



**Commission on Teacher Credentialing
Biennial Report
Academic Years 2012-13 and 2013-14**

Institution	California State University, Long Beach
Date report is submitted	Fall 2014
Program documented in this report	School Psychology Program
Name of Program	School Psychology Program
Credential awarded	Pupil Personnel Services School Psychology Credential
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

Note: CSULB is using a modified Biennial Report template. With CTC's permission, this template combines all elements of the traditional Biennial Report with elements of CSULB's Annual Report. Most data tables appear in the Appendix. Please see the Cover Letter for a detailed comparison.



College of Education and Affiliated Programs
Biennial Assessment Report – Fall 2014
School Psychology Program

Note: this report presents and analyzes data from Summer 2012 through Spring 2014 with an additional year of SLO data, when available, included solely as a means of establishing a trend.

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

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
SLOs	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.
Signature Assignment(s)	Clinic Case Study , School-based Case Study	Consultation Case Study	Clinic Case Study, School-based Case Study	Behavior Case Study	In-Service Training Presentation	School Analysis Report	Counseling Case Study	Parent interview	Final Program Evaluation	Ethics Problem Solving Case Study

National Standards	Data-Based Decision Making and Accountability	Consultation and Collaboration	Interventions and Instructional Support to Develop Academic Skills	Interventions and Mental Health Services to Develop Social and Life Skills	Diversity in Development and Learning	School-Wide Practices to Promote Learning	Preventive and Responsive Services	Family-School Collaboration Services	Research and Program Evaluation	Legal, Ethical, and Professional Practice
Conceptual Framework	Innovation	Collaboration	Effective Pedagogy	Evidence-based Practices	Advocacy	Leadership	Evidence-based Practices	Evidence-based Practices	Scholarship	Leadership
NCATE Elements	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, 2011-2014 – Transition Point 1 (Admission to Program)*

	2012-2013			2013-2014		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
Total:	68	35	21	57	31	17

Table 3*Program Specific Candidate Information, 2011-2014 – Transition Point 2 (Advancement to Culminating Experience)*

	2012-2013	2013-2014
Thesis (698)¹	4	3
Comps²	9	13

Table 4*Comprehensive Exam Results, 2012-2014*

	2012-2013	2013-2014
Passed	9	13
Failed	0	0
Total³	9	13

¹ These are data on all students who were enrolled in thesis work from Summer 2012 to Spring 2014. This figure may include students who actually “crossed into” this transition point prior to Fall 2012 and were still making progress on their theses at this time.

² These are data on the number of students who *applied* to take the comprehensive examination from Summer 2012 to Spring 2014. The data include students who may not have taken or passed the examination(s).

³ 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. These data reflect number of attempts at one or more parts of the comprehensive exam from Summer 2012 to Spring 2014. Individuals who failed all or part of the exam and chose to retake it during AY 12-14 may be accounted for twice.

Table 5

Program Specific Candidate Information, 2012-2014 – Transition Point 3 (Exit)

	2012-2013	2013-2014
Degree	12	13
Credential⁴	16	13

Table 6

Faculty Profile 2012-2014⁵

Status	2012-2013	2013-2014
Full-time TT/Lecturer	3	3
Part-time Lecturer	1	1
Total:	4	4

- 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.**

Data were discussed in a program meeting on October 22, 2014 with the program director and one program faculty. Other program faculty were unable to attend and one is on sabbatical.

⁴ Data for Initial and Advanced Credential Programs reflect students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2012 through Spring 2014.

⁵ Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

Data

3. Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:

The School Psychology program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts), Credential Center, and the Graduate Office/TPAC. These data are reflected in Tables 2-6 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** Signature assignments are faculty-designed assessments, typically embedded in courses that assess candidate learning on program-level outcomes. Assessment scoring is guided by rubrics to ensure consistency and fairness. These data are collected each time the relevant course is offered and are then forwarded to the Assessment Office for analysis. Analysis includes calculating the mean and standard deviation for overall and criteria scores. Signature assignments are outlined in Table 1 (above). Data related to these assignments are reported Appendix A.
- **College of Education Student Success Survey:** Starting in spring 2013, the college administered a web-based student success survey to capture the experiences of candidates currently enrolled in the college. This survey is administered every 3 years. Relevant data for the program are reported in Appendix B.
- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.

Additional information, including each program's assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

- 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).

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please go to Appendix A. For program pathways with fewer than 10 students, we do not disaggregate data.

Figure 1

Figure 1 compares aggregate data by SLO for a three-year period based on points earned.

