

# **School Psychology Program Graduate Program Assessment Annual Report 2007**

Submitted by: Fred Jay Krieg, Ph.D.  
Program Director  
Professor of School Psychology  
Graduate School of Education & Professional Development

## **I. Assessment Activities**

### ***A. Program Goals***

#### **1. Description of the Program**

School Psychology is a profession that spans the disciplines of psychology and education. The School Psychology program at Marshall University is an educational specialist program (Ed.S) with a statewide mission that allows individuals to become certified school psychologists in West Virginia as well as other states. The program is NASP approved and as a result completion of the program results in graduates being eligible for certification throughout the United States. The program strives to allow students with diverse backgrounds and needs to complete the degree in a timely manner by offering flexible evening, weekend and internet based courses. The School Psychologist is a data-based problem solver who works with diverse populations in a variety of settings and is committed to quality comprehensive service delivery to students, families, schools and communities, with a strong understanding and respect for individuals.

#### **2. Program Mission, Philosophy, and Goals**

Marshall University outlines the mission of the university to which the School Psychology Program adheres. The mission of the School Psychology program at Marshall University Graduate College is to provide quality graduate training in school psychology at times and places convenient to students. The program values lifelong learning and is committed to serving both full-time and part-time students. The program is also committed to serving the practicing school psychologist in the state of West Virginia and surrounding areas, and the children, youth, and families they serve.

The philosophy of the School Psychology Program at the Marshall University Graduate College includes the following:

1. Schools and communities should nurture the healthy development of all students, families, and communities.
2. All children can learn (in their own time and their own way).
3. The integration of the sciences of psychology and education can inform and improve schools.
4. The individual needs to be served within the context of his or her social/cultural world.
5. Individuals and schools operate within multiple systems.
6. Quality educational programming is best served by evaluating outcomes for students, families, and schools.
7. The maintenance of quality services over time is best ensured by a commitment to lifelong learning.

The goal of the School Psychology program at Marshall University is to prepare students to work as competent professionals in school systems. In order to achieve this goal, students must learn the roles of the school psychologist, such as assessment, counseling, consultation, prevention and program evaluation, as well as, how school systems work on all levels. Program graduates must also be able to collaborate with all individuals involved in making these systems successful.

The Ed.S program in School Psychology meets the West Virginia Department of Education requirements for certification as a school psychologist in West Virginia and other states. The program consists of 75 hours, 54 hours of coursework, 9 hours of practicum, and 12 hours of internship. Students are also required to write a thesis as well as pass the Praxis II specialty examination in School Psychology.

### **3. Learning Outcomes**

The School Psychology program has developed and measures the following ten (10) learning outcomes:

1. Understand and apply the current knowledge base for school psychology.
2. Demonstrate skills in research methodology, problem solving and critical thinking.
3. Demonstrate the attitudes, knowledge and skills necessary to function effectively within the social setting of the school/agency, community and society as a whole.
4. Demonstrate the basic understanding of the application of technology in the practice of school psychology.

5. Demonstrate a basic understanding of human growth and development and apply this knowledge in the practice of school psychology.
6. Demonstrate a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment.
7. Demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction.
8. Communicate effectively with a wide variety of constituent groups including school/agency personnel, policy makers, parents and other community members.
9. Demonstrate self-direction so that they may become independent, self-confident professionals.
10. Demonstrate a commitment to continued professional growth and development and life-long learning.

#### **4. Student Population**

The School Psychology Program is designed to serve the needs of school systems for school psychological services. There is a critical shortage of School Psychologists in the United States as well as in the state of West Virginia. Due to retirements, the shortage in West Virginia is increasing. As the only School Psychology Training Program in the State of West Virginia, the program gives preference to candidates from within West Virginia and the surrounding region.

Applicants to the Ed.S. program in School Psychology must have a minimum undergraduate and/or graduate GPA of 3.0. Students must also obtain GRE (General Test) scores of 400 on either the Verbal or Quantitative sections, or a minimum total of 900 on both sections. As an alternative to the GRE, students may take the Miller Analogies Test. On this test, students must achieve a scaled score of at least 400 (raw score of 40). In addition, students must submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their professional goals (1000 words or fewer).

The program has admitted an average of 16.0 students annually over the last six years. For the last two years, the program has admitted 20 students and 19 students respectively. Admitted students have exceeded admissions standards with this year's average GPA 3.36 and the average GRE score of 461, down from last year's (GPA 3.52 and GRE 512). (See chart below)

<b>YEAR</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<i>NUMBER ADMITTED</i>	12	22	11	10	20	19
<i>GPA</i>	3.07	3.21	3.18	3.29	3.52	3.36

Graduates of the Marshall University School Psychology Program are certified/licensed and employed as School Psychologists somewhere in the United States. The best measure of the academic success of the students is their performance on the Praxis II Specialty Examination in School Psychology. In the last three years, 100% of Marshall Graduates passed that examination with scores ranging from 610 to 780. (See attached Praxis Scores).

## **B. Data Collection**

### **1. Program Viability**

Because of the shortage of School Psychologists, both within the state and nationally, the number and quality of applicants continues to increase. As long as the program remains nationally approved (NASP approved), the number of applicants will always exceed the number of students accepted. NASP limits the number of students by the number of faculty members, and as a result, we are limited to 18 graduates per year. At the present time, the enrollment in the program is 49 students (see attached Summary of Demographics).

### **2. Program Productivity**

#### *a) Course Sections*

<b><i>Fall 2006</i></b>		<b><i>Spring 2007</i></b>		<b><i>Summer 2007</i></b>		<b><i>Fall 2007</i></b>	
SPSY 601	20	SPSY 616	19	SPSY 603	17	SPSY 601	21
SPSY 619	7	SPSY 617	13	SPSY 617	15	SPSY 619	12
SPSY 621	20	SPSY 624	11	SPSY 700	2	SPSY 621	21
SPSY 622	7	SPSY 675	17	SPSY 740	5	SPSY 622	10
SPSY 674	13	SPSY 739	10	SPSY 740	6	SPSY 674	18
SPSY 738	5	SPSY 745	6	SPSY 750	8	SPSY 738	13
SPSY 745	6	SPSY 745	5	SPSY 750	3	SPSY 745	5
SPSY 745	5	SPSY 751	6			SPSY 745	6

*b) Third Party Contracts*

The School Psychology program has long served the southeast region of the state of Ohio. The program director serves on the Ohio Inter-University Council for School Psychology (IUC). Recently, through cooperative efforts of the IUC, the Ohio Department of Education, and local school systems, the University of Dayton with the cooperation of Marshall University, offered two cohorts at Shawnee State University in Portsmouth, Ohio. This program is designed to alleviate a drastic shortage of School Psychologists in Southeast Ohio, which resulted from the closure of the Ohio University Program in 1992. The University of Dayton, with Marshall University's School Psychology faculty helping to teach a portion of the program will graduate twenty-four students over the next five years. This year the school psychology program had no commitments to teach in this program. However, the following two courses will be taught by Marshall faculty this upcoming spring and summer:

Spring            SPSY 674

Summer           SPSY 621

*c) Collaborative Programs*

The School Psychology program has been working with West Virginia State University and Fairmont State University, to help them develop a master's degree in their respective Psychology programs. These programs would serve as excellent feeder programs for the School Psychology Ed.S. program. These joint relationships would allow students to remain in their geographical area for the master's degree and to complete the Ed.S. program through Marshall University. This joint arrangement would provide opportunities for additional students to obtain certification as School Psychologists without further taxing the limited resources at Marshall University. To date, administrative personnel at these two institutions continue to dialogue with us, however, faculty at these institutions are not responsive to the increased course load and responsibilities that would be involved in implementing a Master's degree without appropriate compensation.

#### *d) Field Experience*

Dr. Sandra Stroebel serves as Coordinator of Field Experiences. Field experience is an integral part of the school psychology program and begins in the first semester of professional work. The purpose of the field experience is to provide an opportunity for students to apply theory into practice. It is an opportunity for students to interact with professionals in the field to ground their learning and aid in their development as emerging school psychologists.

Each student is required to have a school psychologist mentor (a practicing school psychologist who has volunteered to serve as a mentor for a school psychology graduate student in his or her geographic area) and an adoptive school (the adoptive school is a public school that has agreed to serve as a “home” for the student during his or her years in the program as he or she becomes socialized to the role of school psychologist). The mentor and adoptive school are selected during the first semester of the first year. Program faculty help students connect with potential mentors in their own areas.

Two Practicum experiences occur during the second professional year. These experiences occur at the student’s adoptive school under the supervision of their mentor. The purpose of these two Practicum courses is to provide a process for integrating, applying, and expanding competencies, attitudes and values under the direction of a supportive mentor.

The final Practicum occurs at the beginning of the student’s third professional year and is directly supervised by program faculty. The expectation for students is that they will apply their learning to practice by collaborating with other professionals in a summer school clinical experience.

