School of Applied Health and Educational Psychology
Educational Psychology – School Psychology Option
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Degree Program(s) Assessed	Assessment Methods	Number of Individuals Assessed
Ph.D. – School Psychology Option	Annual Program Faculty Evaluation of Student Progress	20 Ph.D. 12 Ed.S.
	Plan of Study progress, time to degree	20 Ph.D. 12 Ed.S.
Ed.S. - School Psychology Option	Student self-evaluation	17 Ph.D. 10 Ed.S.
	Advisor evaluation	20 Ph.D. 12 Ed.S.
	Portfolio Assessment	20 Ph.D. 12 Ed.S.
	Comprehensive Exam	7 Ph.D. 9 Ed.S.
	Grades in program course work	27 Ph.D. 13 Ed.S.
	Practicum Logs	13 Ph.D. 10 Ed.S.
	Practicum Evaluation Forms	13 Ph.D. 10 Ed.S.
	Progress toward internship	7 Ph.D. 7 Ed.S.
	Internship Logs and Evaluation Forms	4 Ph.D. 2 Ed.S.
	Professional organization memberships	23 Ph.D. 11 Ed.S.
	Licensure, certification progress	2 Ph.D. 2 Ed.S.
	Research Team Advisor Evaluation	18 Ph.D. 4 Ed.S.
	Teaching Assistantship evaluations	16 Ph.D. 0 Ed.S.
	Graduate Assistant Evaluation	19 Ph.D. 4 Ed.S.
	Progress toward Postdoctoral experience/ employment	3 Ph.D. 3 Ed.S.
	Dissertation Progress	27 Ph.D.
	Research presentations and publications	17 Ph.D.

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 last year a shadow practicum was added (EPSY 5210) so that 2nd year students could be exposed to field based experiences earlier in their program. This year two courses (EPSY 6333 Instructional Assessment and Consultation and EPSY 6343 Behavioral Assessment) which are taken concurrently by the students who are in EPSY 5210, had required field experiences dovetailed with the shadow practicum. Now students can partially fulfill the EPSY 6333 and EPSY 6343 field components with opportunities that are available in the EPSY 5210 practicum.

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 whoa 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.

An additional program modification is being considered after program faculty received student feedback about the portfolio assessment process. Although, there is a good rubric and model in place, the students would like a way to receive more feedback as the portfolios are being developed.   One problem is that the artifacts which are included in the portfolios must often be examined by more than one faculty. This makes quick feedback for the students almost impossible. The faculty, with student representatives investigated the possibility of Web-based portfolio. LIVETEXT was identified as a set of web-based portfolio tools that could meet the needs of the students and faculty. A guided tutorial and introduction session was arranged and completed during the spring 2004 semester with a LIVETEXT representative. Plans are in place to adopt this portfolio package.

STUDENT OUTCOMES ASSESSMENT SUMMARY TABLE

Assessment Method	# Students Assessed	Area Assessed	Outcome		Summary
			Positive	Needs Improvement	
Annual Program Faculty Eval	32	All	29	3	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. Three students were given feedback to improve performance related to dissertation progress. These 3 students developed an action plan and timeline to complete. This was placed in their cumulative folders The faculty were satisfied that all students were progressing toward meeting the program objectives.
Plan of Study progress, time to degree	23	All	23	0	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	23	All	23	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. Students were also advised about the type of artifacts related to their goals which would be appropriate to include in their portfolios.
Advisor evaluation	32	All	32	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. Three students were identified as needing improvement in the area of dissertation. Individual action plans and timelines were completed in conjunction with the student's advisor.

Portfolio Assessment	29	All	24	0	The school psychology program portfolio scoring rubric was used to score each students portfolio in the fall semester. The initial submission for students is the fall of their second year. They present their portfolios each year thereafter during the annual student evaluation. Portfolios were presented to the faculty as part of the annual student review and 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. The faculty and students are considering adopting LIVETEXT.
Comprehensive Exam	14	All	14	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. Seven specialist students are scheduled to take the exam this summer.
Grades in program course work	32	All	32	0	Student grade reports are examined each semester by the advisor. Only one student in either program obtained a grade below B.
Practicum Logs	23	Professional Practice	23	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 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	23	Professional Practice	23	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	14	Prof Practice, life-long learning	14	0	7 doctoral and 7 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. Five specialist students will complete their internships in Oklahoma.
Internship Logs and Evaluation Forms	6	Profes-sional Practice	6	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 opportunity. All students were rated as progressing well or Above Expectation in all areas.
Professional organiza-tion member-ships	30	Profes-sional Identity	30	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). Two students were awarded Oklahoma School Psychological Association student scholarships for the 2003-2004 year. One student is on the Executive Board for SASP the APA Division 16 student association.
Licensure, certification progress	7	Profes-sional 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. The program graduate survey is only conducted every three years. The survey was not completed this year.
Dissertation Progress	15	Research	15	0	All students were assessed for progress on the dissertation during the annual student review. 8 students proposed dissertations in the spring 2003 semester, 2 defended, 12 are in the process of data collection.
Research Team Advisor Evaluation	21	Research	21	0	All research team evaluations were reviewed during the annual student evaluation meeting. All students were rated to be Above Expectation or Progressing Well.

Research presenta-tions and publications	21	Research	21	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 Assistant-ship evaluations	12	Teaching	12	0	Faculty reviewed teaching evaluations at the end of each semester. All students were above 3.0 on the OSU course evaluations. A school psychology faculty member is the supervisor for all undergraduate teaching assistantships in EPSY.
Graduate Assistant Evaluation	22	Assistant-ship	22	0	See above cell.
Progress toward Postdoctor-al experience/employ-ment	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. The program graduate survey is only conducted every three years. The survey was not completed this year.