

School Psychology Program Graduate Program Assessment Annual Report 2008

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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 21.0 students annually over the last three years, up from an average of 14.3 students for the three previous years. For the last three years, the program has admitted 24 students, 19 students, and 20 students respectively. This increase in number of students represents the efforts of the School Psychology faculty to increase the number of graduates to help with the critical shortage problem of School Psychologists. The program strives to graduate up to eighteen students per year consistent with NASP standards. Admitted students have

exceeded admissions standards with this year's average GPA 3.46 and the average GRE score of 473 (both verbal and quantitative), up from last year's (GPA 3.36 and GRE 461). (See chart below)

YEAR	2003	2004	2005	2006	2007	2008
<i>NUMBER ADMITTED</i>	22	11	10	20	19	24
<i>GPA</i>	3.21	3.18	3.29	3.52	3.36	3.46

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 620 to 780. The median score was 683.

For 2006-2007, eleven students passed Praxis. Two students obtained scores of 480 and 550, which represents an attempt to take the Praxis during the second year of the program, rather than the recommended third year. Therefore, consistent with previous years, all student interns pass Praxis at the appropriate time for graduation. The scores range from a low of 620 to a high of 780. The median score was 683.

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 51 students (see Appendix I).

2. Program Productivity

a) Course Sections

Spring 2008	
SPSY 616	12
SPSY 618	17
SPSY 620	13
SPSY 624	9
SPSY 675	14
SPSY 739	11
SPSY 745	5
SPSY 745	5
SPSY 751	5

Summer 2008	
SPSY 603	15
SPSY 617	13
SPSY 740	6
SPSY 740	6
SPSY 750	6
SPSY 750	8

Fall 2008	
SPSY 601	19
SPSY 619	14
SPSY 621	19
SPSY 622	17
SPSY 674	17
SPSY 700	1
SPSY 738	15
SPSY 745	6
SPSY 745	5

b) 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. 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. A faculty member also provided supervision during this time.

The final Practicum occurs at the beginning of the student’s third professional year and is directly supervised by program faculty and Susan Beck, an experienced School Psychologist. 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).

c) 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. Technology is used through Blackboard as a research tool for scoring programs and students learn to use technology in instructional presentations such as PowerPoint. One-third of the School Psychology Program is delivered in a t-course format.

d) 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.

e) Program Approval

The Marshall University School Psychology Program was granted NASP full approval effective January 1, 2008. This approval runs through December 31, 2011.

3. Student Assessment

The School Psychology Program at Marshall University is committed to a system of ongoing student evaluation. This commitment to a data based decision-making model is used for the betterment of the program, the faculty, and the students. The 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. The system is designed around three levels of student skill development: awareness, attainment, application. The School Psychology program is designed to be completed in a minimum of three years and a maximum of five years, depending on the number of classes in which students enroll in each semester. During the first two years of the program, students complete the first "A" of the triple A approach (Awareness). Students take courses in Professional Competency, Psychological Foundations, Research and Statistics, Assessment, Direct and Indirect service delivery. These foundation courses can be completed in minimum of two years but often will take a student a third year. The second "A", Attainment, is completed through practicum courses beginning in the second year and culminating in the summer of the student's final year. The third "A", Application, is completed during the internship which requires a commitment to a school system for a full academic year. This 1200 hour internship is required for certification as a School Psychologist and must meet stringent criteria specified by the program and the National Association of School Psychologists.

A multi-method approach using multiple data sources in various environments are used by faculty as the most effective way to gather information and to make decisions about candidate

effectiveness. Each individual professor evaluates student work according to their own course syllabi. Scoring rubrics for all student projects are completed for each assignment in each course. In addition, the data collected is used to evaluate program effectiveness as part of our program self evaluation. Evaluation is done by examination, both written and oral, simulations, observations, portfolios, and self-assessments. Professional competencies in the addressed area are evaluated through four portfolios: first year, second year, summer practicum, and internship. Portfolios serve the purpose of formative and summative evaluation of the students work. Included in the portfolio are projects and assignments from course work, self-assessments of professional strengths and weaknesses, as students document progress towards personal and professional goals.

