



**College of Education and Affiliated Programs**  
**Annual Assessment Report – Fall 2012**  
*School Psychology Program*

**Background**

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report.

The philosophy of the School Psychology Credential Program is based on an ecological theoretical perspective (Bronfenbrenner, 1979). By promoting an ecological model, candidates learn to understand that PreK-12 student achievement and behavioral difficulties result from a discrepancy between the developing capabilities of the student and the multiple demands of his/her environment (Ogbu, 1981; Sroufe, 1979).

The following goals of the School Psychology program are based on the Philosophy, Values and Beliefs statement presented above, and support the Theme and Mission Statement of the College of Education. The School Psychology program goals are to:

1. Provide competent instruction in all areas related to the practice of school psychology;
2. Advance the knowledge base in school psychology through student research, and the research and writing of faculty;
3. Develop in school psychology graduate students a sense of the necessity for life-long independent study as well as an appreciation of the value of collaborative interactions;
4. Serve the needs of the community by training school psychology graduate students to provide professional services to students, schools and the community;
5. Prepare school psychology graduate students to meet all entry-level and continuing education standards for credentialing and licensure appropriate to their future work settings.

Specific program learning outcomes and their relation to local, state, and national standards are outlined in Table 1.

The CSULB School Psychology Credential Program is a 61 semester unit program (plus 9 units of prerequisite courses) housed within the Advanced Studies in Education and Counseling Department (ASEC) within the College of Education (CED). Nine of the 61 units are completed as part of candidates' master's degree program. Two distinct types of candidates complete the program: those who have already completed a master's degree in the behavioral or educational sciences from an accredited university (i.e. "Credential Only"), and those who complete CSULB's Master's Degree in Education, Educational Psychology Option (i.e., "Joint" educational psychology degree and school psychology credential program). Both types of candidates typically complete the program in three years, though the latter typically take summer school.

The program currently serves 61 full- and part-time candidates with three full-time faculty members (Table 6) devoted to the program. Table 2 below is a summary of candidates admitted to and those who completed the program during the 2011-2012 school year. Tables 3-5 present additional data on candidates as they move through and complete the program.

**Table 1***Program Student Learning Outcomes and Relevant Standards*

	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>	<b>Outcome 6</b>	<b>Outcome 7</b>	<b>Outcome 8</b>	<b>Outcome 9</b>	<b>Outcome 10</b>
<b>SLOs</b>	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.	Knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services	Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.	Knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	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.	Knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	Knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	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.	Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists
<b>Signature Assignment(s)</b>	Case study, Intervention Report Summary	Consultation Case Study	Case study	Intervention Report Summary	Class Presentation	School Analysis Report	Case study	Parent interview	Final Program Evaluation	Case Study
<b>National Standards</b>	Data-Based Decision Making	Collaborative Consultation	Effective Instruction/ Cognitive Development	Socialization/ Development of Life Skills	Student Diversity	School/ Systems Organization	Prevention/ Mental Health	Home/ School/ Community Collaboration	Research	Ethical/Legal Practice and Professional Development
<b>Conceptual Framework</b>	Research and Evaluation	Service and Collaboration	School Improvement	School Improvement	Values Diversity	Prepares Leaders	Prepares Leaders	Service and Collaboration	Research and Evaluation	Prepares Leaders
<b>NCATE Elements</b>	Knowledge and skills – other	Knowledge and skills– other	Knowledge and skills–other	Student learning– other	Professional Dispositions	Student learning-other	Knowledge and skills- other	Knowledge and skills- other	Knowledge and skills- other	Professional dispositions

**Table 2**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12)<sup>1</sup> – Transition Point 1 (Admission to Program)*

	<b>Number Applied</b>	<b>Number Accepted</b>	<b>Number Matriculated</b>
<b>TOTAL</b>	91	27	20

**Table 3**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 2 (Advancement to Culminating Experience)*

	<b>Number</b>
<b>Comps<sup>2</sup></b>	8
<b>Thesis</b>	3

**Table 4**

*Comprehensive Exam Results, 2011-2012 (snapshot taken Su12)*

	<b>Number</b>
<b>Passed</b>	3
<b>Failed</b>	5
<b>Total<sup>3</sup></b>	8

**Table 5**

*Program Specific Candidate Information, 2011-2012 (snapshot taken Su12) – Transition Point 3 (Exit)*

	<b>Number</b>
<b>Credential<sup>4</sup></b>	19

<sup>1</sup> Totals for Ed Psych (Track 1) and School Psych (Track 2)

<sup>2</sup> This is data on the number of students who *applied* to take the comprehensive examination in Fall 2011, Spring 2012, or Summer 2012. The data include students who may not have taken or passed the examination(s).

<sup>3</sup> The number of pass + fail does not equal the number of students who advanced to take the comps (Table 3) because some students who have registered for the exam do not attempt it. This data reflects number of attempts at one or more parts of the comprehensive exam in Summer 2011, Fall 2011, or Spring 2012. Individuals who failed all or part of the exam and chose to retake it during AY 11-12 may be accounted for twice.

<sup>4</sup> Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program 1 or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2011, Fall 2011, and Spring 2012.

**Table 6**

*Faculty Profile 2011-12<sup>5</sup>*

Status	Number
Full-time TT/Lec.	3
Part-time Lecturer	4
Total:	7

2. How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.

The three full-time faculty members participated in a review and discussion of the data.

## Data

3. Question 3 is in 2 main parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:
  - a. Candidate Performance Data: Provide *direct* evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used). Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, percentage passing as appropriate for each outcome.

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<sup>5</sup> Faculty numbers reflect headcounts of any faculty member teaching a course in the program for the prior academic year (Summer through Spring). Faculty who teach across multiple programs will be counted in each program.

