Information about this Plan/Report

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<td>Assessment period</td>
<td>Beginning date: August, 2003   Ending date: August, 2004</td>
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<tr>
<td>Prepared by</td>
<td>Kathy L. Bradley-Klug</td>
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Mission/Goals:

**Mission:**
Enter all or part of the USF mission statement that relates to this academic program. The mission is located here: [http://usfweb.usf.edu/president/vis_val.html](http://usfweb.usf.edu/president/vis_val.html)

As an institution dedicated to excellent teaching, the University's fundamental objective is to evoke in its students a lifelong commitment to learning that enables them to become thoughtful, active, productive and compassionate citizens. Advanced studies at the graduate and professional level enable students to work with faculty at the forefront of their disciplines, to increase their depth of knowledge and personal achievement and to contribute to the advancement of their professions and the larger society. The University has high expectations of….its faculty and students as exemplary scholars.

**College Mission or Goal(s):**
Enter all or part of the College's mission statement and/or goals that relate to this academic program.

3.2.1 To graduate and support superior and visionary educators and human and support service professional who can perform the professional roles required in a
<table>
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<th>changing educational environment</th>
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<td>3.2.4 To expand professional knowledge through interdisciplinary research related to teaching, learning, and teacher education, thereby providing useful information for the design and evaluation of educational systems and the preparation of personnel for those systems.</td>
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Student Learning Outcome #1
What will students know or be able to do or believe by the end of the assessment period? Be specific.

Students completing the specialist program in School Psychology will demonstrate knowledge in the core areas subject matter in the field of School Psychology.

It is recommended that two means of assessment be prepared for each student learning outcome.

**Action items:** Students will demonstrate their core knowledge through the completion of benchmark tasks throughout the sequence of course work and practica. In addition, students will identify and matriculate through an “area of emphasis” within their specialist program of study.

**Means of Assessment:** Describe the procedures, strategies, or means that will be used to collect information on student learning.
1. All students will complete a comprehensive portfolio at the end of their first and second year in the program.
2. All portfolios will be reviewed both by a peer review team and a faculty review team.
3. All portfolios will be presented and “defended” before a faculty review committee.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.
1. All students will include documentation of all benchmark tasks in their portfolios.
2. All students will receive both a peer and faculty review overall evaluation of at least “high pass” or “pass” with no component area of less than “pass” on the Portfolio Evaluation Rubric.

**Summary items:** These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: oareports@acad.usf.edu

**Findings:** Twenty-three (23) first- and second-year students completed portfolios. 52% of the students submitted and defended the portfolios successfully without modification. 48% of the students were required to address more fully one of more sections of the portfolio. All of these students subsequently defended their portfolio successfully.

**Use of Results:** What changes, if any, were made in response to the findings?
The faculty reviewed all of the portfolios to determine changes that needed to be made in the areas of course work, practicum, and supervision of first- and second-year students. The school psychology program has volunteered to participate in a pilot program through the College of Education for the 2004-2005 academic year of an e-portfolio system. As a result, the portfolio process will be revised for the purposes of an electronic system, and the faculty will reconsider the documentation required as well as the scoring rubrics for the portfolio.
**Action items:** Students will demonstrate their core knowledge through the completion of benchmark tasks throughout the sequence of course work and practica. In addition, students will identify and matriculate through an “area of emphasis” within their specialist program of study.

**Means of Assessment:** Describe the procedures, strategies, or means that will be used to collect information on student learning.
1. All specialist students will complete the National School Psychology Certification examination administered by Educational Testing Service.
2. All specialist students will complete the School Psychology state examinations conducted by the Florida Department of Education.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.
1. 100% of specialist students will achieve a “passing” score on both the national and state examinations in school psychology prior to graduation from the program.

**Summary items:** These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: oareports@acad.usf.edu

**Findings:** What findings resulted from assessment activities?
All students who took the national and state examinations passed on their first attempt. All eligible students completed the NCSP exam as well as the three state-level examinations.

**Use of Results:** What changes, if any, were made in response to the findings?
Although all eligible students completed the examination, all students are now told that they must take and pass the exams in the spring of their internship year. In addition, the program will require students to submit subtest (area) scores in addition to the total score. In this way the program can evaluate student performance against particular content areas (e.g., ethics, interventions, assessment.)
Student Learning Outcome #2

What will students know or be able to do or believe by the end of the assessment period? Be specific.

Students completing the Specialist program in School Psychology will be capable of conducting substantive research studies in their field.

It is recommended that two means of assessment be prepared for each student learning outcome.

**Action items:** All specialist students will demonstrate skills in the design, implementation, evaluation, defense, and dissemination of one research study.

**Means of Assessment:** Describe the procedures, strategies, or means that will be used to collect information on student learning.

a. All specialist students will participate as a member of a research team or group.
b. All specialist students will design and implement one research study on a substantive issue in their field.
c. All specialist students will present the proposal of that study to a faculty committee in a public, oral defense of the written proposal.
d. All specialist students will present the final results of the study to a faculty committee in a public, oral defense of the written proposal.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

a. 100% of the students will complete the one research project successfully, as evaluated by the faculty committees for the final defense of the study.
b. 80% of the students will present the results of their research at a state- or national-level conference.

**Summary items:** These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: oareports@acad.usf.edu

**Findings:** What findings resulted from assessment activities?

100% of the students completed this outcome successfully. The target population of students are those in the final stage of the program. This is appropriate given the research focus and activities occur during the last half of the study period.