The final field experience requires a commitment to a school system for a full academic year. This paid internship consists of 1200 hours (12 credit hours) which is required for certification as a school psychologist and meets stringent criteria specified by the program and the National Association of School Psychologists (NASP).

#### *e) Technology*

Technology is actively integrated throughout the program. All courses delineate the use of technology by students as well as

use technology for course delivery. One-third of the School Psychology Program is delivered in a t-course format.

*f) Faculty*

The School Psychology program is staffed with three full-time equivalent faculty. Three full-time tenured or tenure-track faculty account for 2.5 FTE. The remaining faculty consists of appointments totaling 0.5 FTE. All faculty positions are presently filled with faculty holding the Ph.D. degree in School Psychology, who are fully certified, and are experienced school practitioners.

Fred Jay Krieg, Ph.D., Program Director; is a tenured full professor. His Ph.D. in School Psychology was awarded by The Ohio State University.

Stephen O'Keefe, Ph.D., is a tenured full professor with a joint appointment in the Department of Psychology and School Psychology. His Doctorate is in School Psychology from George Peabody College of Vanderbilt University.

Sandra Stroebel, Ph.D., is Assistant Professor of School Psychology and obtained her Doctorate in School Psychology from the University of South Carolina.

The remaining faculty, constitute an equivalent of 0.5 FTE. Pete Prewett, Ph.D., is Associate Professor of School Psychology and holds his Doctorate in School Psychology from The Ohio State University. Dr. Jack Kramer holds his Doctorate in School Psychology from the University of South Carolina. Ms. Susan Canterbury-Beck, M.A., Ed.S., is a certified School Psychologist, serves as a site-supervisor for the summer practicum and validates all program competencies before students enter their internship year in the public schools.

*g) Program Approval*

The Marshall University School Psychology Program was granted NASP approval effective January 1, 2006. This approval is conditional and runs through December 31, 2007. It is not unusual for the first approval to be conditional. The necessary rejoinder documentation was sent to the NASP Approval Board on September 15, 2007. In the rejoinder, it was not necessary to complete a new approval application, but only to address the issues cited by the NASP Program Approval

Board. The Program Approval Board will meet in December and a response will be forthcoming in January 2008.

### **3. Student Assessment**

The Marshall University School Psychology Program assessment system was developed as an ongoing, comprehensive approach to assess candidate performance. The assessment system is tied to program goals and objectives and domains of practice. A multi-method approach using multiple data sources in various environments was viewed by faculty as the most effective way to gather information and to make decisions about candidate effectiveness. Based on these principles, the MUGC assessment system was developed to allow the faculty to determine whether or not each candidate has acquired and demonstrated the requisite knowledge and professional competencies in accordance with the domains of professional practice. The results of the assessment system can be summarized and aggregated to determine program effectiveness and the effectiveness of candidate performance in working with children and families and the school systems in which they work. Based on the above, our program increased the use of scoring rubrics in all areas; have introduced portfolio assessments for first year, second year, and internship. We have instituted self assessments in professional characteristics and skills and most importantly have made our candidates accountable for their impact on K-12 students. Students' progress is reviewed two times per year; one time to assess completion of program requirements, and the second time to assess professional development as School Psychologists. Specifics of each of these is detailed below.

#### *a) Examination*

In addition to classroom examinations, the Praxis II examination in School Psychology has been further emphasized in our program. The new student handbook contains an outline of the topic areas and percentage of questions in each of the areas of the Praxis II exam in School Psychology. The MUGC School Psychology program has raised the passing score for graduation to 610. The results of the Praxis examination data is used by staff to obtain feedback about strengths and weaknesses of course content as the MUGC School Psychology program has made a concerted effort to align its curriculum not only with NASP standards, but with the Praxis outline of topic areas provided to candidates in their handbook. The program has shifted comprehensive examinations from the Educational Specialist degree to the Master's degree level. The MUGC School Psychology program uses an oral examination

as an exit criterion from SPSY 740 (Summer Practicum) which is the culminating experience prior to entering internship.

*b) Simulations*

The MUGC School Psychology program uses simulations to make approximations of real life situations and evaluate candidate skills and performance in a direct way. The program places this simulation experience within a case study context in which students are given real life scenarios of ethical dilemmas and allowed to explore the possible implications of their decisions. These ethical case studies are completed individually and processed in cooperative learning groups in class discussion. The same procedure is used to learn special education law. Sample data from student assessments are provided for students to analyze in the Advanced Data-Based Decision Making class. Candidates write sample reports providing recommendations based on the data given and are evaluated using the same scoring rubric that they are then evaluated on when they complete their required assessment for portfolio evaluation.

*c) Performance Appraisal*

The MUGC School Psychology program utilizes performance appraisals that include systematic measurement of knowledge, skills, and/or behaviors in real life situations by a faculty member or field supervisor. Although this process is ongoing, it is culminated during our summer practicum which occurs prior to candidate's going on internship. At the summer practicum two faculty members (O'Keefe & Stroebel) and a Field Supervisor, (Susan Beck) are present for the entire summer school experience. Candidates are observed working with school psychology peers, fellow professionals, children, and parents in a public school summer program. Candidates are evaluated by the criteria contained in the MUGC Summer Enrichment Program, as well as, on the specific criteria of professional practice domains required for School Psychology candidates. Lastly, candidates are evaluated during their internship experience by field supervisors and university faculty as indicated in the internship manual.

*d) Portfolios*

The MUGC School Psychology program has candidates complete a series of portfolios of their work, compiled longitudinally or as indicators of ability/work at a particular point in time. The portfolios serve as a form of performance-based assessment which requires

self-evaluation and reflection on part of the candidate before being evaluated at a year end candidate review. The self-reflection of personal characteristics and portfolio review by faculty allows for periodic review and improvement and/or development of skills while still within the program. During the first year, the students complete a portfolio which is evaluated at the end of the year. The second year portfolio is similar to the first year. In the second year, the candidates must complete their final data-based decision making class which requires five comprehensive assessments which are evaluated on a scoring rubric and requires a minimum score of 13.0 completed by June 1 of the summer term. Completion of that assignment is required in order to submit the second year portfolio which ultimately results in the candidate being accepted into the third year of the program. Summer practicum is evaluated by the performance assessment as indicated above and the submission of a portfolio scored greater than 2.7. Finally, internship requires a portfolio which must be submitted by May 1 and is reviewed by the field supervisor, a faculty member, and the candidate at the final internship visit. The use of yearly portfolio review allow the faculty to measure the growth of candidates over the course of the program and provide a longitudinal data base for candidate and program review.

e) *Self-Assessments*

The School Psychology Program at MUGC recognizes that, in addition to a broad knowledge base in education and psychology, professional success depends to a large part on the personal characteristics of the School Psychologist. These personal characteristics are evaluated each year. Candidates complete self-assessments of personal characteristics at the conclusion of each year. That form is reviewed by the faculty during the candidate's annual review along with their portfolio which contains additional personal data about professional work characteristics. The faculty also completes a personal characteristics evaluation of the candidate at that time and indicates the level of candidate's progress in that area. The candidate and their advisor review and sign off on that evaluation.

The culmination of the assessment process is the student performance in internship which is carefully reviewed by combining elements of the above assessment methods as indicated in the internship manual. This process is collaborative between the candidate, field supervisor, and the faculty supervisor and uses weekly time logs, postings on the Vista WebCT, site visits, portfolio,

interns performance assessment (completed by the candidate, field supervisor, and faculty supervisor).

#### **4. Program Assessment Data**

The program has undergone major revisions based on the NASP accreditation process and student surveys from yearly program evaluations. As part of SPSY 603, Professional Competency II, teams of students conduct an evaluation of present students, recent graduates, faculty, and employers. This evaluation is done by survey and by focus group and examines the preparation and/or performance of program graduates. These evaluations provide unique and valuable input on how the program is serving external/consumers and offers multiple perspectives on the program and its graduates from respondents in different settings and positions. This data is reviewed on a regular basis by the faculty and is used to make programmatic decisions. The matrix that follows this narrative documents specific examples of student input leading directly to programmatic changes (see matrix).

In addition to the evaluation of our candidates, our program assessment system is designed to prepare candidates and graduates who can provide a range of services that positively impact children, youth, families, and other clients. Methods used to assess student impact include case studies in practicum which require candidates to document the impact of the interventions on the students with whom they work. Information is collected through observation, client interview, and statistical analysis of outcome data. In internship, field supervisors measure candidates impact on clients at the three tiers of intervention using Goal Attainment Scale (GAS) data in addition to the more traditional manners of observation and interview.

#### **5. Candidate Performance**

The Assessment Summary Matrix (see attached) contains the results of the Marshall University School Psychology evaluation system. The matrix is organized by desired student outcome, faculty responsibility, assessment tool, standards/benchmarks, results/analysis and most importantly, action taken. Outcome data is summarized in the section marked results/analysis which drives program decisions as indicated in the section marked actions taken.

