

School of Applied Health and Educational Psychology
School Psychology Programs, *Ph.D. and Ed.S. programs*
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Degree Program(s) Assessed	Assessment Methods	Number of Individuals Assessed
Ph.D. Ed.S.	Annual Program Faculty Evaluation of Student Progress	13 12
	Plan of Study progress, time to degree	13 12
	Student self-evaluation	12 10
	Advisor evaluation	13 12
	Portfolio Assessment	12 12
	Grades in program course work	18 16
	Practicum Logs	12 8
	Practicum Evaluation Forms	12 8
	Progress toward internship	2 2
	Internship Logs and Evaluation Forms	2 2
	Professional organization memberships	18 7
	Licensure, certification progress	2 5
	Research Team Advisor Evaluation	17 5
	Teaching Assistantship evaluations	10 2
	Graduate Assistant Evaluation	14 5
	Progress toward Postdoctoral experience/ Employment	2 1
Ph.D.	Comprehensive Exam	4 2
	Dissertation Progress	18
	Research presentations and publications	18

Analysis and Findings:

Student outcomes listed above were used to assess student progress through the program, satisfactory completion of course work, practica and research components of the program. Additionally, professional development in areas such as involvement with organizations, attendance at conferences, and teaching were evaluated. Students performed at an outstanding level, with the majority presenting at national conferences and performing above average in their course work. All of these data sources are additionally reported to our accrediting body, the American Psychological Association. Our annual report to the APA provides additional accountability for our program. The student self-evaluation form is particularly useful to gauge student perspective of their progress and also any suggestions for program modifications.

Uses of Assessment Results:

Annual assessment data are compiled by the program faculty and shared with the students individually by their advisors and by the whole faculty during the annual student evaluation reviews which occur in the fall semester. Students return feedback to the faculty in that meeting. The student group has established a formal School Psychology Graduate Association (SPGO) and there are two SPGO representatives to the faculty. The SPGO representatives attend the biweekly program meetings and express concerns or suggestions for program modification to the faculty in that venue. Feedback from the SPGO has resulted in consideration of curriculum modification in the area of biological bases of behavior, social bases of behavior, and the educational foundations area. Also feedback from the students has resulted in revision and modification of the numerous rating forms with an effort being made to consolidate and simplify the forms (in progress).

Feedback from practicum and internship supervisors has been summarized and used to improve instruction of skill in the area of professional practice. For example this year a shadow practicum was added (EPSY 5210) so that 2nd year students could be exposed to field based experiences earlier in their program.

The school psychology faculty conducted weekly program planning meetings. The various sources of assessment data are considered and program modifications are agreed upon after discussion in the program meetings. SPGO also has two student representatives who attend this meeting to give student input and to take faculty questions back to the student group. This reciprocal flow of information has enhanced program modification. An example was to begin to use the PRAXIS II exam as part of the students' comprehensive exam protocol. The students wanted us to include the PRAXIS exam because they could also use their score on the test for application for the National Certification in School Psychology.

STUDENT OUTCOMES ASSESSMENT SUMMARY TABLE

Assessment Method	# students assessed	Area assessed	Outcome		Summary
			Positive	Needs Improvement	
Annual Program Faculty Eval	25	All	24	1	The school psychology faculty committee met with each student in the fall semester and all performance rating forms were reviewed. The advisor for each student completed a summary form. Only one student was given feedback to improve performance related to dissertation progress. The faculty were satisfied that all students were progressing toward meeting the program objectives.

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Plan of Study progress, time to degree	25	All	25		Plans of Study were reviewed by the advisors and all students are meeting the graduate college requirements for timely submission of the POS. All but 3 students are progressing toward a timely completion of the degree. The plans of study all fulfilled the degree requirements and the coursework specified to our national learned societies, APA and NASP
Student self-evaluation	22	All	22	0	Student self-evaluations were reviewed by the school psychology faculty committee during the annual student reviews. Discussion of any modifications in the students' long-range goals occurred. Examples of use of the data included advisement of individual students centered on appropriate internship sites, elective coursework that would match the students' goals and research activity that would facilitate the accomplishment of these dimensions of the students' training.
Advisor evaluation	25	All	25	0	Advisor's evaluations were completed and used in the annual student review process. All students were appropriately advised and are in the correct sequence of training.
Portfolio Assessment	24	All	24	0	The school psychology program portfolio scoring rubric was used to score each students portfolio in the fall semester. Portfolios were presented to the faculty as part of the annual student review and