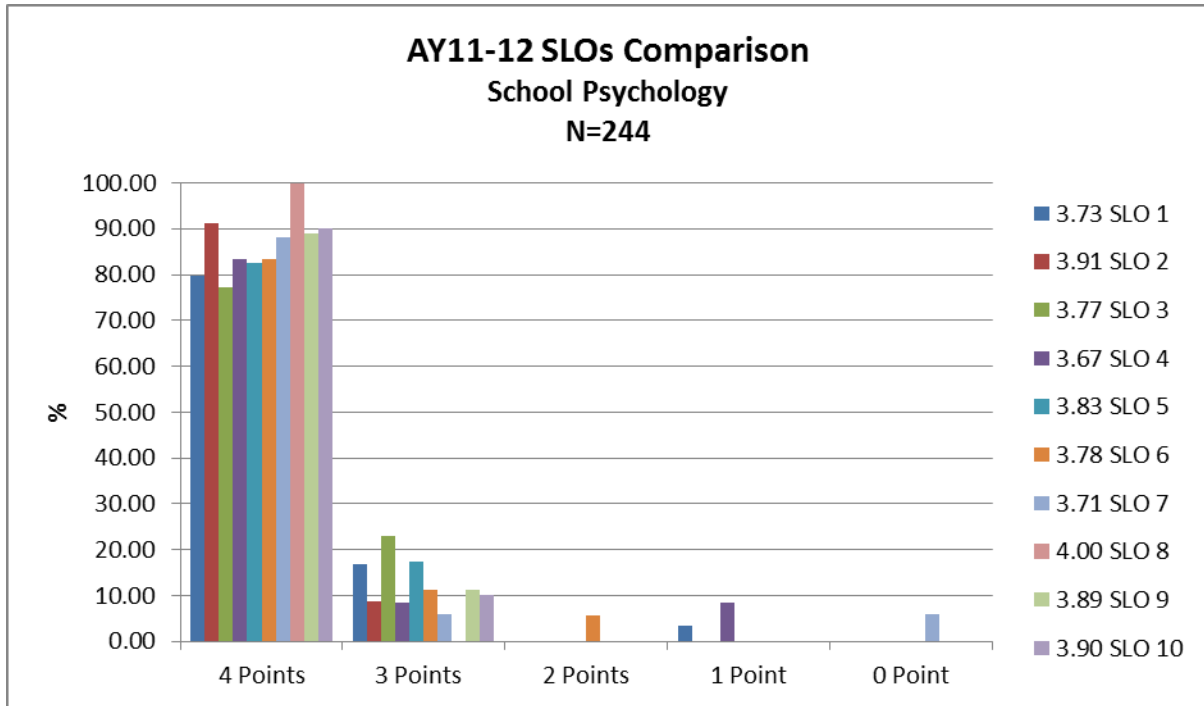
**Table 7***Program Student Learning Outcomes and Signature Assignments*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome Description</b>	<b>Signature Assignment(s) Course(s)</b>	<b>Description of the Assignment</b>
<b>1</b>	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.	<ul style="list-style-type: none"> <li>• EDP 579: Case Study-Clinic</li> <li>• EDP 527: Academic Case Study-School</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates collect baseline data, develop student goals, develop and implement an academic intervention in a clinic setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.</li> <li>• Candidates collect baseline data, develop student goals, develop and implement (or assist in the implementation of) an academic intervention in a school setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.</li> <li>• The report and explanation of results is provided to parent(s) in the Clinic under the observation of the instructor via one-way mirror.</li> </ul>
<b>2</b>	Knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services	EDP 536: Consultation Case Study	Candidates engage in a consultation relationship with a teacher at a school site focusing on a student who is experiencing academic difficulties. Candidates submit a report of their consultation outcomes.
<b>3</b>	Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.	EDP 579: Academic Case Study	Candidates collect baseline data, develop student goals, develop and implement an academic intervention in a clinic setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.
<b>4</b>	Knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	EDP 560: Behavioral Case Study	Candidates collect baseline data, develop student goals, develop and implement (or assist in the implementation of) a behavioral intervention, collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.
<b>5</b>	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.	EDP 536: In-Service Presentation	Candidates organize and carry-out an in-service present on a topic related to culture, ethnicity, language, socioeconomic, gender, sexuality, or ability as it relates to youth and staff well-being, and student achievement specifically.

<b>6</b>	Knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	EDP 528: School Analysis Report	Candidates conduct an analysis of their school site practica placement to become familiar with the structure, organization, policies, and procedures of their school, and familiarize themselves with local, state, and federal accountability requirements, and potential issues and needs of the school and its surrounding community.
<b>7</b>	Knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	EDP 517: Counseling Case Study	Candidates are observed engaged in a counseling session with a school-age client in a school setting. Candidates are rated based on implementing evidence-based counseling strategies and techniques, as taught in class.
<b>8</b>	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.	EDP 579: Parent Interview	Candidates provide assessment and academic intervention services to a school-age client in the Educational Psychology Clinic, and write a summary report. The report and explanation of results are provided to parent(s) in the Clinic under the observation of the instructor via one-way mirror.
<b>9</b>	Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	EDP 641B: Final Program Evaluation	Candidates complete an evaluation of an existing or self-implemented program in an elementary or secondary school setting, including collecting extant and evaluative data, analyzing and interpreting the data, and writing a formal program evaluation report.
<b>10</b>	Knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists	EDP 642A: Ethics Case Study	Candidates apply an 8-step problem-solving ethics model to a typical dilemma encountered in a school setting, and are required to identify which of the ethical principles (respect for dignity of person, responsible caring, integrity in professional relationships, and responsibility to community and society) is at issue. The focus of the dilemma (i.e., the person who may be "harmed") may be students, staff or parents, but not the candidate.

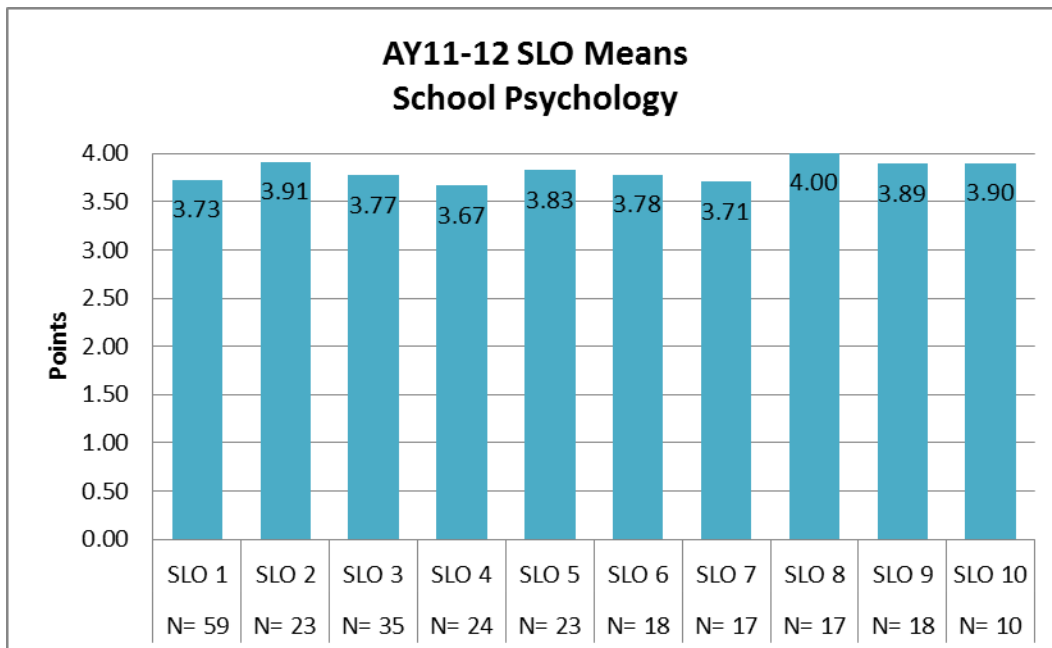
**Figure 1**

*AY11-12 SLO Comparison*



**Figure 2**

*AY11-12 SLO Means*



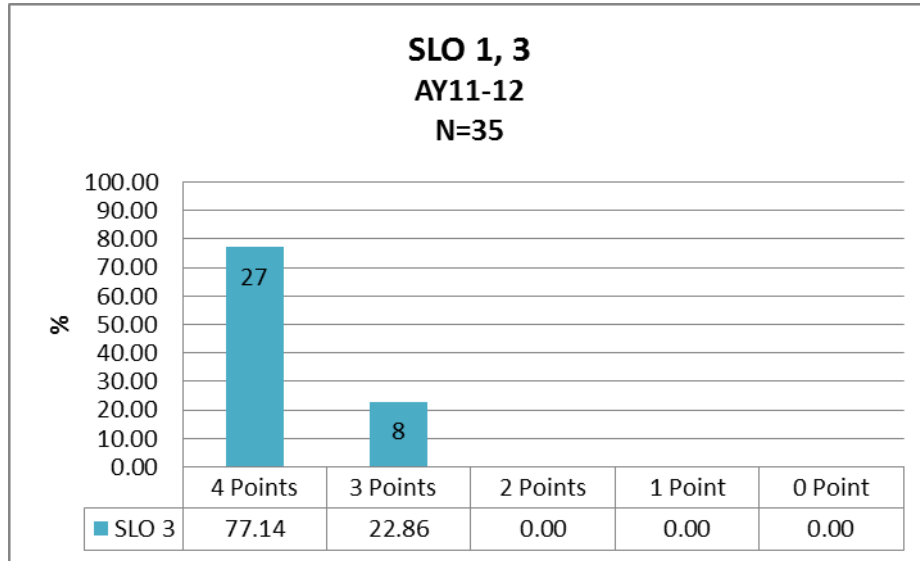


**Outcome 1:** Knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Outcome 3:** Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