Students can be denied advancement in the program based on the evaluation system. Those students are referred to their faculty advisor for an individualized remediation plan and mentoring.

Results indicate that in 2006-2007, 4 out of 19 students failed to move from the first year into the second year of the program and 4 out of 15 students failed to move into the third year of the program (summer practicum). As a result of the evaluation system 20% of the student body were on remedial plans which included repeating specific assignments and/or courses prior to admission to the final practicum. Overall the assessment system resulted in identifying students who were under performing prior to their entrance in summer practicum. Ultimately all students who entered into summer practicum successfully completed it and entered internship. Therefore, no internship sites (school systems) were disappointed by students' inability to fulfill their commitments.

The impact data of our candidates on preschool through 12<sup>th</sup> grade learning is reflected in our Goal Attainment Scaling (see attached). GAS data has been collected in 10 professional skill areas. This data indicates candidates made positive impact on K-12 students in the areas of Prevention, Individual counseling, Group Counseling, Behavior Management, Consultation, Academic Intervention, Psychoeducational Assessment and Crisis Intervention. Our program has given increased efforts in the areas of prevention and crisis intervention and we are pleased to see that our GAS data is most positive in those areas. On the less than positive side, GAS data indicate less than positive impact in the area of Response to Intervention (RTI) and Systems Level Intervention. We believe our students have more than sufficient skills and knowledge in that area. The range of scores indicates that some students had positive experiences and some students had very negative experiences. We surmise that this may be an issue more related to the school's readiness to implement RTI than to our candidates' skills in those areas. Likewise, Systems Level Intervention had an overall negative GAS rating but again the range of scores varied greatly and are probably more related to the internship site than to our candidates. However, further data collection over several years at these sites will be needed to test this hypothesis. Most significantly, as can be seen in figures 1 and 2, our students positively impacted 1455 students divided into the three tiers in almost equal numbers (See Figure 2). Our data also reveals that students spend the most of their time doing psychoeducational assessments. However, it is encouraging to see that Academic Intervention, Consultation, and Prevention were ranked second, third and fourth respectively (Figure 1). We believe this data reflects the growth of our program in the last two years. We have placed great emphasis to move our candidates to be 21<sup>st</sup> century school psychologists. This data clearly shows that our interns are using a vast array of skills positively impacting a large number of

students. The aggregated assessment data is useful for decision making regarding individual candidates but is even of greater importance when looking at the strengths and weaknesses of the entire training experience. The feedback from students regarding their knowledge base, as well as their feedback on the measurement of their performance by faculty and field supervisors is invaluable to the evaluation of the School Psychology program.

## **II. Strategic Areas of Focus for 2007-2008 and Beyond**

### ***A. Recruitment and Retention***

The most important issue to be addressed by the School Psychology Program is continued accreditation. The major deficiency cited by the NASP Approval Board was our assessment of candidate performance and their impact on K-12 students. All assessment instruments (Goal Attainment Scale, case study rubric, performance assessment by grades served and category and level of student, time logs, and portfolios) have been further refined or developed in order to meet this deficiency. The rejoinder has been submitted and we await our accreditation results.

A major problem for School Psychology in the State of West Virginia, and as a result, for the Marshall University School Psychology Program, is the number of graduates who leave the State of West Virginia. In the last five years, over fifty percent of graduates chose to leave the state. In 2006, eleven students graduated from our program and three remained in state. Of the remaining, five went to Ohio and one went to each of the following: Maryland, Virginia, and Vermont. This year, there are eleven interns, five in West Virginia, four in Ohio, and one each in Indiana and South Carolina. It is becoming more and more crucial that graduates remain in West Virginia. Our program strategy is to continue to recruit students through state colleges and universities as a priority. MUGC School Psychology Program will continue to help those universities who are interested in developing a master's degree program as a feeder to our Ed.S. program. The successful development of the master's programs should also result in more students staying in state.

We will continue our collaborative relationship with the University of Dayton. Once School Psychologists graduate from that program, the need for School Psychologists from our program to go to Southeast Ohio will diminish.

As the only School Psychology Training Program in West Virginia, the mission of our program has historically, and continues to be, to serve the State of West Virginia by offering satellite programs around the state including Parkersburg, Wheeling, and Fairmont. Due to lack of resources, we will no longer be able to provide off campus programs around the state

in order to meet the critical shortage of School Psychologists in West Virginia. There is a great need in the eastern panhandle for School Psychologists and a strategy to deliver services in that region of the state needs to be developed.

### ***B. Continued Development/Refinement of Program Assessment System***

In the Marshall University School Psychology Program assessment system is a systematic, ongoing, comprehensive approach to the assessment of candidate performance. The most recent assessment of candidate impact on K-12 students has yielded considerably more useful data for decision making about candidate performance and program effectiveness. The multi-method approach enables faculty to gather sufficient enough data to make informed decisions about candidate's progress. An outgrowth of this system has been our ability to identify students who need remediation earlier in the program and provide increased supervision to enable them to either proceed in the program or make the decision to withdraw. Our numbers clearly indicate that students who are not successful are being identified earlier, at the end of the second year, rather than at the end of the summer practicum. To date, results show a higher completion rate for students who enter the third year of the program which results in better internship planning and less disappointment to students and internship sites.

Since our assessment system is tied to program goals and objectives, as well as, NASP program standards for the profession, this evaluation of candidates has resulted in significant improvement in program delivery, as well as modification of this assessment system itself. It is clearly a work in progress. As a result, a more meaningful and effective assessment system is being integrated into the learning experiences of our candidates and rather than just evaluating students on a course by course basis, we are making decisions about candidates based on a series of evaluation methods. The portfolio process will need constant updating and based on student feedback and faculty review a further delineation of the necessary components of the portfolio will be developed. Candidate feedback indicates that knowing how they will be evaluated, both in the short-term (in individual courses) and in the long-term (portfolios and Praxis information) enables them to conceptualize their plans of study in a more coherent and comprehensive manner.

The development of this comprehensive system is a dynamic process which the MUGC School Psychology faculty began after our most recent portfolio submission. Since NCATE and NASP are developing a new system for program evaluation, faculty will need to learn the new expectations and we will develop a system to provide the needed documentation for the next NCATE/NASP approval cycle. It remains a

challenge to assess student performance and integrate an accountability system which is data driven and results in consistent documentable decision making not only on the individual level, but on the programmatic level. Given the importance of this data for our students and our program we have invested a considerable amount of time in the continuous development and refinement of this performance based assessment system and will continue to do so.

### ***C. External Sources***

Relationships with graduates and School Psychologists throughout the state have resulted in many opportunities for students to work directly with School Psychologists as mentors, from the very beginning of the program. Program faculty provides continuing education in cooperation with the West Virginia School Psychologists Association and participate on their Executive Board. School Psychology program graduates are lifelong learners and participate in their State's and National School Psychology Associations. This association begins when they are students with a student representative on the State Executive Board and student participation at state meetings.

## **III. Assistance Needed**

In order to be accredited by NASP, the necessary requisite number of faculty had to be employed. We appreciate the efforts by the University to successfully achieve that goal. Where this was once our major obstacle, it is now an area of strength. We continue to need the support of the University financially, especially in the area of assessment instruments and other needed instructional equipment. However, unlike many of our colleagues, we are not nearly in the dire straights that we were in two and three years ago. Because of our accreditation, test publishers have been most generous in supplying needed assessment instruments. Obviously, we will continue to need support to maintain our accreditation.

## **IV. Lessons Learned**

The School Psychology program is now NASP approved. The program was NASP approved while part of the West Virginia Graduate College through 1998. In 1997, the program became part of Marshall University and the program approval status expired in 2000. When the approval was initially lost, the faculty failed to see the difficulties revealed in the program. However, having now gone through the process to obtain approval, we realized significant improvements in program coursework, practicum supervision, and the integration of coursework and field based experiences. The program has responded to feedback and has undergone substantial revision; the result is a program with substantial substance and a product (student) that we are very proud of. The lessons

learned are lessons of rigor, research, and data based decision making. The MUGC School Psychology Program has itself become a data based decision maker whose product is a data based decision maker who works in schools to make a difference. We will continue to refine our process by using our assessment system to refine our product.