An additional way to evaluate program effectiveness is to survey students, recent graduates, older graduates, employers, and faculty. These surveys are used to evaluate programmatic issues and to improve course delivery.

Students are assessed biannually. In January, the assessment is based on their completion of program requirements and students receive a letter from the faculty which documents their status and programmatic deficiencies. The end of year evaluation documents the students' satisfactory completion of course work and personal work characteristics through their yearly portfolio. The portfolio is due June 1st and the evaluation process occurs during that month. This assessment determines the student's status in the program. The process is repeated for second year students exactly as the first year students resulting in them finally being admitted to the final practicum experience. Failure to make appropriate progress will result in a meeting with their advisor and the development of a remediation plan which must be approved by the entire faculty. Failure to satisfactorily meet program requirements after the implementation of the remediation plan will result in the student being dismissed from the program.

During the first year, students are required to complete eight courses in the core competencies of School Psychology. Students are assessed through classroom instructor's individual assessment techniques. Scoring rubrics are used to evaluate student projects and personal characteristics of successful school psychology practice are assessed through self-assessment with program faculty approval. The culmination of the assessment process is the yearly portfolio which provides formative as well as summative

evaluations of each students work. The portfolio allows the faculty to review in a comprehensive manner the body of the students work including the students' self-assessment of their personal and professional growth during the school year. Revised classroom projects are the programs way of documenting student progress. Students are required to link their learning experiences to their professional goals.

The second "A", Attainment, occurs through the practicum experiences beginning in the second year and culminating in the final practicum SPSY 740, Summer Practicum, in which each student is observed by faculty to demonstrate their competencies. Assessment of professional skills are observed by faculty and evaluated on a daily basis through written feedback and also through daily team meetings. Students have an exit oral examination by summer school faculty. In addition, students complete a portfolio of their practicum experiences. Students have direct contact with pre-school through high school students' at all three tiers of interventions. Goal Attainment Scaling data is obtained in each area in which students interact with children, families, and other professionals. Successful completion of SPSY 740 will result in the student being granted permission to enter the internship experience which is evaluated according to the criteria stated in the Internship Manual.

The third "A", Application, is accomplished during the internship year. Input for assessment is broadened during this experience by the inclusion of a field-based supervisor, a practicing clinician in the field who has input in determining whether or not students have attained the necessary skills to be an independent functioning School Psychologist. Site visits are made by faculty three times during the school year. Student performance is monitored weekly through meetings with their field-based supervisor and supervision is provided through Blackboard. Students complete an intern performance assessment which directly evaluates each of the student learner outcomes of the MUGC School Psychology Program. In addition, students complete portfolio's which serve as summative evaluation data. Goal Attainment Scaling data is obtained in each area in which students interact with children, families, and other professionals which documents their impact on kindergarten through 12th grade students during their internship year.

In order to document students competency in research and statistics, students must successfully complete an Ed.S. thesis

including defending the prospectus and the finished empirical study.

Students are required to pass a comprehensive examination in their masters program and to obtain a Praxis II School Psychology Examination score of at least 610 prior to graduation. Successful completion of all of the above will result in this program recommending the candidate for graduation, state certification, and NCSP certification (if Praxis II score exceeds 660).

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, from the previous passing score of 550. 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 with 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 eight separate criteria contained in the MUGC Summer Enrichment Program, as well as, on the specific criteria of professional practice domains required for School Psychology candidates. For the Summer 2008 practicum, the average cumulative score was 2.72 out of 3.00 for the eleven practicum students (see Appendix II). 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 (Appendix III) 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. The portfolios are scored on a three point scale, proficient, minimally acceptable, and unacceptable. Portfolios are evaluated based on organization, professionalism of product, completeness, well conceptualized reflection statement, and demonstration of positive growth in the program. Below is a chart of the mean portfolio scores.

