Mean = 4.06

SLO 5: Direct and Indirect Services: Systems Level Services-Family-School Collaboration

Knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

Strategic Plan Associations

Academic Affairs

0.0.4 Expand opportunities for global learning and awareness of various cultural perspectives.

Related Measures

M 1: Practicum CSP 921

Practicum (CSP 921): An additional Practicum has been developed and is now required of all School Psychology students. CSP 921 – Intervention Practicum is required of all students prior to internship, near the completion of the program. Students must demonstrate the required individual counseling, small group counseling, social skills/academic/and behavioral intervention skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Evaluation of Practicum Services](#)

Target:

80 % of our students will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2. Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

Finding (2011-2012) - Target: Met

100% of students rated at or above a level 3 = 100% Skills Mean = 4.59; Dispositions Mean = 4.81; N = 15

Finding (2010-2011) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.52; Dispositions: Mean = 4.81; N = 7

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.06; Dispositions: Mean = 4.51; Range = 3.7-4.8; N = 8

Finding (2008-2009) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.57; Range = 4.13 - 5.0; Dispositions: Mean = 4.90; Range = 4.07 - 5.0 N = 8

Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 % Mean = 3.8 N = 6 ; Dispositions
Range = 3.8 - 4.9
Mean = 4.5
N = 6

M 2: Practicum CSP 922

Practicum (CSP 922): Problem Solving Assessment Practicum (CSP 922) is required of all students in School Psychology prior to the internship, near the completion of the program. Students must demonstrate the required assessment, consultation and measurement skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

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Finding (2011-2012) - Target: Met

100% of students rated at or above a level 3 = 100% Skills Mean = 4.25; Dispositions Mean = 4.67; N = 15

Finding (2010-2011) - Target: Met

% of students rated at or above a level 3 = 100% Skills: Mean = 4.75; Dispositions: Mean = 4.81; N = 8

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100%
Mean = 4.06;
Dispositions: Mean = 4.51; Range = 3.7-4.8
N = 8

Finding (2008-2009) - Target: Met

% of students rated at or above a level 3 = 100%
Mean = 4.62; Range = 4.00 - 5.00
Dispositions: Mean = 4.90; Range = 4.07 - 5.00
N = 8

Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 % Mean = 3.8 N = 6 ; Dispositions Range = 3.8 - 4.9 Mean = 4.5 N = 6

M 3: Praxis II

National Certification Exam in School Psychology (NCSP): All school psychology students must take the Praxis II examination and provide scores as a graduation requirement. These scores provide specific information related to student outcome knowledge and effectiveness of the program. The faculty evaluates the results of student outcomes. The PRAXIS II Exam was updated and re-scaled during the 2009-10 academic year. The current exam is scaled with a Passing Score of 165, and a Range of 100 - 200.

Source of Evidence: Certification or licensure exam, national or state

Target:

80 % of our students will achieve a score at or above 165 on the PRAXIS II.

Finding (2012-2013) - Target: Met

93% of students attained a passing score at or above 165, Mean = 172.3, Range = 163-183, N = 15

Finding (2011-2012) - Target: Met

92% of students attaining a passing score at or above 165 = 100%, Mean = 173.31, Range = 164-183, N = 13

Finding (2010-2011) - Target: Met

% of students attaining a passing score at or above 165 = 100%, Mean = 171, Range = 165-175, N = 7

Finding (2009-2010) - Target: Met

% of students attaining a passing score at or above 167 = 86%
Mean = 169
Range = 164 - 178
N = 7

Finding (2008-2009) - Target: Met

% of students attaining a passing score at or above 167 = 100%
Mean = 174
Range = 167 - 184
N = 7

Finding (2007 - 2008) - Target: Met

Range = 660 - 820 Mean = 709 % of students attaining a score at or above 660 = 100% N = 11

M 4: Comprehensive Exam

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. .

The Exams consist of three Case Study Presentations:

1. N=1 - Academic Intervention
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Model Evaluation Rubric):

Excellent = 105 - 90 points

Satisfactory = 89 - 45 points

Needs Improvement = <45 points

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80 % of our students will score at or above a level of 45.