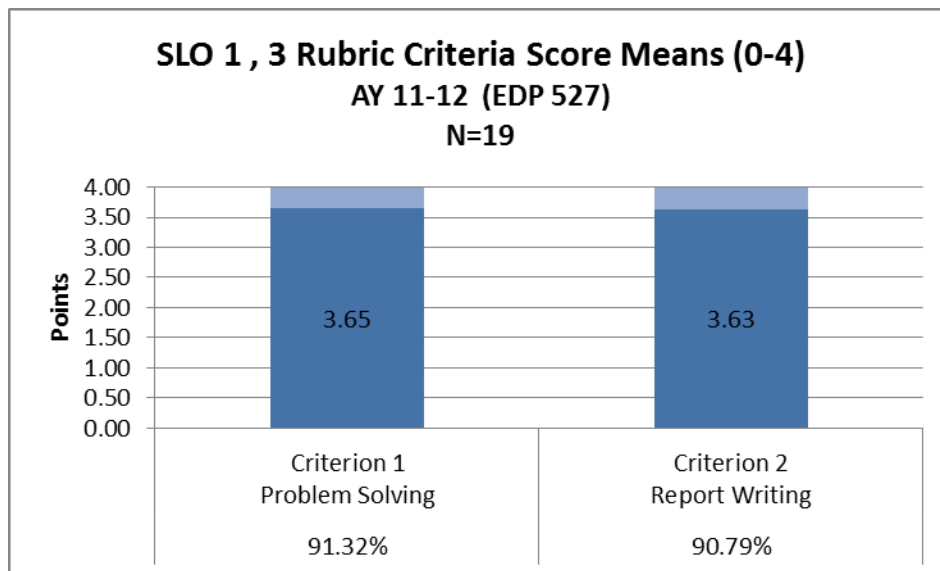
**Figure 3**

*AY11-12 Score Distribution-SLO 1, 3*



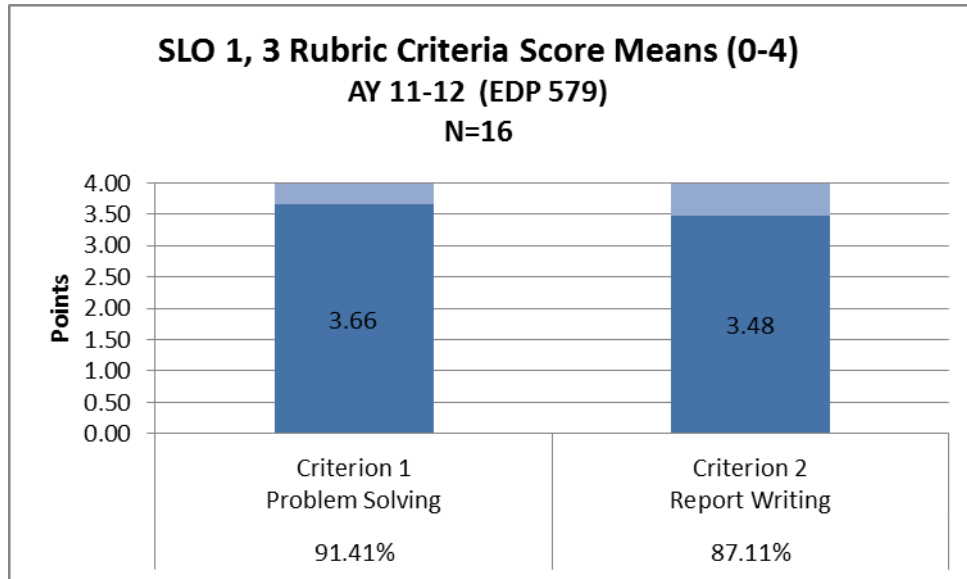
**Figure 4**

*AY11-12 Criteria Score Means-SLO 1, 3*



**Figure 5**

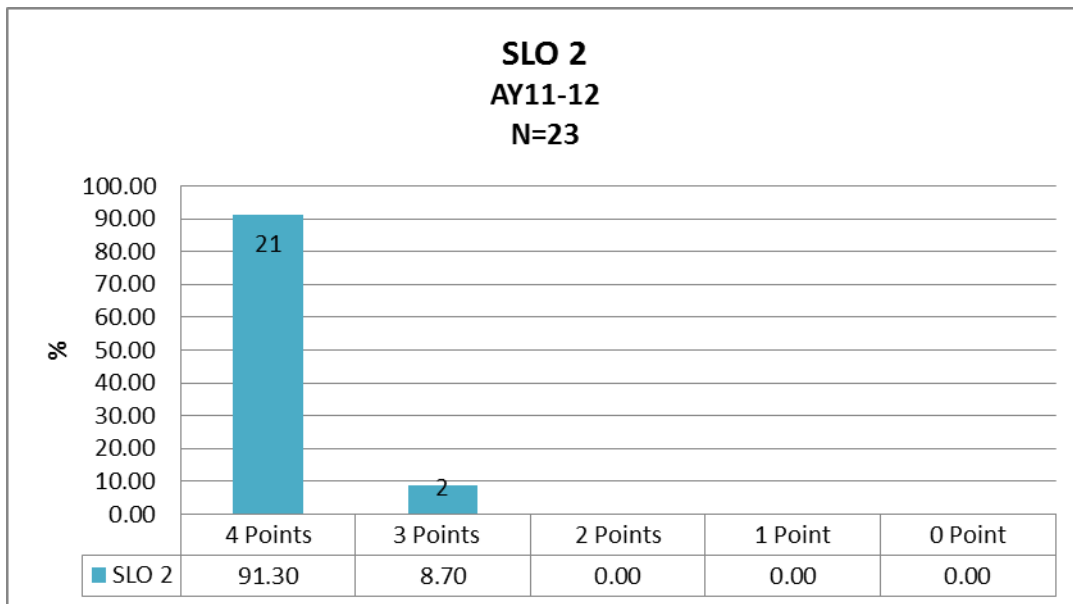
AY11-12 Criteria Score Means-SLO 1, 3



**Outcome 2:** Candidates demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and their application to particular situations through effective collaboration with others in planning and decision-making at the individual, group, and system levels.