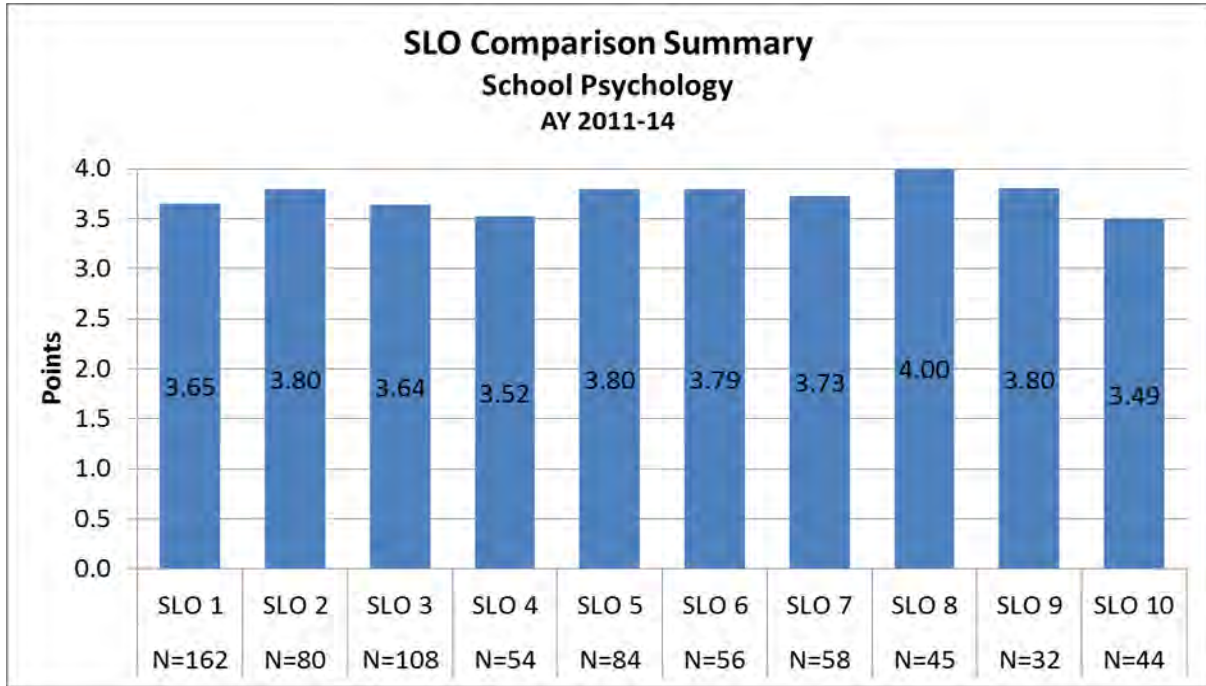
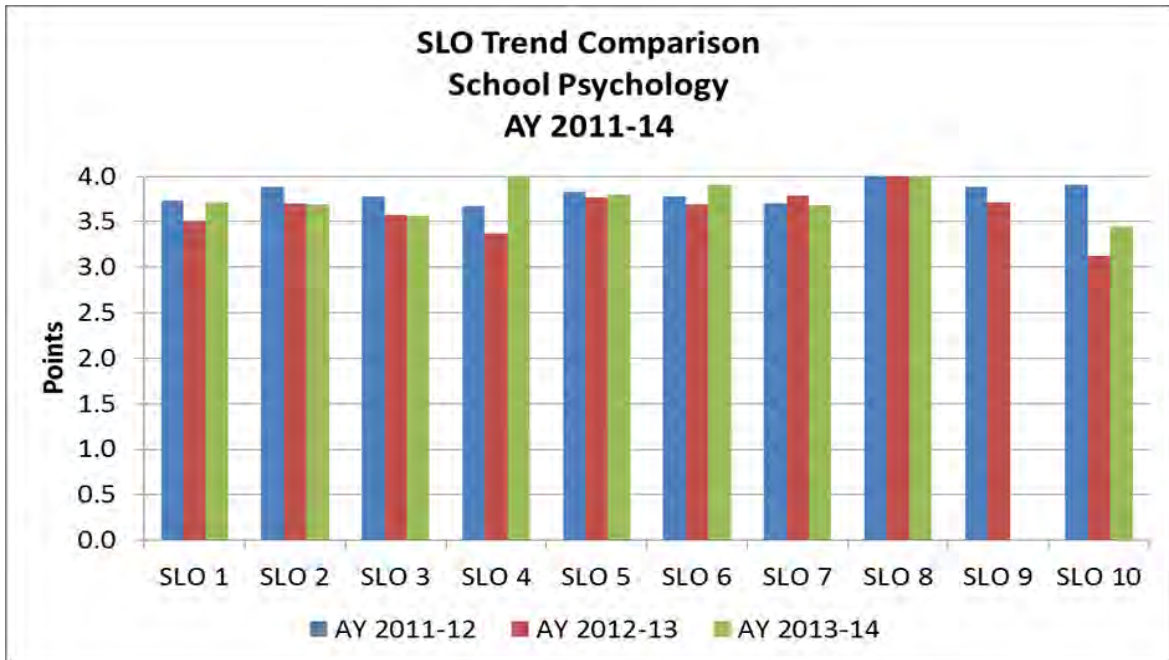