Finding (2012-2013) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 82.1; Behavioral Mean = 79.6; Systems Mean = 79.7; Overall Mean = 80.5

Finding (2011-2012) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 97.5; Behavioral Mean = 95.63; Systems Mean = 99.13.0; Overall Mean = 97.50

Finding (2010-2011) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic: Mean = 79.5; Behavioral: Mean = 92.4; Systems: Mean = 84.0; Overall Mean = 85.3

Finding (2009-2010) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%
Academic: Mean = 98;

Behavioral: Mean = 100.6;
Systems: Mean = 99.16;
Overall Mean = 99.28

Finding (2008-2009) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%
Academic: Mean = 81.5; Range = 45 - 100
Behavioral: Mean = 92.2; Range = 84 -99
Systems: Mean = 81.7; Range = 65 - 92
Overall Mean = 85.1

Finding (2007 - 2008) - Target: Met

Range = 2.47 - 2.53 Mean = 2.50 N = 8

M 6: Internship

All students are required to successfully complete an internship experience which involves direct field experience (1200 clock hours) in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. Site supervisors assess the students' effectiveness in demonstrating competence related to skills and learning objectives. Site supervisors also rate each item on each of professional standards as to their perceived importance. This provides a measure indicating the relevancy of training provided by the program as perceived by the field-based practitioners. Additionally, Professional Conduct Skills (i.e., Dispositions) are measured at the end of the internships. These dispositions are rated by the intern's Site Supervisor (i.e., certified school psychologist), Administrator, Parent(s), and Teacher(s) who worked with the intern.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

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Target:

Skills: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale. Dispositions: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

% of interns rated on skills at or above level of 2 = 100%. Skills ratings mean = 2.86; Dispositions ratings mean = 2.62; N = 15

Finding (2011-2012) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.36; Professional Conduct (Dispositions) ratings: Mean = 4.87; N = 9

Finding (2010-2011) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.4; Professional Conduct (Dispositions) ratings: Mean = 4.45; N = 8

Finding (2009-2010) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.65;
Professional Conduct (Dispositions) ratings: Mean = 4.76;
N = 7

Finding (2008-2009) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.50; Range = 3.92 - 4.86.
Professional Conduct (Dispositions) ratings: Mean = 4.78; Range = 4.30 - 5.00
N = 6

Finding (2007 - 2008) - Target: Met

Summative Ratings of Efficacy: N = 8 % of interns rated at or above 3 = 100% Mean = 4.47 Dispositions Ratings by Site Supervisor: Mean = 4.06

SLO 6: Foundations of School Psychologists' Service Delivery: Diversity in Development and Learning

Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence based strategies to enhance services and address potential influences related to diversity.

Related Measures

M 1: Practicum CSP 921

Practicum (CSP 921): An additional Practicum has been developed and is now required of all School Psychology students. CSP 921 – Intervention Practicum is required of all students prior to internship, near the completion of the program. Students must demonstrate the required individual counseling, small group counseling, social skills/academic/and behavioral intervention skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Evaluation of Practicum Services](#)

Target:

80% of our students will be rated at or above a level 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2. Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

M 2: Practicum CSP 922

Practicum (CSP 922): Problem Solving Assessment Practicum (CSP 922) is required of all students in School Psychology prior to the internship, near the completion of the program. Students must demonstrate the required assessment, consultation and measurement skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

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% of students rated at or above a level 3 = 100% Skills: Mean = 4.75; Dispositions: Mean = 4.81; N = 8

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100%
Mean = 3.62;
Dispositions: Mean = 4.51; Range = 3.7-4.8
N = 8

Finding (2008-2009) - Target: Met

% of students rated at or above a level 3 = 100%
Mean = 4.38; Range = 3.40 - 5.00
Dispositions: Mean = 4.90; Range = 4.07 - 5.00
N = 8

Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 % Mean = 3.8 N = 6 ; Dispositions Range = 3.8 - 4.9 Mean = 4.5 N = 6

M 3: Praxis II

National Certification Exam in School Psychology (NCSP): All school psychology students must take the Praxis II examination and provide scores as a graduation requirement. These scores provide specific information related to student outcome knowledge and effectiveness of the program. The faculty evaluates the results of student outcomes. The PRAXIS II Exam was updated and re-scaled during the 2009-10 academic year. The current exam is scaled with a Passing Score of 165, and a Range of 100 - 200.