**Assessment Summary**  
**Marshall University School Psychology Program**  
**Assessment of Student Outcomes: Competencies/Program Level**

Competencies/Program Level						
	Student Outcome	Faculty Responsibility	Assessment Tool	Standards/Benchmark	Results/Analysis	Action Taken
1	Addresses Foundation Skills	All Faculty	Direct observation by mentors, coursework with appropriate scoring rubric, examination, portfolio evaluation rubric, student self assessment; yearly faculty review	Pass courses in Professional Competency and Psychological Foundations  Program year promotion when eight classes in the above areas are completed with a grade of B or better; Consultation case study rubric score of > 2.70; Yearly faculty review of student progress, including personal characteristics assessment and portfolio review rubric score of >2.70.	Students can be denied advancement in the program and are referred to faculty advisor for individualized remediation plan and mentoring  <u>2006/2007 Data</u> 4 out of 19 students failed to move to the second year.	This criterion was adopted based on student feedback and faculty review.  Moved SPSY 617 and SPSY 618 into the first year of the program and moved SPSY 619 and SPSY 620 into the second year.  Due to students inability to complete their thesis prior to internship, the thesis class (SPSY 750) and the new evaluation class (SPSY 751) were moved into the preceding year.  Began Goal Attainment Scaling as a method of assessing the impact of students on preschool through 12 <sup>th</sup> grade learning.
	Neuropsychological foundations of behavior	Prewett				
	Foundations of cognitive functioning and problem solving	Prewett				
	Role and functioning of psychologists and schools	Krieg				
	Ethics and legal issues of practicing psychologists in schools	Krieg				
	Typical and atypical development of children	Ty Manuel; Kramer; O'Keefe				
	Behavior Modification strategies	O'Keefe				
	Prescriptive teaching strategies	O'Keefe				
	Computer based reading interventions	Reading Faculty/Krieg				
Statistical analysis and integration of research data	Securro; Wilson; Stroebel					
2	Development of Educational and Clinical Skills	All Faculty	Direct observation by faculty and field supervisors, coursework with appropriate scoring rubric, examination, portfolio evaluation rubric, student self assessment	Pass all courses, and practicum experiences; grades no less than B;  Five comprehensive evaluations completed (score 13.0 out of 15.0 on assessment rubric); Program year advancement determined by course completion; Portfolio review rubric score of >2.70	Students can be denied advancement in the program and are referred to faculty advisor for individualized remediation plan and mentoring  <u>2006/2007 Data</u> 4 out of 15 students failed to move to the third year (summer practicum).	Improvement in student assessment by the addition of portfolio assessment, rubric scoring, and Goal Attainment Scaling  As a result of the scoring rubric, 20% of students do not successfully complete this stage, which results in a remedial plan which included repeating specific assignments prior to admission to the final practicum.
	Consultation	Krieg				
	Use of instruments for data collection	Krieg Stroebel				
	Use of Data for decision making	Krieg Stroebel				
	Functional Behavior Assessment	Stroebel				
	Strategies for preventing social and environmental maladjustment	Krieg				
	Individual therapy with children	O'Keefe				
	Use of therapy with atypical children	O'Keefe				
Group Therapy	O'Keefe					

**Date Created: March 6, 2004. Revised: 02/26/2007**

**Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755**

3	Eligibility for Internship Year	All Faculty; Summer Practicum Teaching Team; Beck; Stroebel; Prewett; Kramer	Direct observation, Program Observation Conference Form, Summary Evaluation Competency Form, portfolio review, student self assessment, evaluation of students' performance in the School Psychology Summer Practicum	Completion of Thesis, master's degree, Completion of final summer practicum, and portfolio from summer practicum	Students can be denied advancement to Internship and must repeat final practicum  <u>Data</u> 2007 11 out of 11 2006 11 out of 11 2005 16 out of 18 2004 14 out of 16	Any remedial action taken at this stage has been very specific and requires individual supervision by a faculty member prior to commencing internship.  As a result of screening out students who are underperforming, prior to their entrance in summer practicum, no students fail to successfully complete summer practicum.
	Application of skills in a field setting: FBA, CBA, Group Therapy, Individual Therapy, Developmental Guidance, Program Evaluation, Consultation with Parents, Collaboration with Teachers, Diagnostic Teaching of Reading, Diagnostic Teaching of Math					
4	Internship Completed Graduation and Certification Attainment	Program Director; Stroebel; Prewett; Kramer	Praxis II; Completion of Internship;	Score on Praxis must be 610 or above. Intern Performance Assessment must average > 2.70.  Successful completion of all requirements in SPSY 745 (See Manual for Details)	Since 2003, 100% Certification and Employment	A very systematic and improved Intern Performance Assessment has been developed. Improved contact with field supervisors has resulted in a more collaborative assessment procedure.

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# Praxis Test Information

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## Program – School Psychology

Test: School Psychologist

WV's Passing Score – 550

Marshall University's Passing Score - 610

School Psych	Marshall University 2005-06	*Marshall University 2005-06	**Marshall University 2006-07	National 2005-06	*National 2006-07
Number of test takers	10	14	7	2,677	
Highest Score	720	750	780	850	
Lowest Score	580	610	630	260	
Median Score	710	668	698	700	
Pass Rate	100%	100%	100%	----	

\*Were not included in Marshall University's Institutional Research data compilation. (See below)

\*\*Please note that at this time there are less than 10 test takers for the 2006-07 test administrations and therefore there is no disaggregated test data for that school year.

Candidate (2005-06)	Score
*LA	700
CA	670
KC	720
LC	650
EW	610
*BC	650
*MC	750
***JD	580/630
*LG	650
AK	630
BM	680
CP	720
KS	650
JW	650

\*Four students took the test before the date that Marshall University Institutional Research compiled the data.

\*\*\* Student retook Praxis II and scored a 630.

Candidate (2006-07)	Score
TB	780
SG	700
JH	670
KP	630
CR	650
SV	700
HY	760

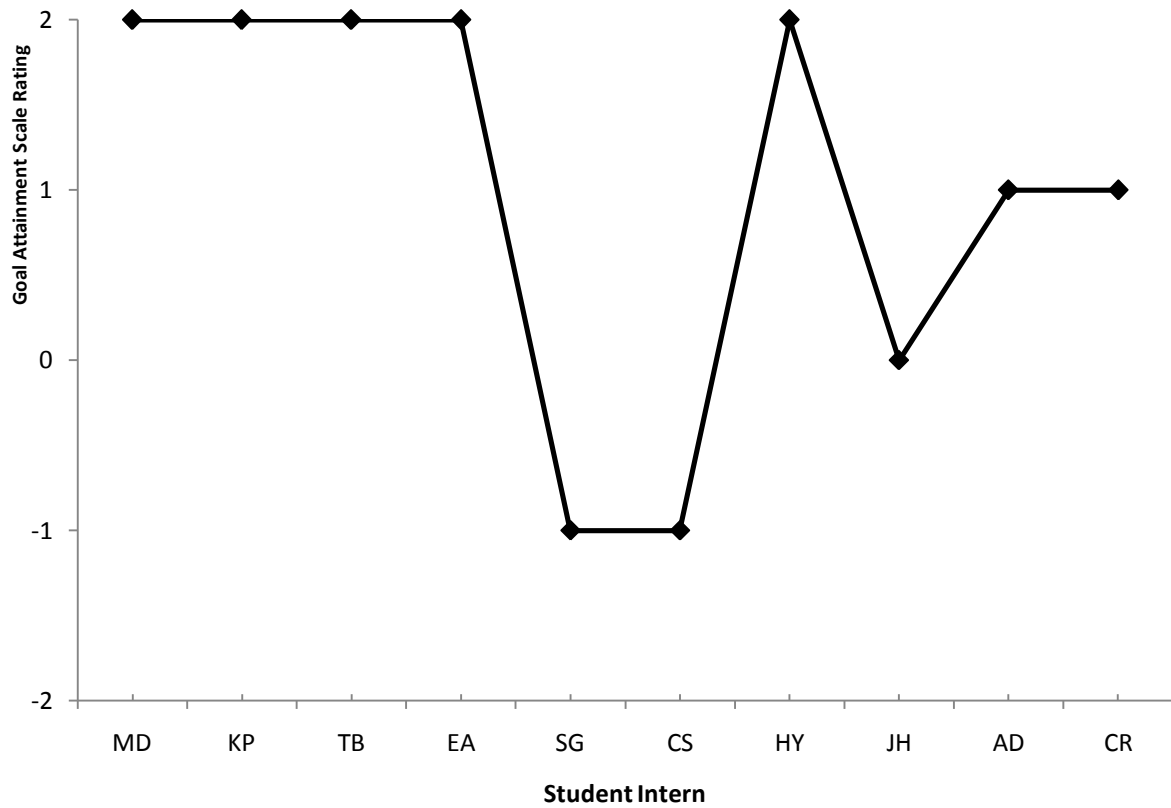
- I. Diagnosis and Fact-Finding
- II. Prevention and Intervention
- III. Applied Psychological Foundations
- IV. Applied Educational Foundations
- V. Ethical and Legal Considerations

Test Category	Institution Average % Correct 2005-06	Institution Average % Correct 2006-07	State-wide Average % Correct 2005-06	State-wide Average % Correct 2006-07	National Average % Correct 2005-06	National Average % Correct 2006-07
I.	69%	**	68%	**	77%	**
II.	71%		73%		75%	
III.	69%		68%		74%	
IV.	67%		67%		67%	
V.	72%		72%		76%	

\*\*2006-07 data compilation from individual students reports and national summary not yet available from Marshall University's Institutional Research.