	Average Score
<i>First Year</i>	2.78
<i>Second Year</i>	2.82
<i>Practicum</i>	2.91
<i>Internship</i>	2.88

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. Data were collected from students across three years of the program. Students completed the Student Self-Assessment of Personal Characteristics. The results show a steady increase each year across all items except two: Commitment to diversity, which decreases in year three, and strong communication skills, which decreases slightly in year two. The decrease shown in the third year students' commitment to diversity could be due, in part, to the homogeneous regions in which many third year students conduct their internship. The decrease in communication skills reported by second year students is small and could be attributed to personality differences among the cross-sectional samples. Despite these two anomalies, however, students' perceived abilities increased steadily across the three years (see Appendix IV).

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 Blackboard, site visits, portfolio, and 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. Based on feedback from recent graduates and employers, the School Psychology Program has put in a request to plan for a Master's Degree in School Intervention and a Multidisciplinary Certification Program in School Neuropsychology. The matrix that follows this narrative documents specific examples of student input leading directly to programmatic changes (see matrix in Appendix V).

Clearly, our data has impacted our program performance. We have developed earlier and more explicit remediation plans for troubled candidates. We have begun to teach Goal Attainment Scaling earlier in the program beginning in the summer of the first year and culminating with the addition of Goal Attainment Scaling in our summer practicum.

We have changed the format of our course delivery system based on student feedback and as a result, specific courses are taught in the beginning of the semester so that students will have the remainder of the semester to complete the assignments and a second course is then taught in the second part of the semester. Specifically, SPSY 601, Schools as Systems, is now taught in the first part of the first semester so that students can develop a relationship with their mentor and begin their field experience with

some basic background knowledge. In the summer, students take SPSY 617, Consultation, in the first part of the summer so that each student can be assigned to a team for the summer practicum. Their assignment in SPSY 617 is to do a consultation with a parent of a student enrolled in the summer program which results in their exposure to the summer experience the year before it actually becomes their final practicum experience. By moving SPSY 617 to the first part of the summer, the students are prepared to do their parent consultation and complete it by the end of that summer.

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. This year, the program focused on the addition of Goal Attainment Scaling (GAS) data for the summer practicum experience. Goal Attainment Scaling data is used to assess the impact of our candidates on preschool through 12th grade learning in ten professional skill areas. This data indicates candidates made positive impact on K-12th grade students in the areas of, prevention, individual counseling, group counseling, behavior management, consultation, academic intervention, psychoeducational assessment, and crisis intervention. Faculty supervisors measured candidates' impact on clients at the three tiers of intervention using Goal Attainment Scale data in addition to the more traditional manners of observation and interview. A sample of GAS summer 2008 practicum data is presented in Appendix VI. In addition, the program continues Goal Attainment Scaling during the internship year. The data for 2007-2008 is available but not provided in this report and the data for 2008-2009 is not available at this time.

5. Candidate Performance

The Assessment Summary Matrix (see Appendix V) 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 2007-2008, four students were placed on remediation plans which included repeating specific assignments and/or courses, individual counseling, improved study techniques, and a peer mentoring system. Overall the assessment system resulted in identifying students who were under performing earlier in the program than previously. This year, three first year students were placed on improvement plans resulting in one of the two students being dismissed from the School Psychology program. The other two students successfully completed their remediation plans, including their participation in summer practicum and are presently on their internship. The improvement of the remediation system, including earlier and more explicit remediation plans, is a decided advantage to the program. In addition, there is a cost benefit analysis which is better for the program and for the students involved.

II. Strategic Areas of Focus for 2009 and Beyond

A. Recruitment and Retention

The most important issue to be addressed by the School Psychology Program is continued program approval. We continue to refine our assessment system for demonstrating the impact of our candidate's performance on K-12th grade 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 NASP program approval standings.

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 2007, ten students graduated from our program and four remained in state. Of the remaining, two went to Ohio, one went to Virginia, one to Maryland, one to Oregon, and one to Vermont. In 2008, there were eight graduates and four stayed in the state and the remaining four are in Virginia, Ohio, and South Carolina. This year there are thirteen interns with six in West Virginia. Of the remaining, there are four in Ohio, one in Virginia, one in Pennsylvania, and one in Indiana. 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.