Source of Evidence: Certification or licensure exam, national or state

Target:

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% of students attaining a passing score at or above 167 = 86%
Mean = 169
Range = 164 - 178
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Finding (2008-2009) - Target: Met

% of students attaining a passing score at or above 167 = 100%
Mean = 174
Range = 167 - 184
N = 7

Finding (2007 - 2008) - Target: Met

Range = 660 - 820 Mean = 709 % of students attaining a score at or above 660 = 100% N = 11

M 4: Comprehensive Exam

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. .

The Exams consist of three Case Study Presentations:

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Excellent = 105 - 90 points
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Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80 % of our students will score at or above a level of 45.

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% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 82.1; Behavioral Mean = 79.6; Systems Mean = 79.7; Overall Mean = 80.5

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% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean =

97.5; Behavioral Mean = 95.63; Systems Mean = 99.13.0; Overall Mean = 97.50

Finding (2010-2011) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic: Mean = 79.5; Behavioral: Mean = 92.4; Systems: Mean = 84.0; Overall Mean = 85.3

Finding (2009-2010) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%
Academic: Mean = 98;
Behavioral: Mean = 100.6;
Systems: Mean = 99.16;
Overall Mean = 99.28

Finding (2008-2009) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%
Academic: Mean = 81.5; Range = 45 - 100
Behavioral: Mean = 92.2; Range = 84 - 99
Systems: Mean = 81.7; Range = 65 - 92
Overall Mean = 85.1

Finding (2007 - 2008) - Target: Met

Range = 2.47 - 2.53 Mean = 2.50 N = 8

M 6: Internship

All students are required to successfully complete an internship experience which involves direct field experience (1200 clock hours) in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. Site supervisors assess the students' effectiveness in demonstrating competence related to skills and learning objectives. Site supervisors also rate each item on each of professional standards as to their perceived importance. This provides a measure indicating the relevancy of training provided by the program as perceived by the field-based practitioners. Additionally, Professional Conduct Skills (i.e., Dispositions) are measured at the end of the internships. These dispositions are rated by the intern's Site Supervisor (i.e., certified school psychologist), Administrator, Parent(s), and Teacher(s) who worked with the intern.

Source of Evidence: Field work, internship, or teaching evaluation

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Target:

Skills: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale. Dispositions: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

% of interns rated on skills at or above level of 2 = 100%. Skills ratings mean = 2.86; Dispositions ratings mean = 2.62; N = 15

Finding (2011-2012) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.36; Professional Conduct (Dispositions) ratings: Mean = 4.87; N = 9

Finding (2010-2011) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.4; Professional Conduct (Dispositions) ratings: Mean = 4.45; N = 8

Finding (2009-2010) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.39;
Professional Conduct (Dispositions) ratings: Mean = 4.76;
N = 7

Finding (2008-2009) - Target: Met

% of interns rated on Efficacy at or above level of 3 = 100%.
Efficacy ratings: Mean = 4.50; Range = 3.92 - 4.86.
Professional Conduct (Dispositions) ratings: Mean = 4.78; Range = 4.30 - 5.00
N = 6

Finding (2007 - 2008) - Target: Met

Summative Ratings of Efficacy: N = 8 % of interns rated at or above 3 = 100% Mean = 4.22 Dispositions Ratings by Site Supervisor: Mean = 4.06

SLO 7: Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical and Professional Practice

Core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Strategic Plan Associations

Academic Affairs

0.0.4 Expand opportunities for global learning and awareness of various cultural perspectives.

Related Measures

M 1: Practicum CSP 921

Practicum (CSP 921): An additional Practicum has been developed and is now required of all School Psychology students. CSP 921 – Intervention Practicum is required of all students prior to internship, near the completion of the program. Students must demonstrate the required individual counseling, small group counseling, social skills/academic/and behavioral intervention skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Evaluation of Practicum Services](#)

Target:

80 % of our students will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2. Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

Finding (2011-2012) - Target: Met

100% of students rated at or above a level 3 = 100% Skills Mean = 4.59; Dispositions Mean = 4.81; N = 15

Finding (2010-2011) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.52; Dispositions: Mean = 4.81; N = 7

Finding (2009-2010) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.04; Dispositions: Mean = 4.51; Range = 3.7 - 4.8; N = 8