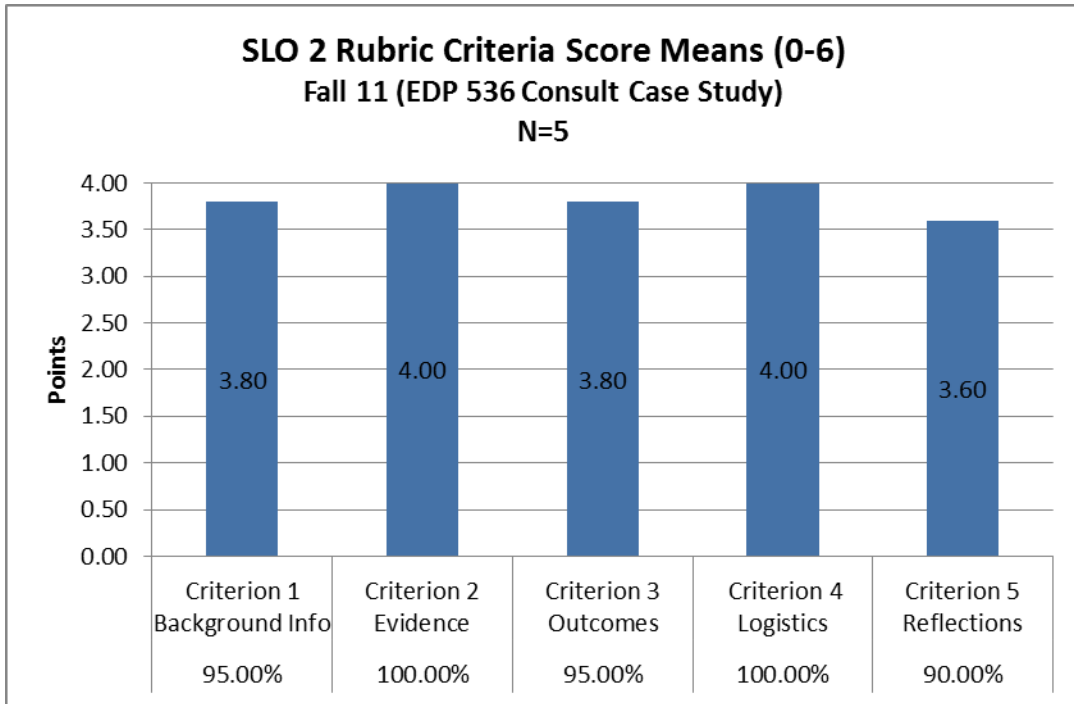
**Figure 6**

AY11-12 Score Distribution-SLO 2



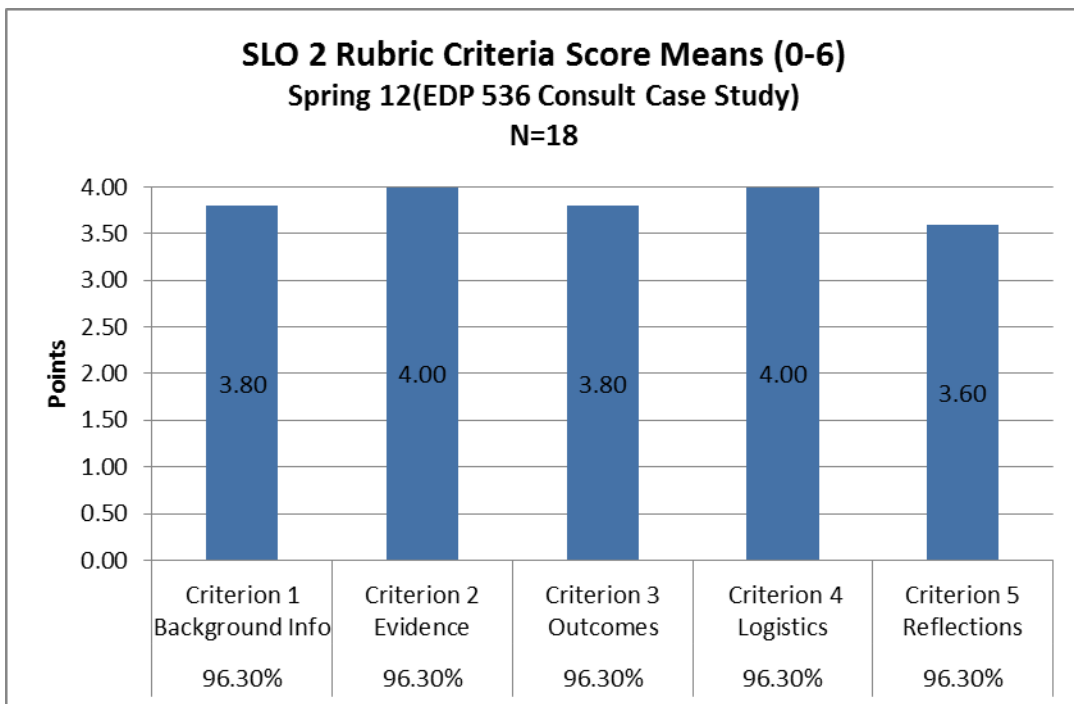
**Figure 7**

*Fall 2011 Criteria Score Means-SLO 2 (20 points possible)*



**Figure 8**

*Spring 2012 Criteria Score Means-SLO 2 (30 points possible)*

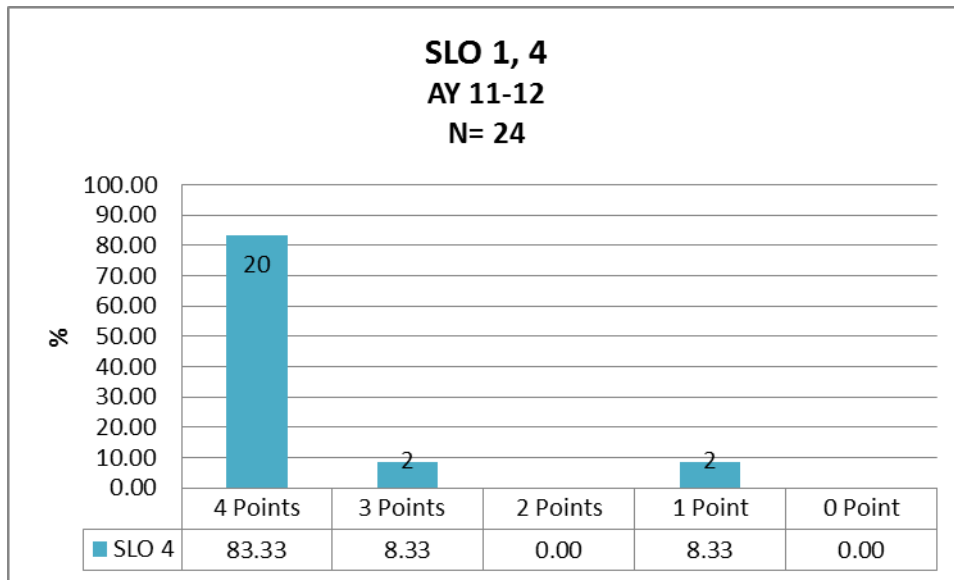


**Outcome 1:** Knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Outcome 4:** Knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