Assessment Method	# students assessed	Area assessed	Outcome		Summary
			Positive	Needs Improvement	
Portfolio Assessment cont...					were scored by each student's advisor immediately after the student reviews were completed. Suggestions for improvement are given to each student by the advisor and the portfolios are evaluated yearly to assess the improvements and mastery of program objectives. The rubric allows for scores from 1-5 across each of the program objective areas which are required to be represented in the portfolio with 5 representing superior.
Comprehensive Exam	6	All	6	0	Comprehensive exams were administered to doctoral students by the faculty and were scored as pass or fail. All doctoral students who took the comps passed. The specialist students are now required to take the ETS Praxis II school psychology exam. A passing score of 660 is required for the NCSP credential and this score is the cut point for the program as well. Scores from the exam are now being submitted to the program. To date 4 specialist students have taken the exam the scores have averaged 770.
Grades in program course work	34	All	34	0	Student grade reports are examined each semester by the advisor. No grades below B were obtained by any of the students.
Practicum Logs	20	Professional Practice	20	0	Practicum logs were evaluated biweekly by the university practicum supervisor and entered into the practicum experiences database for each student. The practicum field supervisors signed each

Assessment Method	# students assessed	Area assessed	Outcome		Summary
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Practicum Logs cont...					practicum log verifying the student completed the time and activity indicated on the log. A year end summary of hours and activities was printed for each student. These summaries are included in the student portfolios.
Practicum Evaluation Forms	20	Professional Practice	20	0	Field supervisors submitted practicum evaluations for each student 3 times during the academic year. The evaluation forms use the metric AE – above expectation, PW – progressing well, ES – emerging skill, NI – needs improvement, and NO – no opportunity. All students were rated as progressing well or Above Expectation in all areas.
Progress toward internship	4	Prof Practice, life-long learning	4	0	2 doctoral and 2 specialist students were applying for internship placements. Students were advised toward sites which were a good match for their goals by the advisors in individual meetings and by the faculty committee during the annual student review. 100% of the students who applied were placed in their first or second choice. Doctoral student applied, competed for, and were awarded APA/APPIC internships across the nation.
Internship Logs and Evaluation Forms	4	Professional Practice	4	0	Internship Field supervisors submitted evaluations for each student 3 times during the academic year. The evaluation forms use the metric AE – above expectation, PW – progressing well, ES – emerging skill, NI – needs improvement, and NO – no

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Internship Logs and Evaluation Forms cont...					opportunity. All students were rated as progressing well or Above Expectation in all areas.
Professional organization memberships	25	Professional Identity	25	9	Student membership and activity in state and national school psychology associations was monitored by the faculty committee and reviewed in the annual student evaluation. Nine students were not involved because of financial constraints (they could not afford the membership fees).
Licensure, certification progress	7	Professional Identity /Practice	7	0	Graduates were surveyed with the school psychology program graduate survey. All program graduates were employed as school psychologist in various settings. All were certified school psychologists through the State Department of Education. The doctoral students were obtaining post doctoral supervision to fulfill the criteria for licensure through the Board of Examiners of Psychologists.
Dissertation Progress	18	Research	15	3	All students were assessed for progress on the dissertation during the annual student review. 8 students proposed dissertations in the spring 2003 semester, 1 defended, 6 are in the process of data collection. Three students needed improvement. 1 was inactive; two were not yet ready to propose. Feedback was given to each student by the advisor and by the faculty as a whole in the annual student evaluation meeting.

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Research Team Advisor Evaluation	22	Research	22	0	All research team evaluations were reviewed during the annual student evaluation meeting. All students were rated to be Above Expectaiton or Progressing Well.
Research presentations and publications	18	Research	18	0	See above. Student vitas were in the portfolios. 80% of students on research teams have presented at NASP, APA, OSPA, or the Graduate Student Research Symposium. Those who had not presented or published were preparing submissions.
Teaching Assistantship evaluations	12	Teaching	11	1	Faculty reviewed teaching evaluations at the end of each semester. Only one student had evaluations below 3.0 on the OSU course evaluations. A remedial plan for the student was developed by the faculty teaching supervisor.
Graduate Assistant Evaluation	19	assistantship	18	1	See above cell.
Progress toward Postdoctoral experience/em ployment	3	Prof identity, specialty area, Practice	3	0	Graduates were surveyed with the school psychology program graduate survey. All program graduates were employed as school psychologist in various settings. All were certified school psychologists through the State Department of Education. The doctoral students were obtaining post doctoral supervision to fulfill the criteria for licensure through the Board of Examiners of Psychologists.