Finding (2008-2009) - Target: Met

% of students rated at or above a level 3 = 100% Mean = 4.53; Range = 4.00 - 5.0; Dispositions: Mean = 4.90; Range = 4.07 - 5.0 N = 8

Finding (2007 - 2008) - Target: Met

% of students rated at or above a level 3 = 100 % Mean = 3.5 N = 6 ; Dispositions
Range = 3,8 - 4.9
Mean = 4.5
N = 6

M 2: Practicum CSP 922

Practicum (CSP 922): Problem Solving Assessment Practicum (CSP 922) is required of all students in School Psychology prior to the internship, near the completion of the program. Students must demonstrate the required assessment, consultation and measurement skills before registering for internship (CSP 992) and are assessed by the faculty and field supervisors.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[Evaluation of Practicum Services](#)

Target:

80% of our students will be rated at or above a level of 2 on a 1 -3 scale.

Finding (2012-2013) - Target: Met

100% of students rated at or above a level 2. Skills Mean = 3.0; Dispositions Mean = 2.57; N = 8

M 3: Praxis II

National Certification Exam in School Psychology (NCSP): All school psychology students must take the Praxis II examination and provide scores as a graduation requirement. These scores provide specific information related to student outcome knowledge and effectiveness of the program. The faculty evaluates the results of student outcomes. The PRAXIS II Exam was updated and re-scaled during the 2009-10 academic year. The current exam is scaled with a Passing Score of 165, and a Range of 100 - 200.

Source of Evidence: Certification or licensure exam, national or state

Target:

80 % of our students will achieve a score at or above 165 on the PRAXIS II.

Finding (2012-2013) - Target: Met

93% of students attained a passing score at or above 165, Mean = 172.3, Range = 163-183, N = 15

Finding (2011-2012) - Target: Met

92% of students attaining a passing score at or above 165 = 100%, Mean = 173.31, Range = 164-183, N = 13

Finding (2010-2011) - Target: Met

% of students attaining a passing score at or above 165 = 100%, Mean = 171, Range = 165-175, N = 7

Finding (2009-2010) - Target: Met

% of students attaining a passing score at or above 167 = 86%
Mean = 169
Range = 164 - 178
N = 7

Finding (2008-2009) - Target: Met

% of students attaining a passing score at or above 167 = 100%
Mean = 174
Range = 167 - 184
N = 7

Finding (2007 - 2008) - Target: Met

Range = 660 - 820 Mean = 709 % of students attaining a score at or above 660 = 100% N = 11

M 4: Comprehensive Exam

All students are required to successfully complete comprehensive exams during the final semester of their program. The comprehensive exam is based on the learning objectives. .

The Exams consist of three Case Study Presentations:

1. N=1 - Academic Intervention
2. N = 1 - Social/Emotional/Behavioral Intervention
3. Systems Level Intervention

Each Case Study is presented to faculty member. Three faculty members evaluate student (one for each Case Presentation) . The Exams have been re-scaled to align with the new evaluation rubric (Scientific Problem Solving Model Evaluation Rubric):

Excellent = 105 - 90 points
Satisfactory = 89 - 45 points
Needs Improvement = <45 points

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

80 % of our students will score at or above a level of 45.

Finding (2012-2013) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 82.1; Behavioral Mean = 79.6; Systems Mean = 79.7; Overall Mean = 80.5

Finding (2011-2012) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic Mean = 97.5; Behavioral Mean = 95.63; Systems Mean = 99.13.0; Overall Mean = 97.50

Finding (2010-2011) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100% Academic: Mean = 79.5; Behavioral: Mean = 92.4; Systems: Mean = 84.0; Overall Mean = 85.3

Finding (2009-2010) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%
Academic: Mean = 98;
Behavioral: Mean = 100.6;
Systems: Mean = 99.16;
Overall Mean = 99.28

Finding (2008-2009) - Target: Met

% of students attaining level of Satisfactory (Passing) at or above a score of 45 = 100%
Academic: Mean = 81.5; Range = 45 - 100
Behavioral: Mean = 92.2; Range = 84 - 99
Systems: Mean = 81.7; Range = 65 - 92
Overall Mean = 85.1