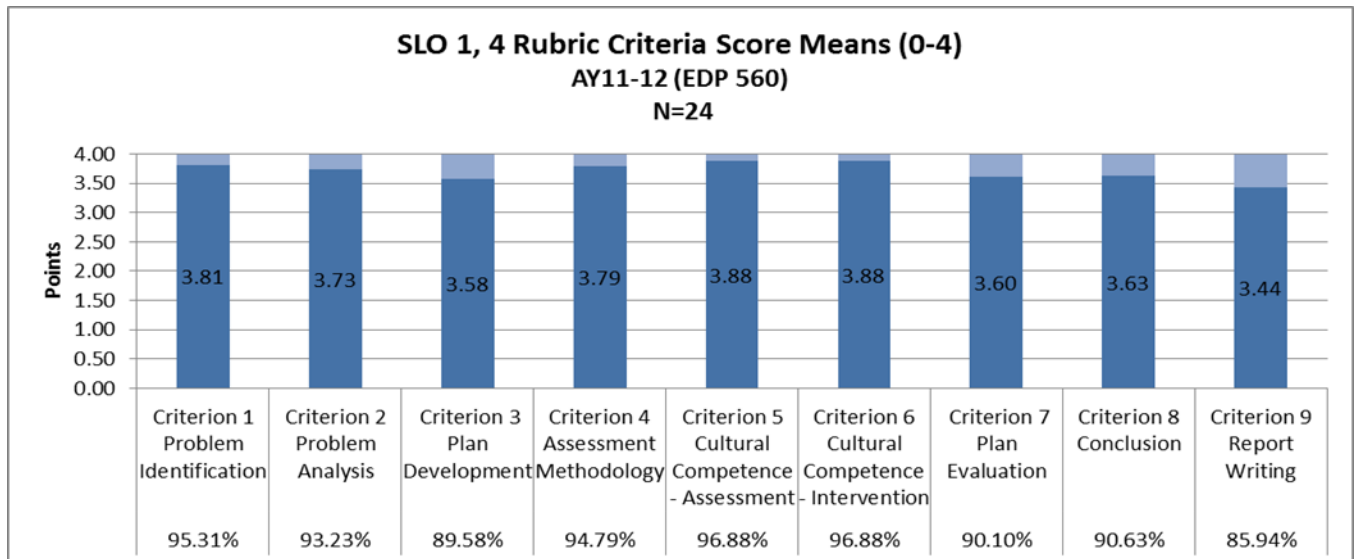
**Figure 9**

*AY11-12 Score Distribution-SLO 1,4*



**Figure 10**

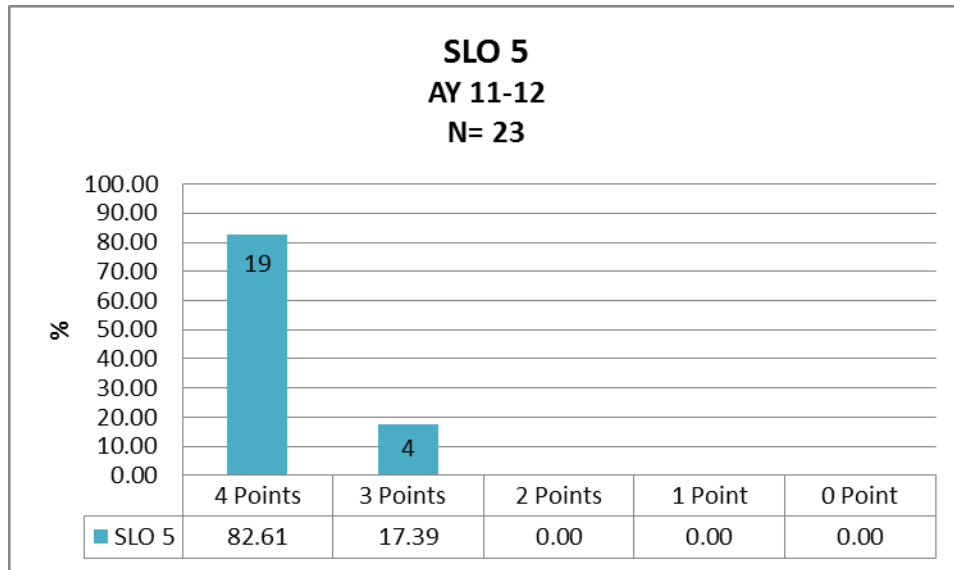
*AY11-12 Criteria Score Means-SLO 1, 4*



**Outcome 5:** 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.

**Figure 11**

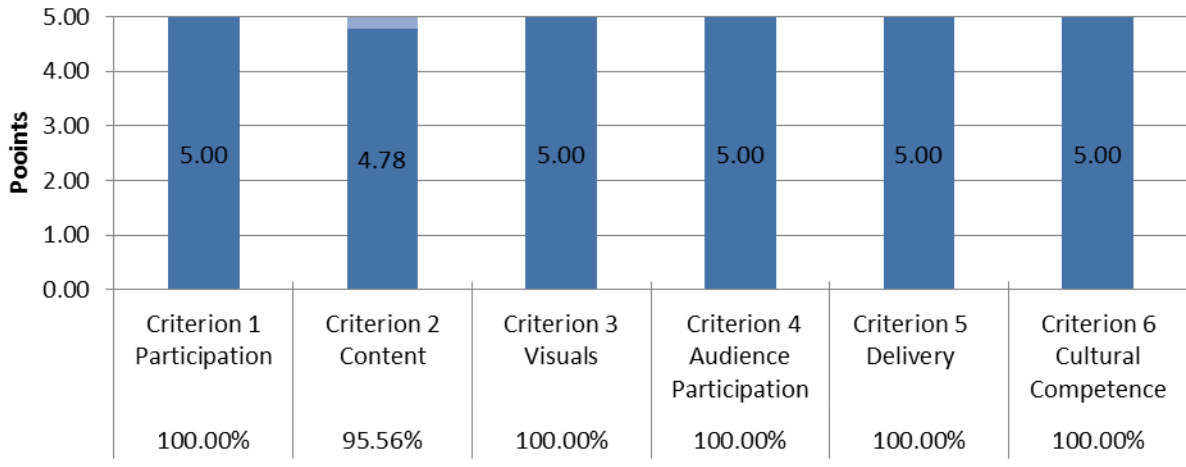
*AY11-12 Score Distribution-SLO 5*



**Figure 12**

*AY11-12 Criteria Score Means-SLO 5*

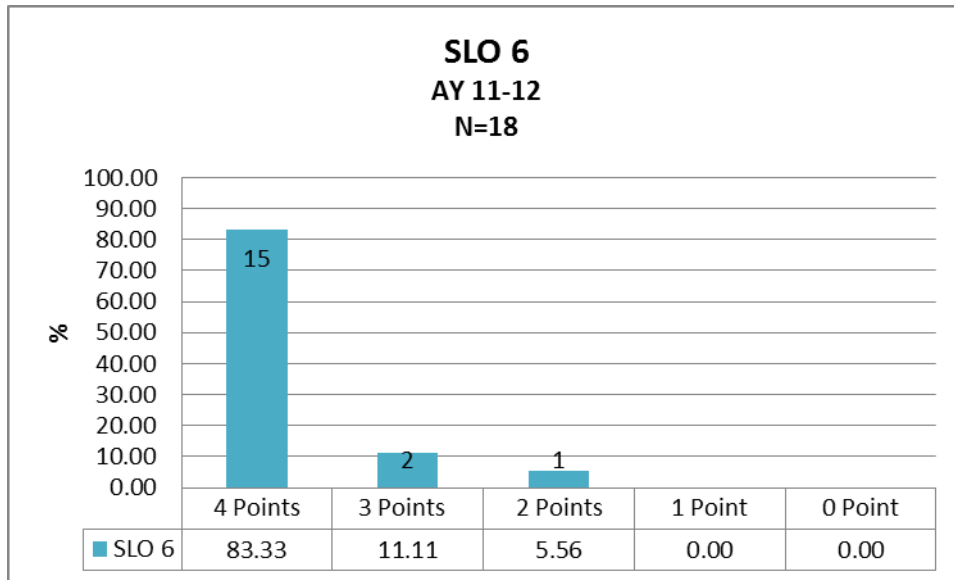
**SLO 5 Rubric Criteria Score Means (0-5)**  
**AY 11-12 (EDP 536 In-Service Training Presentation)**  
**N=23**