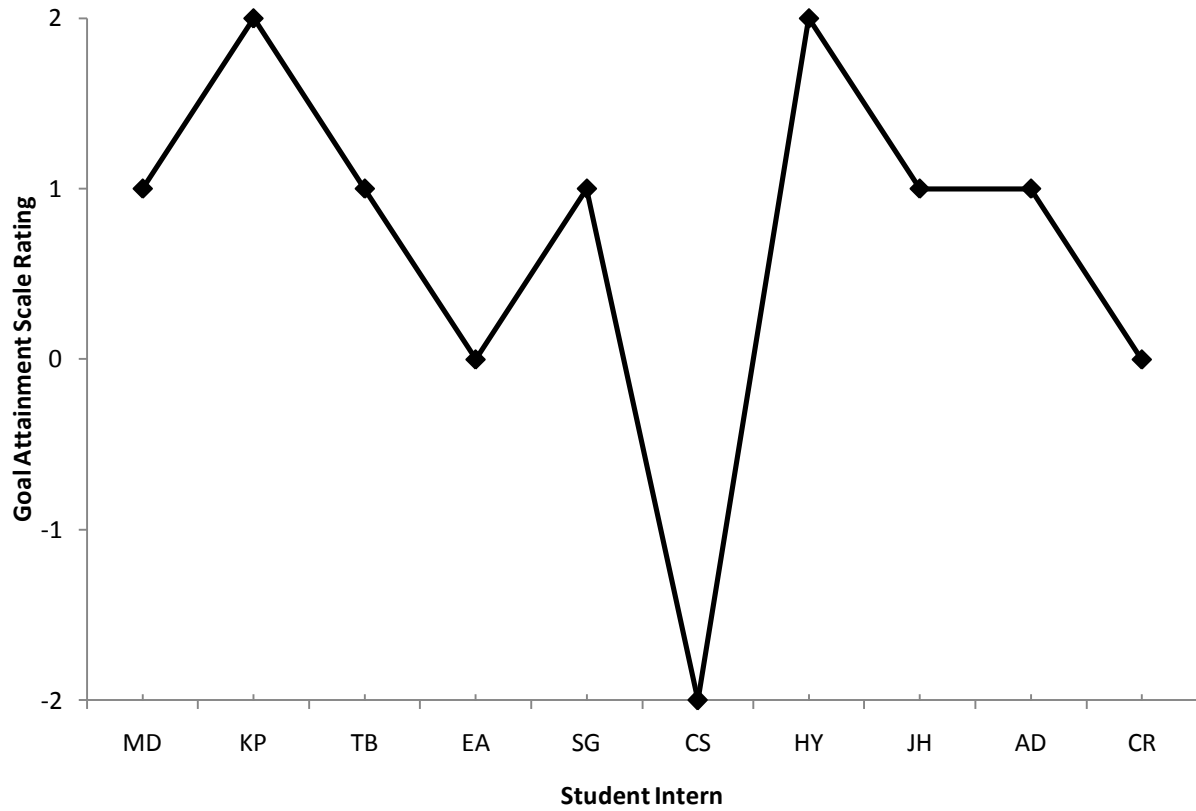
# Goal Attainment Scaling Group Counseling 2006-2007

Mean =  
+1.0  
SD =  
+1.183  
Range = -1  
to +2



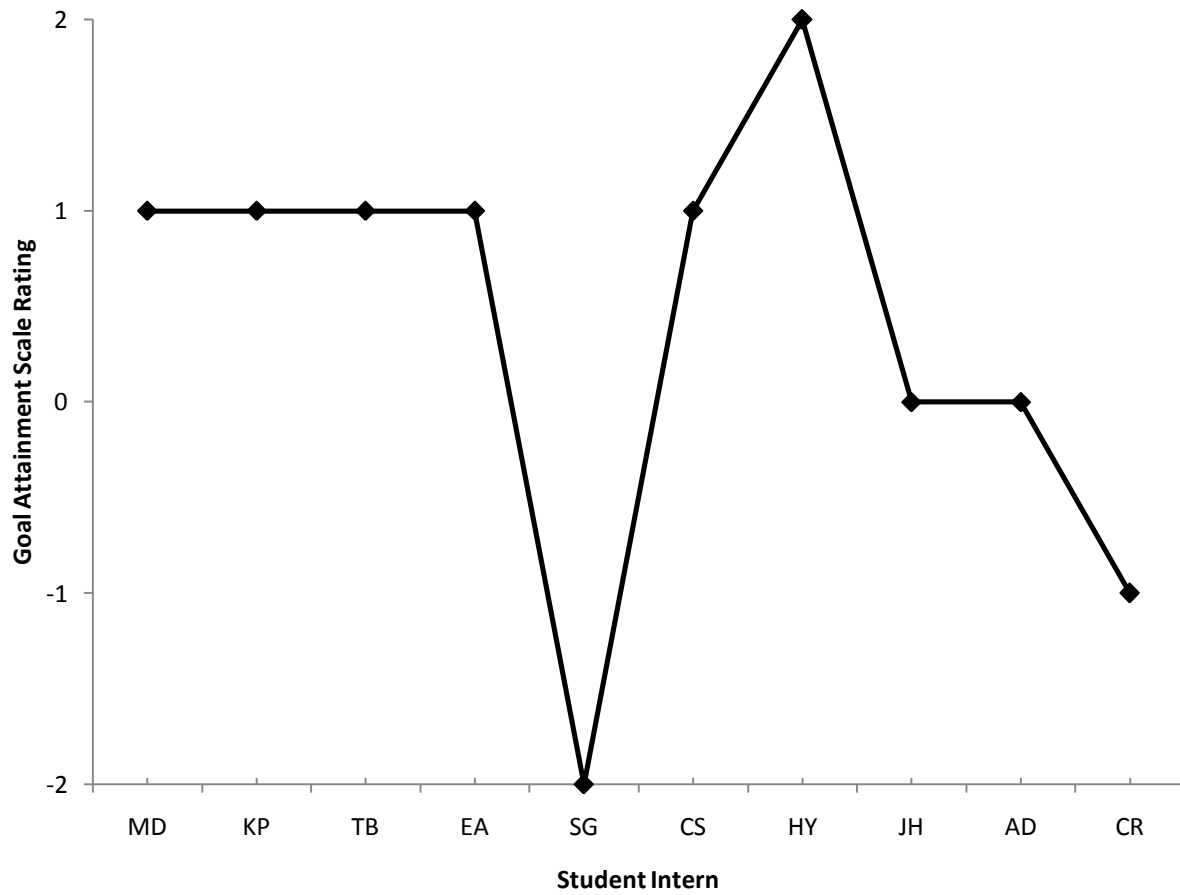
# Goal Attainment Scaling Individual Counseling 2006-2007

Mean =  
+0.7  
SD = +1.1  
Range = -2  
to +2



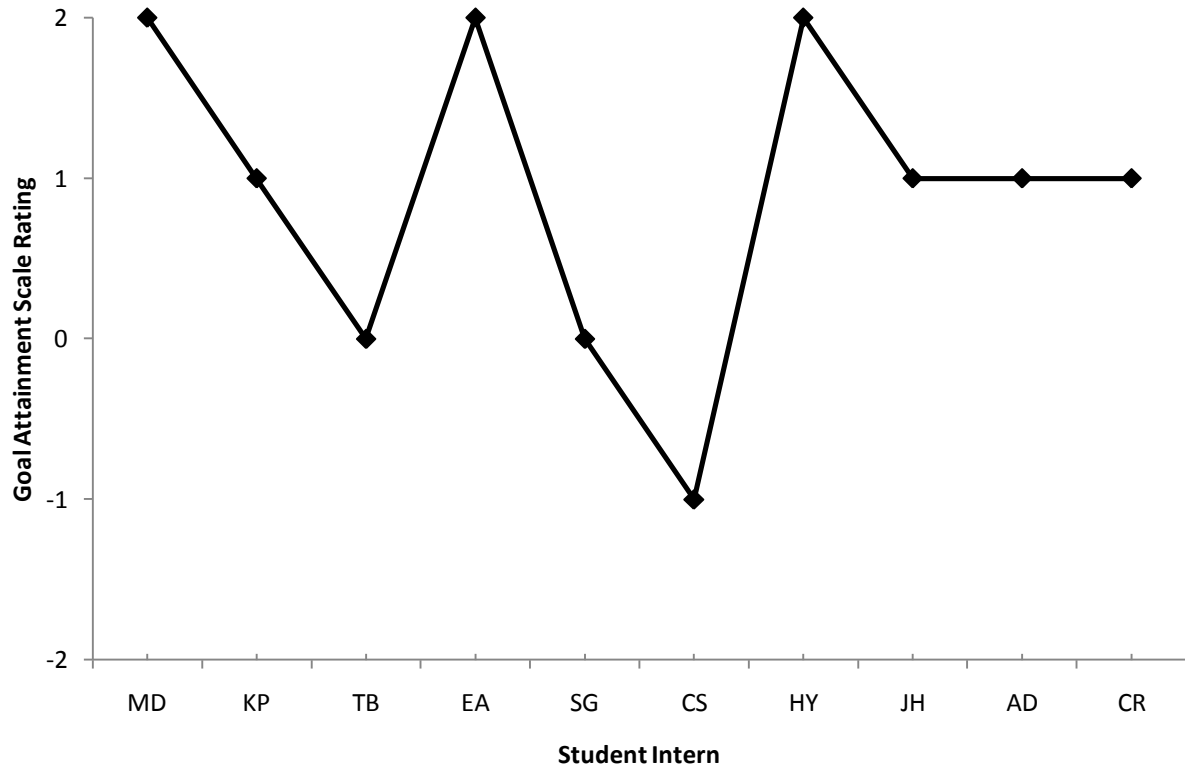
# Goal Attainment Scaling Behavior Management 2006-2007