Finding (2007 - 2008) - Target: Met

Range = 2.47 - 2.53 Mean = 2.50 N = 8

M 5: Research

Students in the School Psychology program are required to successfully complete CSP 991 in which they design, carry through and write a scholarly study. Students present the results of their research activities as part of the comprehensive examination process. Multiple evaluators from the faculty are used to assess the results. Other students are invited to attend these presentations. In addition, the following components are required for completion of the scholarly project: (1) two journal-ready manuscripts; (2) completed NASP proposal for conference presentation; 3. either a poster or paper presentation at NASP, state association conference, or UNK Research Symposium. Three measures of competency are taken: 1. Acceptance rate of research proposals for presentation at national conferences (National Association of School Psychologists and National Trainers of School Psychologists), etc. 2. Evaluation of Proposal for Research 3. Evaluation of Completed Study

Source of Evidence: Senior thesis or culminating major project

Target:

Acceptance Rate: 50% of the proposals submitted for blind review will be accepted for National presentation. Proposal and Completed Study: 80% of our students will score at or above a level of 3 on a 1 - 5 scale

Finding (2012-2013) - Target: Met

Acceptance Rate: # submitted = 7; # accepted = 7; % of Acceptance = 100%. Proposals for Research: Mean = 3.98; Range = 3.5 - 4.6; N = 7. Completed Study: Mean = 4.6; Range = 4.0 - 5.0; N = 15

M 6: Internship

All students are required to successfully complete an internship experience which involves direct field experience (1200 clock hours) in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. Site supervisors assess the students' effectiveness in demonstrating competence related to skills and learning objectives. Site supervisors also rate each item on each of professional standards as to their perceived importance. This provides a measure indicating the relevancy of training provided by the program as perceived by the field-based practitioners. Additionally, Professional Conduct Skills (i.e., Dispositions) are measured at the end of the internships. These dispositions are rated by the intern's Site Supervisor (i.e., certified school psychologist), Administrator, Parent(s), and Teacher(s) who worked with the intern.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Evaluation of the Efficacy of School Psych Internship Services](#)

Target:

Skills: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale. Dispositions: 80% of our interns will be rated at or above a level of 2 on a 1 - 3 scale.

Finding (2012-2013) - Target: Met

% of interns rated on skills at or above level of 2 = 100%. Skills ratings mean = 2.86; Dispositions ratings mean = 2.62; N = 15

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% of interns rated on Efficacy at or above level of 3 = 100%. Efficacy ratings: Mean = 4.36; Professional Conduct (Dispositions) ratings: Mean = 4.87; N = 9

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Efficacy ratings: Mean = 4.50; Range = 3.92 - 4.86.
Professional Conduct (Dispositions) ratings: Mean = 4.78; Range = 4.30 - 5.00
N = 6

Finding (2007 - 2008) - Target: Met

Summative Ratings of Efficacy: N = 8 % of interns rated at or above 3 = 100% Mean = 4.55 Dispositions
Ratings by Site Supervisor: Mean = 4.06

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Continue Monitoring

While overall ratings of efficacy of the program were high, an ipsative analysis reveals relative weaknesses in the area of "Practica Experiences". These data were collected during the first year of our expansion of Practica to include an entire school year. The plan is to continue to monitor efficacy of the Practica experience during this , the second "pilot" year of implementation.

Established in Cycle: 2007 - 2008

Implementation Status: Finished

Priority: Medium

Projected Completion Date: 09/2009

Responsible Person/Group: School Psychology Graduate Program Committee

Reinstate content

Description: Data indicate that target has been met. Dissaggregated data suggest relatively weaker areas. Content of applied behavioral analysis, behavioral observation methods, applied consultative models have been reinstated into program.

Established in Cycle: 2007 - 2008

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2009

Responsible Person/Group: School Psychology Committee

Reinstate content

Description: Data indicate that target has been met. Dissaggregated data suggest relatively weaker areas. Content of applied behavioral analysis, behavioral observation methods, applied consultative models have been reinstated into program.

Established in Cycle: 2007 - 2008

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2009

Responsible Person/Group: School Psychology Committee

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Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2009

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Implementation Status: In-Progress

Priority: High

Projected Completion Date: 09/2009

Responsible Person/Group: School Psychology Committee

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Implementation Status: In-Progress

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Priority: High

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Responsible Person/Group: School Psychology Committee

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Priority: High
Projected Completion Date: 09/2009
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Projected Completion Date: 09/2009
Responsible Person/Group: School Psychology Committee

Reinstate Content

Description: Data indicate that target has been met. Dissaggregated data suggest relatively weaker areas. Content of applied behavioral analysis, behavioral observation methods, applied consultative models have been reinstated into program.