**Outcome 6:** Knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

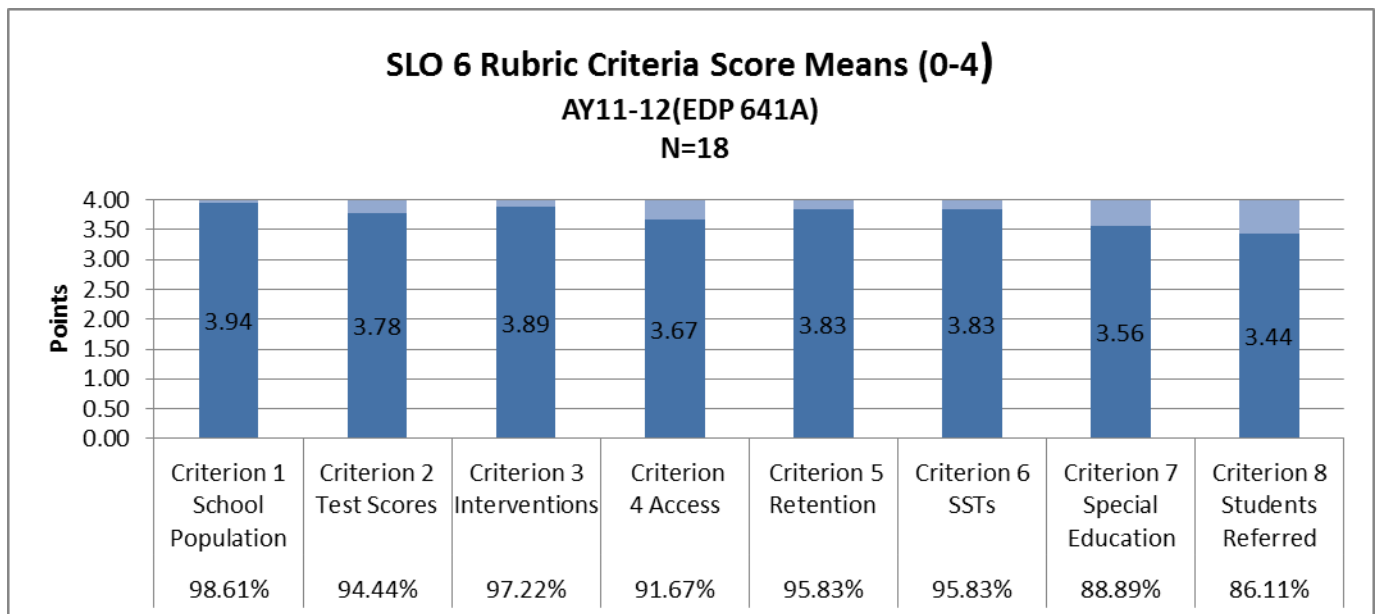
**Figure 13**

*AY11-12 Score Distribution-SLO 6*



**Figure 14**

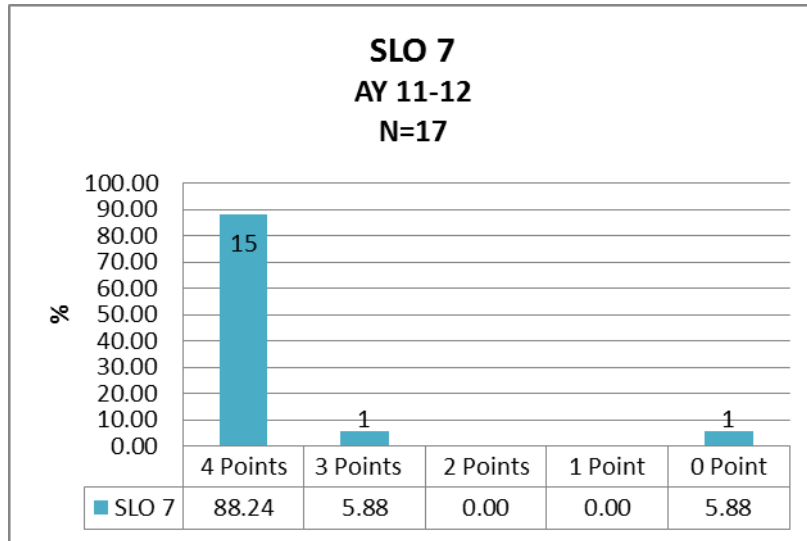
*AY11-12 Criteria Score Means-SLO 6*



**Outcome 7:** Knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

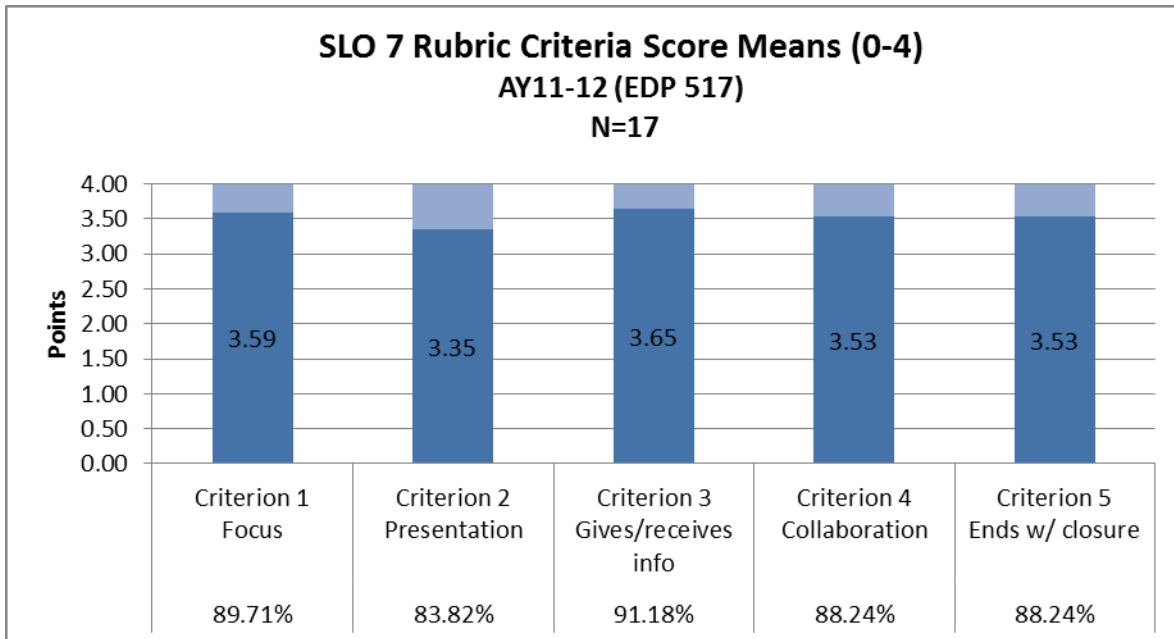
**Figure 15**

*AY11-12 Score Distribution-SLO 7*



**Figure 16**

*AY11-12 Criteria Score Means-SLO 7*

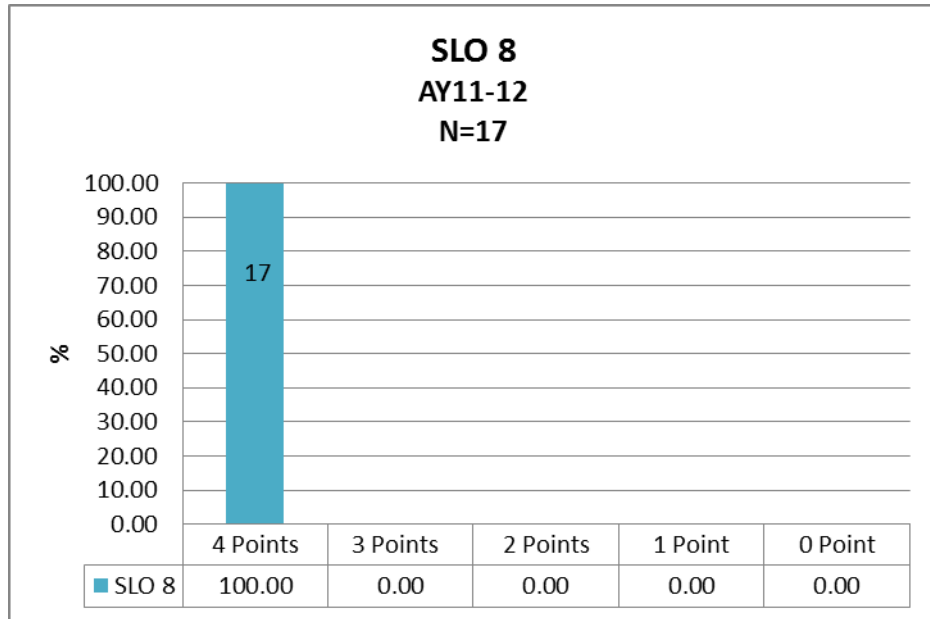




**Outcome 8:** Knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

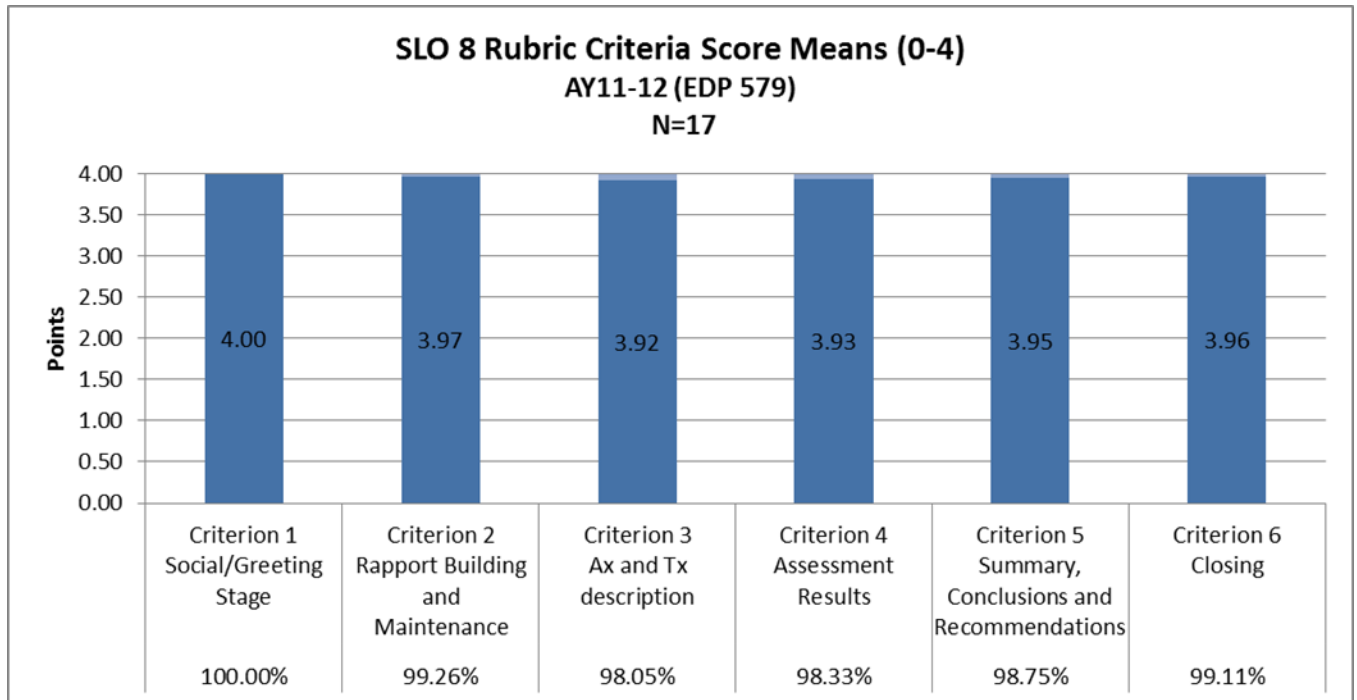
**Figure 17**

*AY11-12 Score Distribution-SLO 8*



**Figure 18**

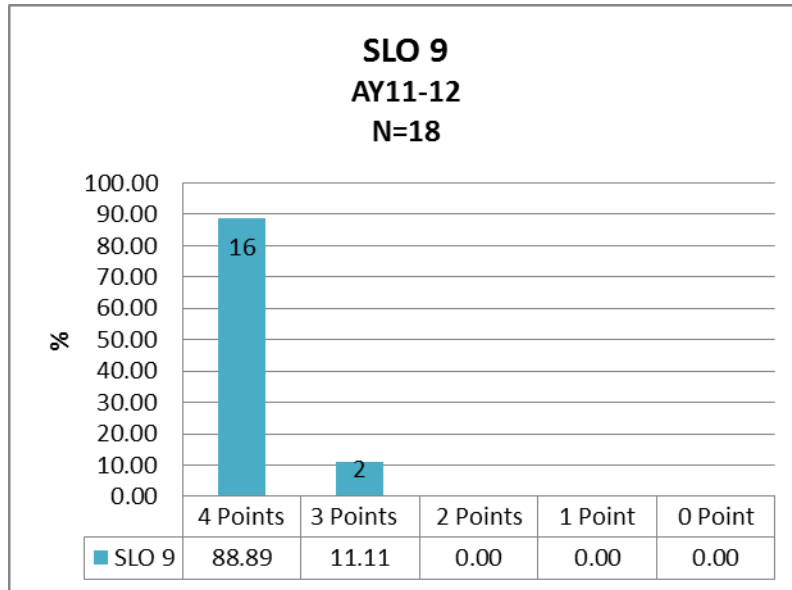
*AY11-12 Criteria Score Means-SLO 8*



**Outcome 9:** Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

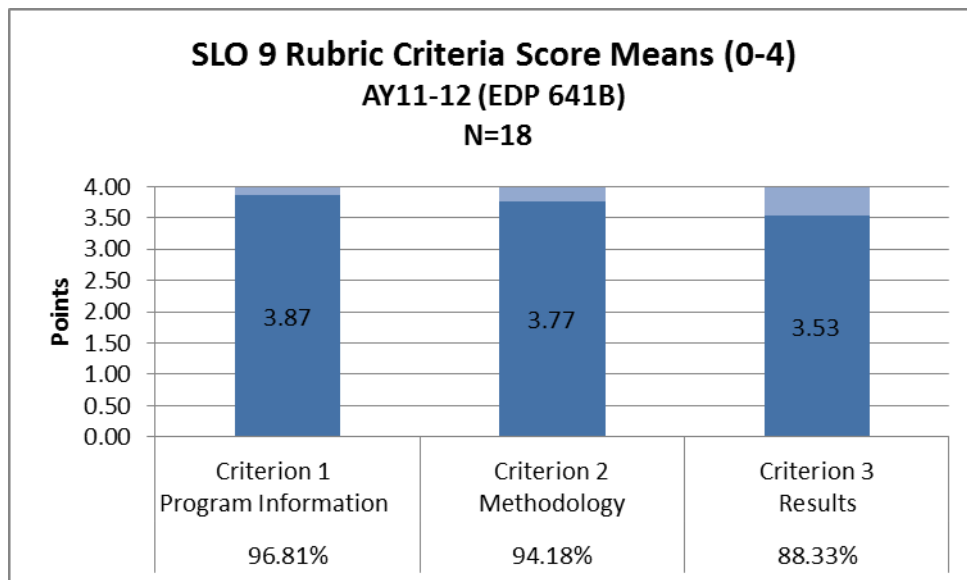
**Figure 19**

*AY11-12 Score Distribution-SLO 9*



**Figure 20**

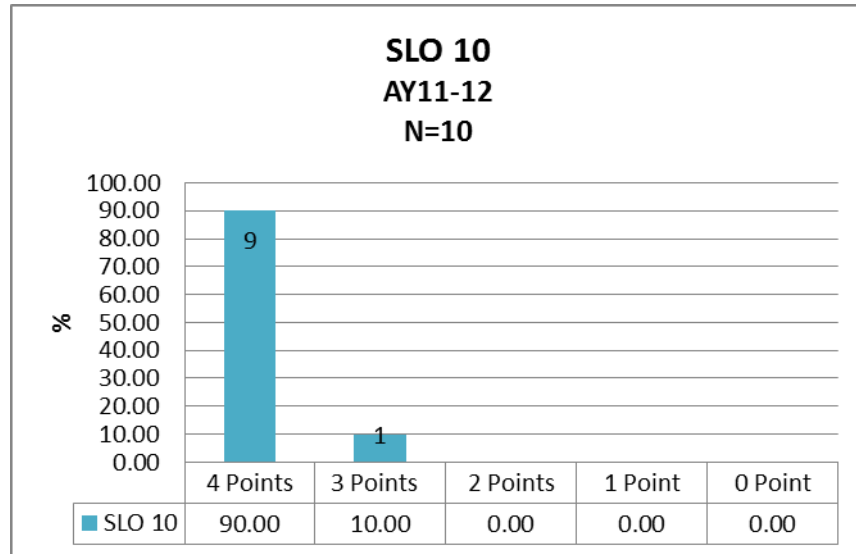
*AY11-12 Criteria Score Means-SLO 9*



**Outcome 10:** Knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

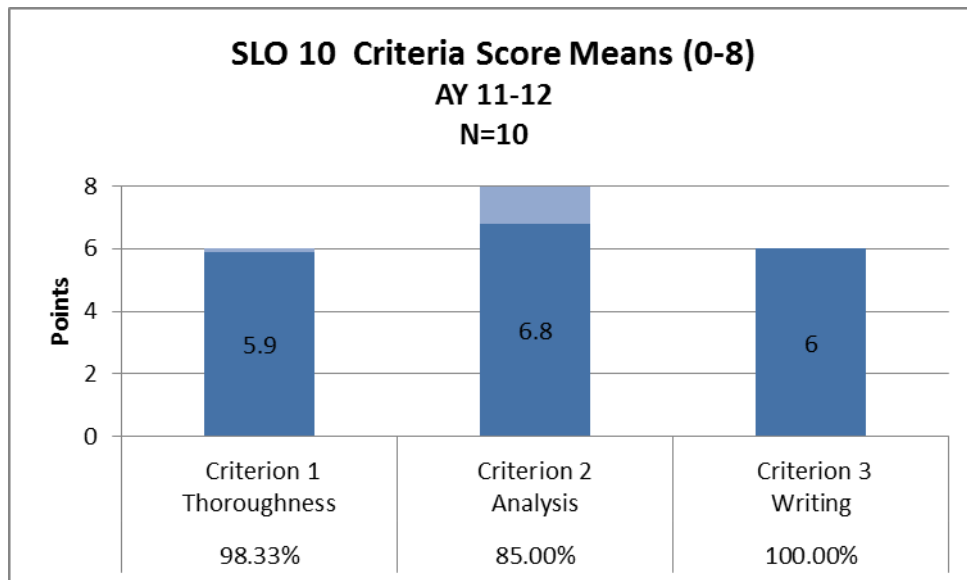
**Figure 21**

*AY11-12 Score Distribution-SLO 10*



**Figure 22**

*AY11-12 Criteria Score Means-SLO 10*



- b. Program Effectiveness Data: What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness. Describe the process used for collection and analysis. Present descriptive statistics such as the range, median, mean, or summarized qualitative data, for each outcome.