Mean =  
+0.4  
SD =  
+1.114  
Range = -2  
to +2



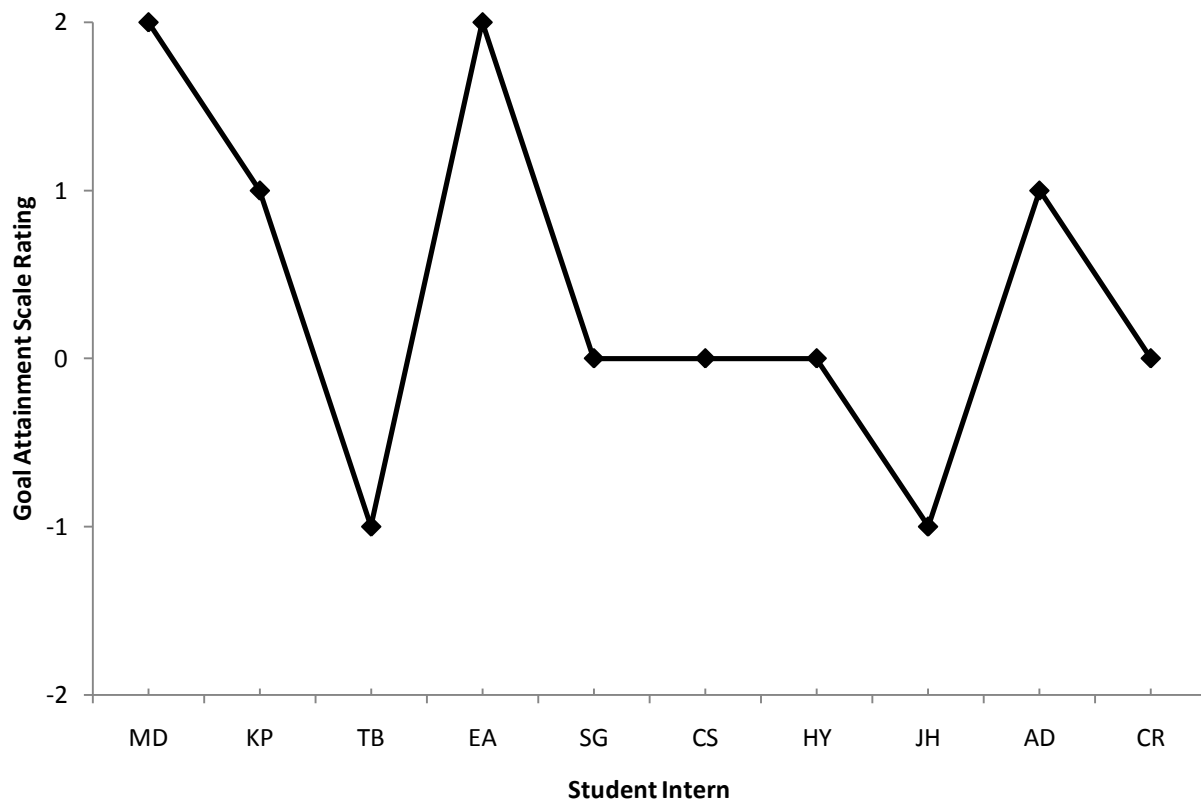
# Goal Attainment Scaling Consultation 2006-2007