Figure 2

Figure 2 compares trends in SLO data across three years based on points earned.



- 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.

The School Psychology program has reviewed and interpreted data from the following survey items (identified below). Relevant survey data for the items listed below can be found in Appendix B.

<u>Survey</u>	<u>Items</u>
CED Student Success Survey, 2012-13	3, 16
Exit Survey, 2013-14	6-7, 12, 20, 21, 23-26, 28-30

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.

Analysis and Actions

5. Please use the table below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance *as well as* any survey and other data. Be sure to make note of how these new findings compare to *past* findings on the data and discuss *why* you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify *only* strengths or *only* weakness for a topic.)

Please refer to Tables 7 and 8 on the following pages for discussion related to data analysis and interpretations/findings.

Table 7*Discussion of Program Strengths and/or Areas of Needed Improvement*

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
1	SLO 5	Signature assignment: In-Service Presentation	Consistent high performance across three years; consistently score high on the cultural competence criterion.	n/a	n/a
2	SLO 6	Signature assignment: School Analysis Report	Fairly consistent performance across three years; 2013-14 cohort was highest scoring group.	Lowest scoring criterion is determining how students are referred for intervention/ service. Students report this information based on records review and SP interview at their practica site. Site may not have a clear procedure for referring students, or SP may not know thus, student responses may be ambiguous.	n/a
3	SLO 10	Signature assignment: Ethics Case Study		Inconsistent performance across three years. Particularly low performance on the criteria of "Thoroughness" and "Analysis." Performance could be due to discrepancies in instruction and grading across the two instructors; or a greater focus on describing and analyzing an ethical dilemma.	

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings <i>and why</i>
4	Student Survey	12-13 Student Success Survey		Students indicated dissatisfaction with advising. Faculty and students were both transitioning to the new degree program (Ed.S.) and were learning the requirements (and implications), procedures, and forms for the new program. Delays in 1 st year advising and impacted prerequisite courses further complicated advising, and veered students off recommended course sequences.	
5	Exit Survey	2014 Exit Survey	Graduating students rated the knowledge gain in the program as high and would likely lead to success in the field.	Students were clearly unhappy with their educational experience.	This is our first cohort who's had such a negative response to exit survey items. Although there were several student-specific issues in this cohort, we believe the primary reason for the low ratings is that this was our first graduating cohort from the new degree program and requirements and expectations differed from the old program. For example, we now write and grade our own comprehensive exam (in the old program, students took the Ed Psych exam) and expectations and knowledge differed. As such, 6 students failed the exam and had to re-take it.

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

Table 8

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
3	Scoring calibration to be conducted across the two faculty who grade this assignment, as well as sharing instructional resources and exploring team teaching a portion of the course.	Drs. Gamble & Powers	Spring 2014		
4	Contact Ed Psych coordinator and request priority registration for EDP 419 to incoming students in fall so course sequencing and scheduling is consistent. Review advising memos at first spring program meeting to direct students to appropriate courses based on their indication of completing comprehensive exams or thesis. Course scheduling can then be based on actual projected enrollments and not estimates, decreasing likelihood of course cancellations.	Dr. Hagans	Spring 2014		Revised advising templates and recommended course sequences by year were developed and instituted this fall.

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
5	Changes to advising, as described above.	Dr. Hagans	Spring 2014		To increase student performance on comps, the following were implemented this fall: provide comps orientation to students earlier in the year; provide written policies and procedures to students and review in-person, including grading procedures; provide suggested reading list along with existing study guide; provide six faculty-hosted study sessions covering each topic assessed on the comps.

7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?

- Yes (see below)
 No (no further action is required)

If YES, please document planned changes below:

Table 9

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.