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 as early as the first 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 participates 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 continue our accreditation by NASP, the necessary requisite number of faculty members need to be employed. We appreciate the efforts by the University to successfully achieve that goal. We have requested an additional faculty position which needs to be secured by our next accreditation cycle. 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 and development of relationships with representatives from publishing companies, 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.

APPENDIX I

Demographics of Marshall University Graduate College School Psychology Program

Summary

During the period of August 2006 to October 2008, 59 students were admitted to the School Psychology Program. Twenty students have been admitted this year. Seven students have withdrawn from the program and one student was dismissed. The program presently has 51 students: thirteen are classified as interns, eighteen are classified as second year students (these students can be on a three or four year cycle), and twenty students have begun their first classes this semester. All students in the program are Caucasian with the exception of three that are African American. Eight students are male and forty-three students are female. Forty-two students come from West Virginia, one from Illinois, seven are from Ohio, and one from Kentucky. Twenty percent of our students are over thirty years of age. The chart below summarizes the demographics of the Marshall University School Psychology Program.

	Number of Students	Male	Female	WV	Other	Over 30	Under 30
1st Year	20	4	16	16	4	2	18
2nd Year	18	4	14	14	4	5	13
Internship	13	0	13	12	1	3	10
Total	51	8	43	42	9	10	41