Mean =  
+0.9  
SD = +0.943  
Range = -1  
to +2



# Goal Attainment Scaling Academic Intervention 2006-2007

Mean = +0.4  
SD = +1.020  
Range = -1 to  
+2

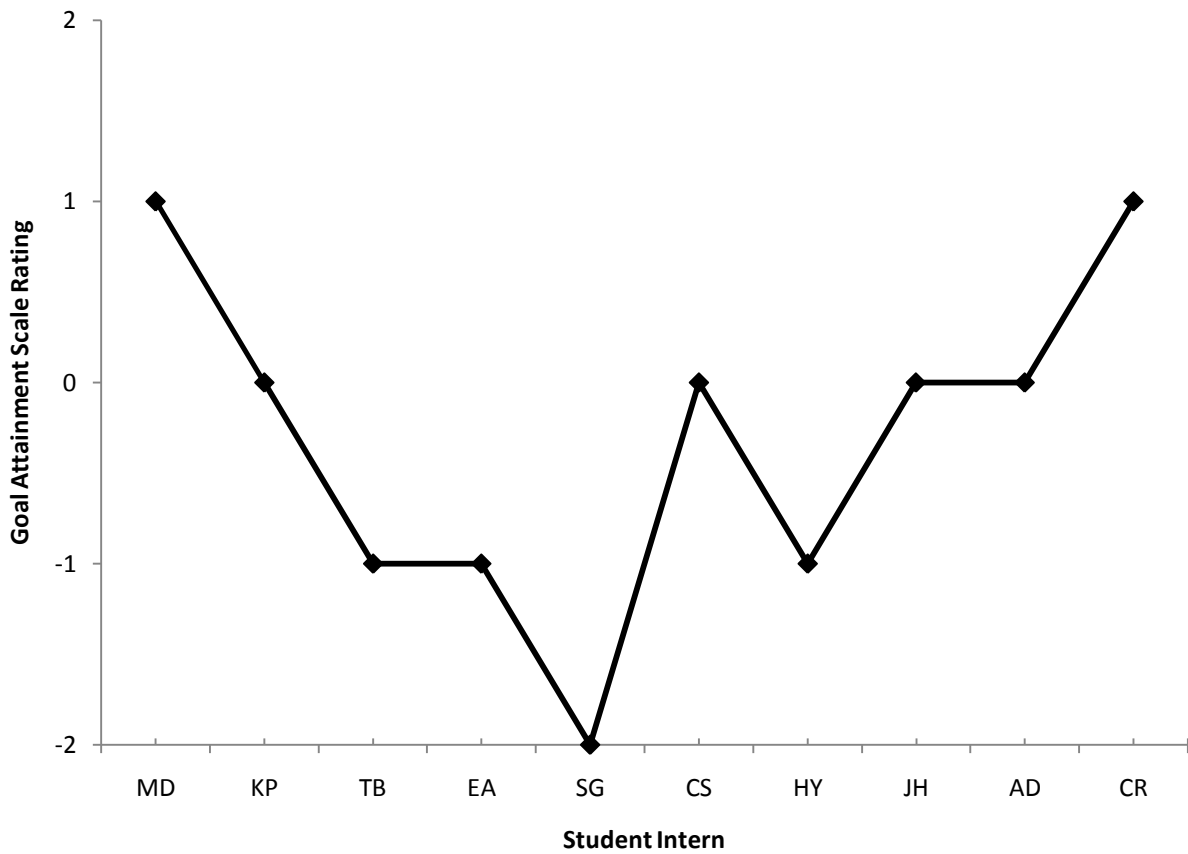


# Goal Attainment Scaling

RTI

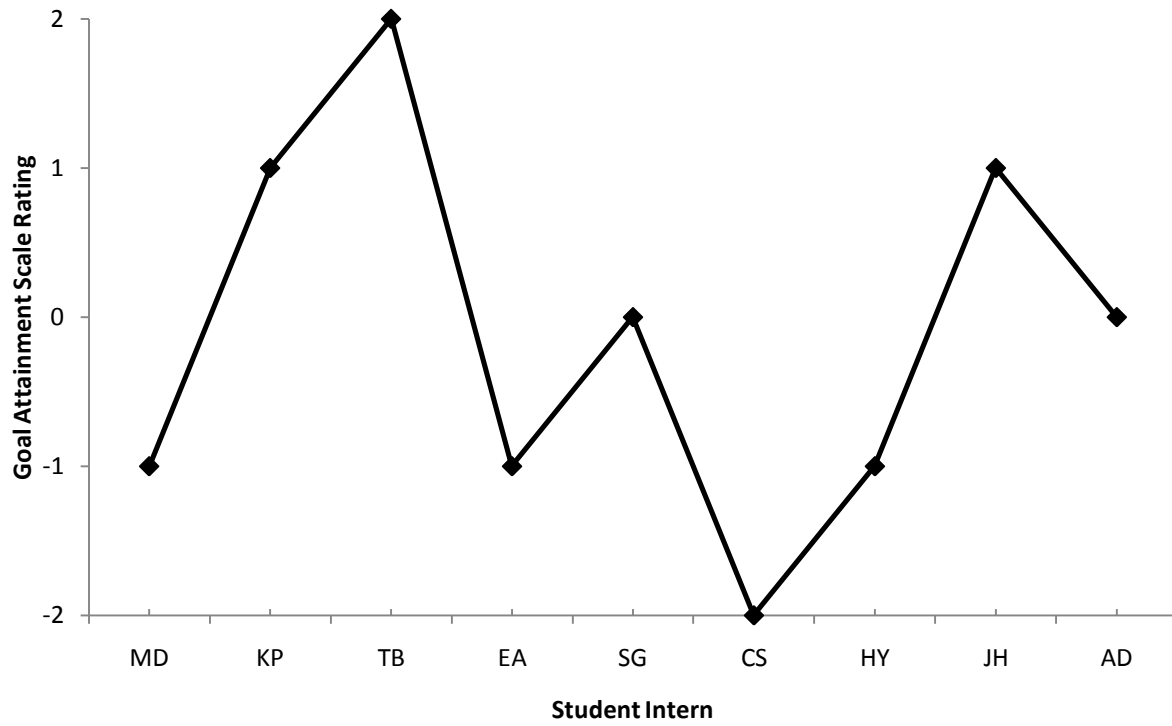
2006-2007

Mean = -0.3  
SD = +0.9  
Range = -2  
to +1



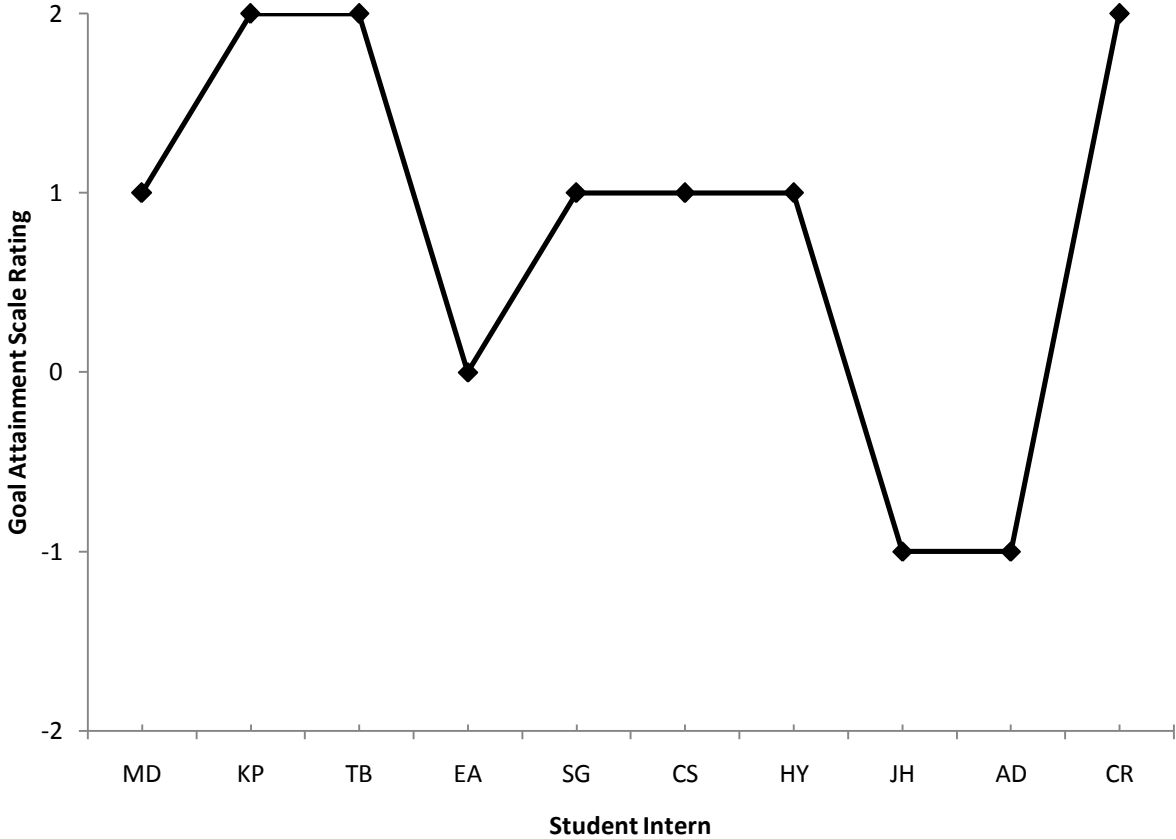
# Goal Attainment Scaling Systems Level Intervention 2006-2007

Mean = -0.111  
SD = 1.197  
Range = -2 to +2



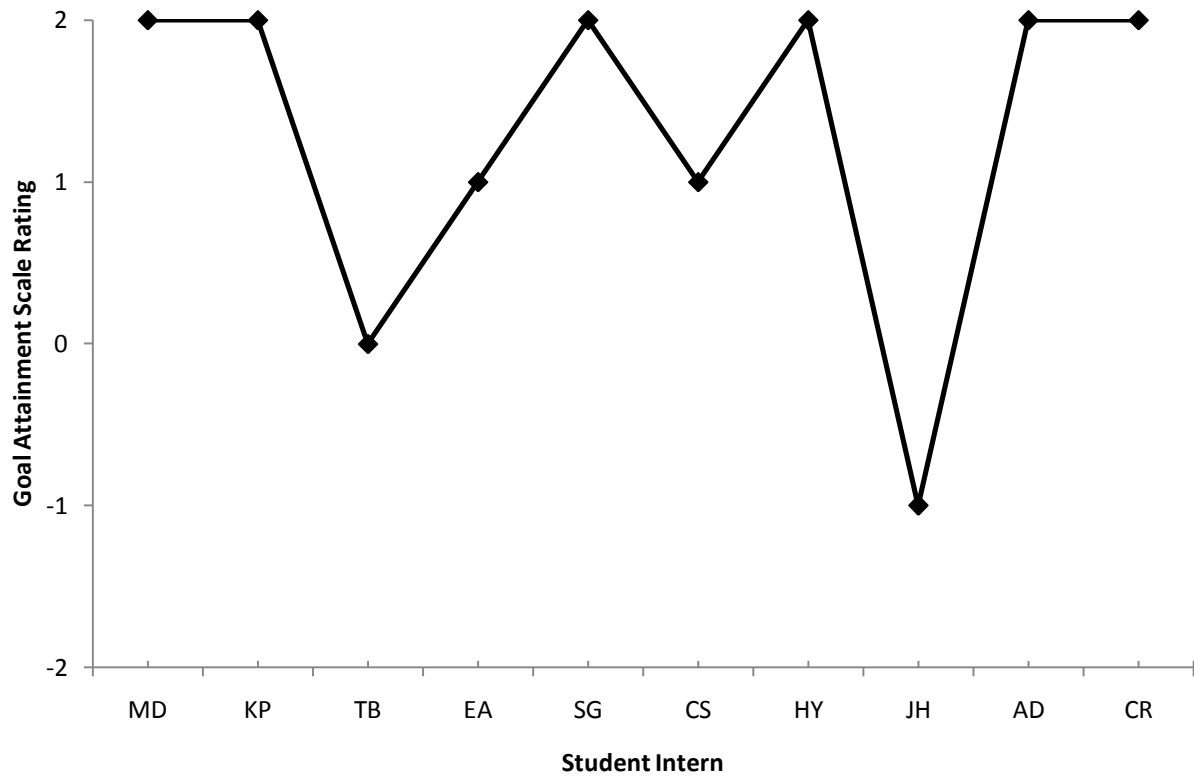
**Goal Attainment Scoring**  
Psychoeducational Assessment  
2006-2007