4. OPTIONAL: You may provide *additional* information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision making. This may include quantitative and qualitative data sources.

n/a

## Analysis and Actions

5. What do the data for each outcome say regarding candidate performance and program effectiveness? Please note particular areas of strength or areas in need of improvement.

There is not much variability in scores across signature assignments/SLOs and thus, program faculty question the utility of these data. Most of the rubrics have been modified numerous times over the last 5-6 years with little change in student performance as measured by signature assignments.

Overall, student performance on SLO 8 (Home-School Collaboration), as measured by students' performance during a parent meeting in the Community Clinic was the highest (4.0). The instructor of the course in which this assignment is given reported that the rubric is discussed in class and thus, become very familiar with the stated expectations for the meeting.

Student performance was the lowest on the assignment measuring SLO 4 (Socialization-Development of Life Skills; 3.67). The lowest rated item on the signature assignment was "Report Writing" (3.44) followed by "Plan Development" (3.58).

SLO 4 criteria should be collapsed into two subscore categories: problem solving and report writing.

6. How do these findings compare to past assessment findings?

Comparing data from 2011-2012 with 2010-2011 data, student performance improved slightly on assignments measuring SLO 5 (Diversity), 7 (Prevention/Mental Health), and 9 (Research). Student performance decreased on assignments measuring SLO 1 (Data-Based Decision Making), 3 (Effective Instruction), and 4 (Socialization-Development of Life Skills). Student performance comparisons across years cannot be made on SLO 6 (School Systems) and 8 (Home School Collaboration) due to missing data from 2010-2011; and SLO 2 (Consultation) due to errors in reporting 2011-2012 data. Additionally, 50% of data on student performance on SLO 10 (Legal-Ethical) are missing due to instructor error.

7. What steps, if any, will be taken with regard to curriculum, programs, practices, assessment processes, etc. based on these findings in Questions 5 and 6? Please link proposed changes to data discussed in Q5.

**Table 8***Action Plan*

<b>Priority</b>	<b>Action or Proposed Changes To Be Made</b>	<b>By Whom?</b>	<b>By When?</b>	<b>CTC Standard (If Applicable)</b>
<b>1</b>	Collapse SLO 4 signature assignment criteria into two criteria only: problem-solving and report writing, making case studies comparable across EDP 579, 527, and 560 courses (same rubric is used for all three signature assignments)	Hagans	Immediately	
<b>2</b>	Obtain missing SLO 10 data from instructor	Hagans	Immediately	
<b>3</b>	Notify Assessment Office of errors in data reporting and criteria for SLO 2 (Consultation Case Study)	Hagans	Immediately	