Established in Cycle: 2007 - 2008
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 09/2009
Responsible Person/Group: School Psychology Committee

Analysis Questions and Analysis Answers

Please indicate the number of graduates during the academic year, the number of majors, and/or number of minors.

2012-13 School Psychology Graduates = 15
13S = 15

2012-13 School Psychology Majors = 40

Briefly discuss strengths of your department/program based on your assessment data.

Several strengths are indicated:

1. The Ed.S. in School Psychology program meets or exceeds all national accreditation standards (NASP/NCATE) (Reaccredited February, 2010) and international accreditation (ISPA) (awarded 2011).
2. The Ed.S. in School Psychology meets or exceeds all certification requirements of the Nebraska Dept. of Education. Reapproved July, 2010.
3. Data indicate strength in the research component of our program. Not only do students excel in their research, but they gain experience in disseminating their research findings via national and international professional presentations and publications.
4. The Case Studies (Oral Comps) are a strength as reflected in positive Effect Sizes computed indicating the students have made a positive impact in P-12 school settings.
5. Student and program efficacy data document strength in the mental health skill development component of the school psychology training model .
6. This is a Scientist /Practitioner model of training and the data validate the success of our model.

Briefly discuss any areas that may need attention.

All syllabi have been realigned with new training standards set forth by the National Association for School Psychology (NASP). Specific rubrics are being created to evaluate projects reflective of the standards. Several course changes have been made to strengthen students orientation to school psychology profession, emphasize the internationalization of school psychology, increase support for student research, and eliminate duplication of content throughout the program. A more detailed analysis of strengths and growth areas of the SP program will continue to be developed throughout this academic year as the faculty prepare the self-report document for the Fall 2014 NASP Accreditation Review.

Provide a description of when/how assessment results were shared with department/program faculty. Were the

assessment results discussed at a faculty meeting or retreat? Is the entire dept./program involved in decision making related to actions to be taken based on the data?

Data are continuously being reviewed by the School Psychology Graduate Program Committee as well as the entire department. Committees meet approximately every two weeks, and the department meets monthly. These data are all reviewed and analyzed in continuous National Accreditation reviews (i.e., National Association of School Psychologists; re-accredited February, 2010 & NCATE) and international accreditation review (i.e., International School Psychology Association, May, 2011).

Critically evaluate the assessment process. Did the process assess department/program learning outcomes well? Was the data gathered useful?

The assessment process required as part of our national accreditation standards (NASP/NCATE) (re-accredited February 2010) and international accreditation standards (ISPA) (awarded May 2011) has been deemed as adequately assessing student/program learning outcomes and, thus, this program meets or exceeds all NASP/NCATE/ISPA standards. Moreover, the program meets or exceeds all certification standards required by the Nebraska Department of Education as evidenced by re-approval Rule 24 in July, 2010.

Based on your assessment results, what changes has your department/program made over the last 4 years to improve student learning? Give 2-3 specific examples of the changes made, and any results you have of further evaluation indicating how well these changes accomplished their goals.

During the 2012-2013 academic year, efforts were made to assure commonality of the outcomes, assessments (rubrics/scales/surveys, etc.) used in this report with those required by the Nebraska Board of Education's School Psychology certification and endorsement Rule 24, national accreditation standards for School Psychology , (i.e., NASP/NCATE) and international accreditation standards (ISPA).

With the recent International accreditation the School Psychology program has now implemented CSP 899P Globalization of School Psychology course. First offering was Spring 2012 with 25 students from the US (NE, OH, TX), Canada, Lithuania. Second offering was Spring 2013 with 20 student from the US, the Philippines, and Lithuania. Plans are to continue offering the course in the spring semester with increased international involvement. Course was submitted to Graduate Council to make this a permit course required in the program

With NASP re-accreditation set for 2014, the SP committee has begun working on the self study report and carefully implementing changes to meet the new standards.

Several changes are being implemented to align program requirements with the new NDE endorsement requirements: Praxis I to be taken at the beginning of the program and a Criminal Background Check to enable graduates to obtain their School Psy endorsement which is now on a teaching certificate.