Mean = +0.8  
SD = +1.077  
Range = -1 to +2

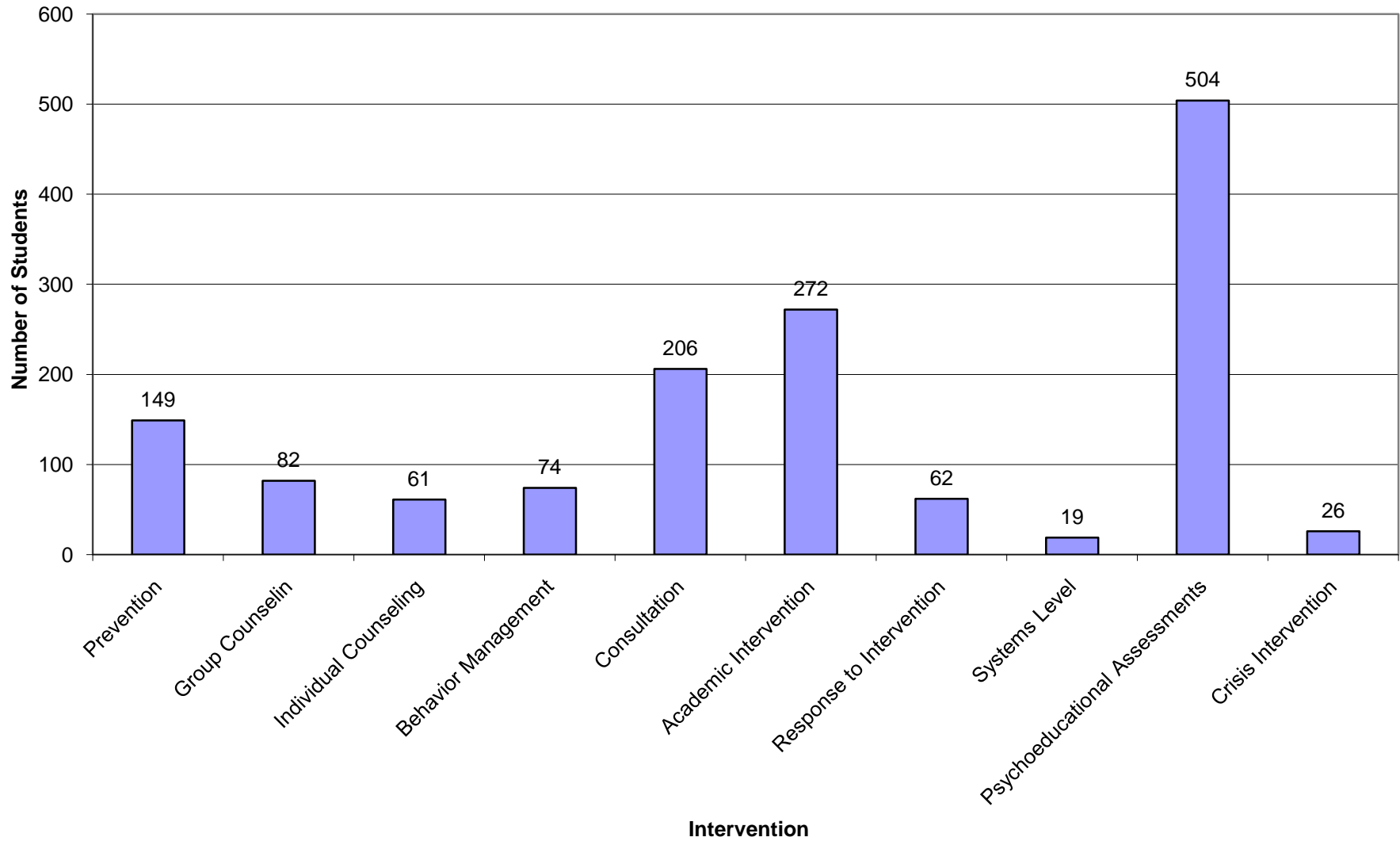


# Goal Attainment Scaling Crisis Intervention 2006-2007

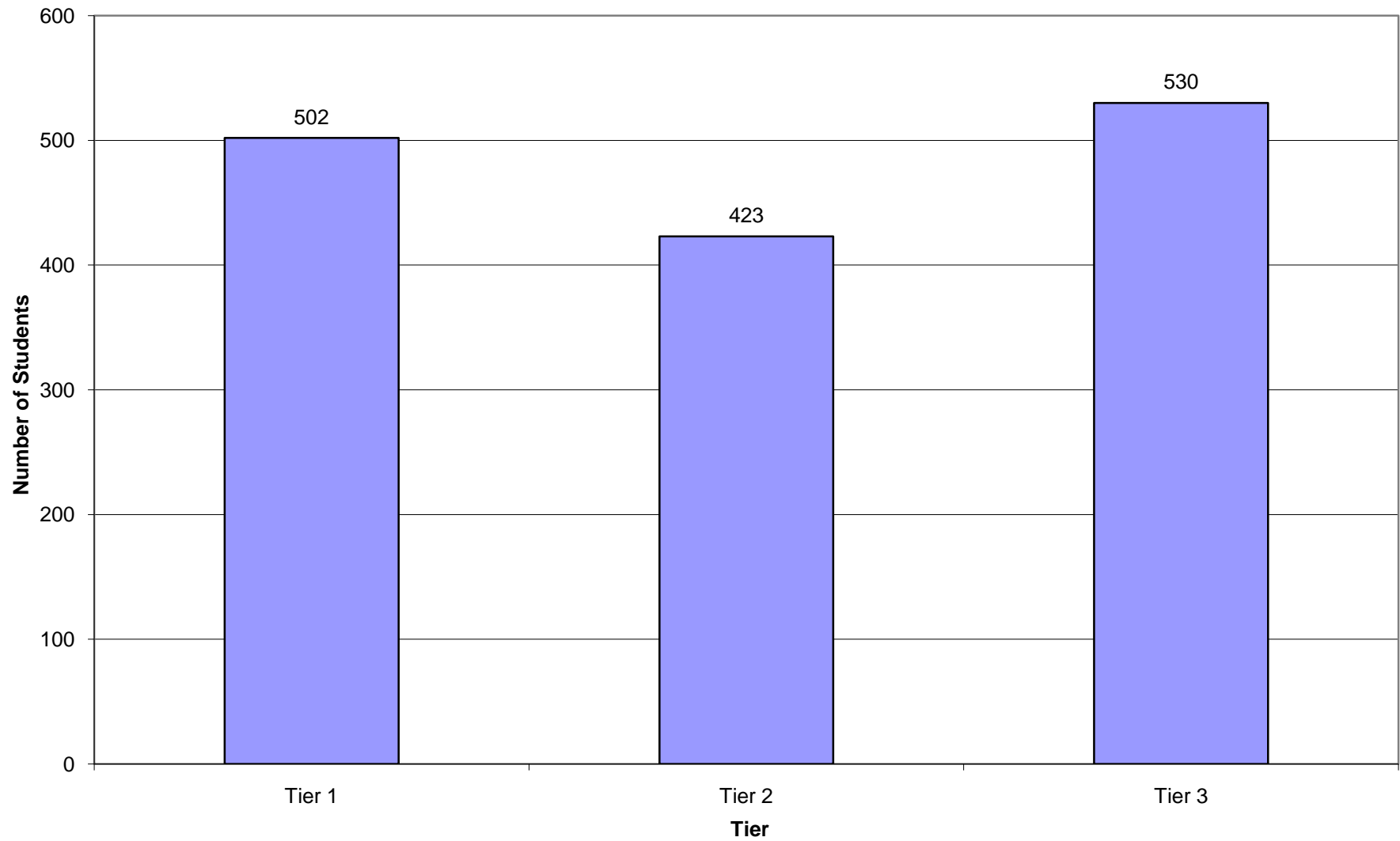
Mean = +1.3  
SD = +1.005  
Range = -1 to +2



**Figure 1: Number of Students Served by School Psychology Interns by Intervention**



**Figure 2: Number of Students Served by 2006-2007 School Psychology Interns by Tier**



**Demographics of Marshall University Graduate College  
School Psychology Program 2005-2010**

**Summary**

During the period of September 2005 to September 2007, 39 students were admitted to the School Psychology Program. Nineteen students have been admitted this year. Four students have withdrawn from the 2006 class. The program presently has 49 students. Eleven are classified as interns, nineteen are classified as second year students (these students can be on a three or four year cycle), and nineteen students have begun their first classes this semester. Four students did not successfully complete the second year of the program and are on remediation plans. They are still considered second year students. All students in the program are Caucasian with the exception of four; three African Americans and one Latino. Four students are male. Sixty-five students come from West Virginia, eight come from Ohio, and three from Kentucky. One-third of our students are over thirty years of age. The chart below summarizes the demographics of the Marshall University School Psychology Program over the last four years.

	<b>Number of Students</b>	<b>Male</b>	<b>Female</b>	<b>WV</b>	<b>Other</b>	<b>Over 30</b>	<b>Under 30</b>
<b>Graduates 2005-06</b>	16	2	14	12	4	4	12
<b>Graduates 2006-07</b>	11	2	9	10	1	5	6
<b>Internship 2007-08</b>	11	0	11	9	2	3	8
<b>2<sup>nd</sup> Year 2008-09</b>	19	1	18	19	0	5	14
<b>1<sup>st</sup> Year 2009-10</b>	19	3	16	15	4	7	12
<b>Total</b>	76	8	69	65	11	24	52