**Use of Results:** What changes, if any, were made in response to the findings?

The continued focus on the importance of research and evidence-based practices is a high priority for the program. Some students take an unacceptable amount of time to complete these outcomes. Therefore, the program faculty are developing a list of research competencies/behaviors that students must demonstrate by the end of the second year in the program. These competencies include such behaviors as assisting with the data collection of a peer's research project, ongoing participation in a research group, presenting a paper at a state or national conference, etc. Weekly research meetings that students will be required to attend will be initiated for the 2004-2005 academic year as well.
### Action items:
Each specialist level student in the school psychology program will be able to demonstrate skills in the translation of research to practice.

### Means of Assessment:
Describe the procedures, strategies, or means that will be used to collect information on student learning.
1. All specialist students will have a faculty mentor who will work collaboratively with the student on the development of skills necessary to translate research to practice.
2. All specialist students will complete a case study in which they demonstrate how research results are used to develop effective interventions.
3. All specialist students will submit a program evaluation containing the following components: pre-intervention performance (baseline), performance during the intervention, and performance at a specified follow-up time (maintenance).

### Criteria for Success:
Describe the criteria for success related to this means of assessment.
1. 100% of specialist students will complete a case study presented in program evaluation format.
2. 100% of the students will achieve an overall rating of “above average” with no component rating of less than “average” on the case study evaluation rubric.

### Summary items:
These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: oareports@acad.usf.edu

### Findings:
What findings resulted from assessment activities?
100% of the students achieved this outcome.

### Use of Results:
What changes, if any, were made in response to the findings?
The program has initiated a skill module in the use of technology to present student-based data that reflect response to intervention. Each student in the program must use PowerPoint and a technology based graphics program to present cases that reflect a client’s response to the intervention developed. In addition, students in the school psychology program are now exposed to the literature on evidence-based technology and its applications.
Student Learning Outcome #3

What will students know or be able to do or believe by the end of the assessment period? Be specific.

Students completing the Specialist program in School Psychology will apply skills/acquired in the program in the solution of problems pertinent to their field.

It is recommended that two means of assessment be prepared for each student learning outcome.

**Action items:** All specialist students will complete four semesters of practicum and two semesters of internship. The practica and internship experiences will provide students with the opportunity to demonstrate skills in the problem-solving process (problem identification, problem analysis, intervention/treatment, program evaluation).

**Means of Assessment:** Describe the procedures, strategies, or means that will be used to collect information on student learning.

1. All specialist students will present a minimum of one case study during each practicum and internship semester that demonstrates skills in the problem-solving process.
2. Each case study will be reviewed critically by peers and the field and faculty supervisors assigned to that practicum or internship supervision group.
3. Each specialist student will complete a self-evaluation of the practicum and internship experience.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

1. All specialist students will achieve a combined overall final rating from the three sources on the case study of at least “above average” with no rating less than “average” on any component of the problem-solving process.

**Summary items:** These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: oareports@acad.usf.edu

**Findings:** What findings resulted from assessment activities?

All specialist-level students have achieved this outcome.

**Use of Results:** What changes, if any, were made in response to the findings?

In order to ensure adequate opportunity to achieve this outcome, a 1-hour supervision session (Grand Rounds) is required of all students in second-year practicum. This is a one-hour session specifically for case presentation and problem-solving. For the 2004-2005 academic year, students will be required to formally present cases during Grand Rounds, and a scoring rubric will be developed to insure student competency in the problem-solving process.
**Action items:** All specialist students will complete four semesters of practicum and two semesters of internship. The practica and internship experiences will provide students with the opportunity to demonstrate skills in the problem-solving process (problem identification, problem analysis, intervention/treatment, program evaluation).

**Means of Assessment:** Describe the procedures, strategies, or means that will be used to collect information on student learning.

1. All specialist students will be evaluated using the School Psychology Program Practicum evaluation system.
   2. The evaluation system will include the following: self-evaluation, evaluation by the university supervisor, evaluation by the field supervisor

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

1. All specialist students will achieve a combined overall rating of at least “above average” (demonstrates pre-internship competency) with no individual component rating of less than “average” (demonstrates emerging competency).

**Summary items:** These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: oareports@acad.usf.edu

**Findings:** What findings resulted from assessment activities?

100% of the students in practicum achieved this outcome.

**Use of Results:** What changes, if any, were made in response to the findings?

The revised practicum tool continues to be used this year. This tool served to more adequately address both the skills of the student and to measure changes in student behavior from one evaluation time to another. These results will be used to determine areas in need of further development for the student as he/she approaches internship.

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**Means of Assessment:** Describe the procedures, strategies, or means that will be used to collect information on student learning.

1. All specialist students will be evaluated using the School Psychology Program Internship evaluation system.
   2. The evaluation system will include the following: self-evaluation, evaluation by the university supervisor, evaluation by the field supervisor

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

1. All specialist students will achieve ratings of “effective: or “very effective” with no individual component rating of less the “effective.”

**Summary items:** These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: oareports@acad.usf.edu
### Findings: What findings resulted from assessment activities?
All specialist-level students achieved this outcome.

### Use of Results: What changes, if any, were made in response to the findings?
During the 2003-2004 year, the program continued the administration of an outcome-based evaluation system for the internship experience. This system has proven to be informative both for the student and for the program.