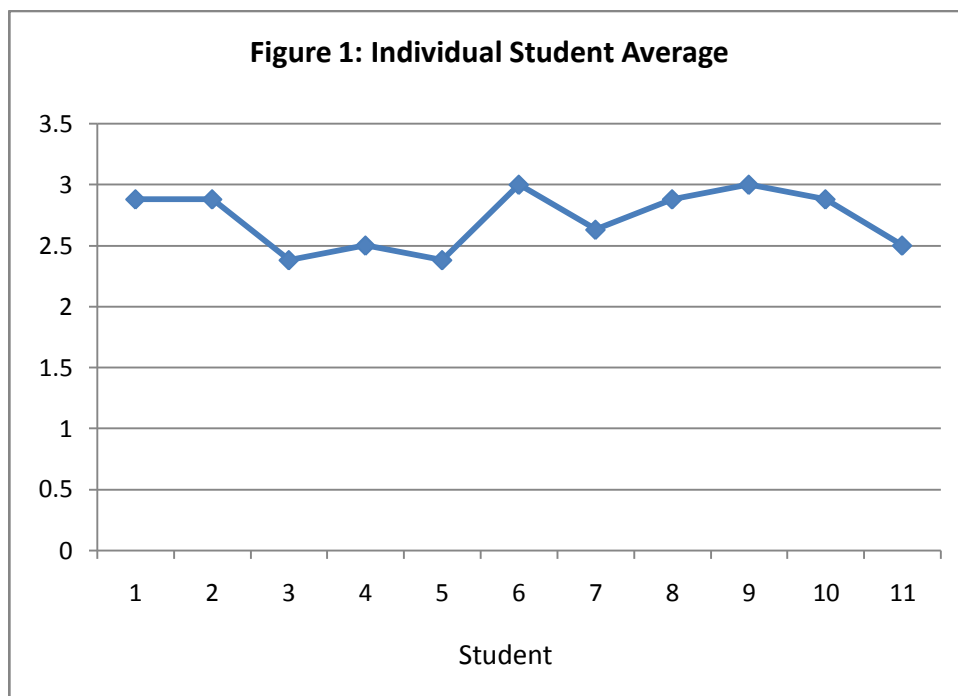
APPENDIX II

Summer Practicum Exit Interview Evaluation Data

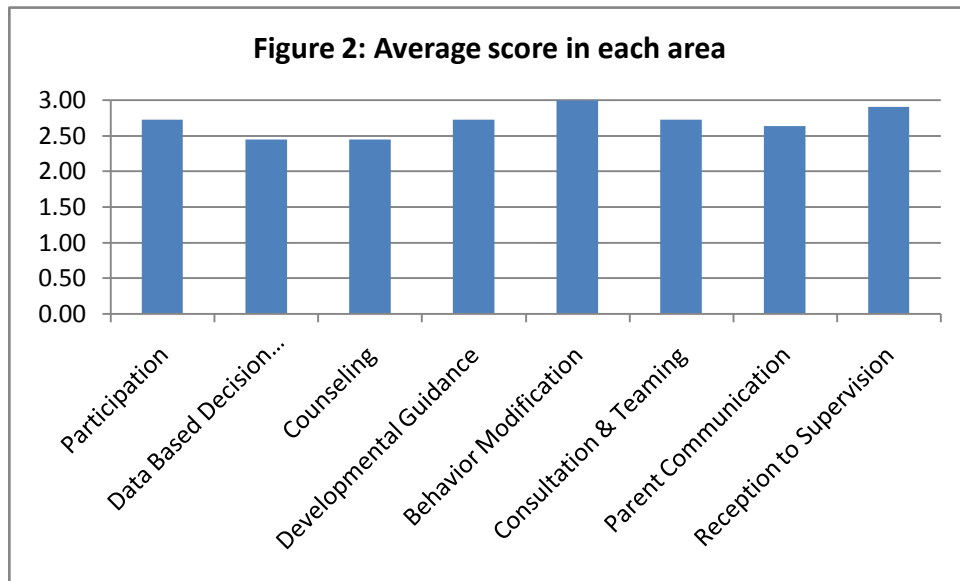
Students were evaluated at the end of the summer practicum by three faculty members and rated on a three point scale of Superior Evidence (3), Adequate Evidence (2), and Insufficient Evidence (1) of skills demonstrated during the summer practicum. Students were rated on each of the following areas:

1. Participation
2. Data Based Decision Making
3. Counseling
4. Developmental Guidance
5. Behavior Modification
6. Consultation and Teaming
7. Parent Communication
8. Reception to Supervision

Student averages were calculated across the eight areas, the results of which are shown in Figure 1.



The average score in each of the eight areas was averaged, the results of which are shown in Figure 2.



**Marshall University School Psychology Program
Portfolio Scoring Rubric**

Name: _____ Date: _____

The following ratings will be used to indicate the quality of the portfolio:

1 – Unacceptable: *Does not meet expectations for level of training; revisions are mandatory*

2 – Minimally Acceptable: *Meets expectations for level of training; student should address written comments with revisions.*

3 – Proficient: *Expectations are met for the level of training of the student; major corrections are not necessary.*

___ Organization of Portfolio

___ Professionalism of Product

___ Completeness

___ Reflection Statement is Well Conceptualized

___ Demonstration of Positive Growth in Program

___ Mean Score

Comments:

Reviewed by:

APPENDIX IV

Student Self-Assessment of Personal Characteristics Data

Data were collected from students across three years of the program. Students completed the Student Self-Assessment of Personal Characteristics 2008/2009, in which students were asked to rate their ability on a 5-point Likert scale, where 1 = weakness and 5 = strength, for each of the following items:

1. *Commitment to the profession*
2. *Commitment to students*
3. *Commitment to diversity*
4. *Commitment to technology*
5. *Commitment to a conceptual framework*
6. *Strong communication skills*
7. *Strong interpersonal skills*
8. *Strong work habits*
9. *Adaptability and flexibility*

Averages for each item within each year were calculated, the results of which are shown in Figure 1.

The results show a steady increase each year across all items except two: Commitment to diversity, which decreases in year three, and strong communication skills, which decreases slightly in year two. The decrease shown in the third year students' commitment to diversity could be due, in part, to the homogeneous regions in which many third year students conduct their internship. The decrease in communication skills reported by second year students is small and could be attributed to personality differences among the cross-sectional samples.

Despite these two anomalies, however, students' perceived abilities increased steadily across the three years. This trend is shown in Figure 2.

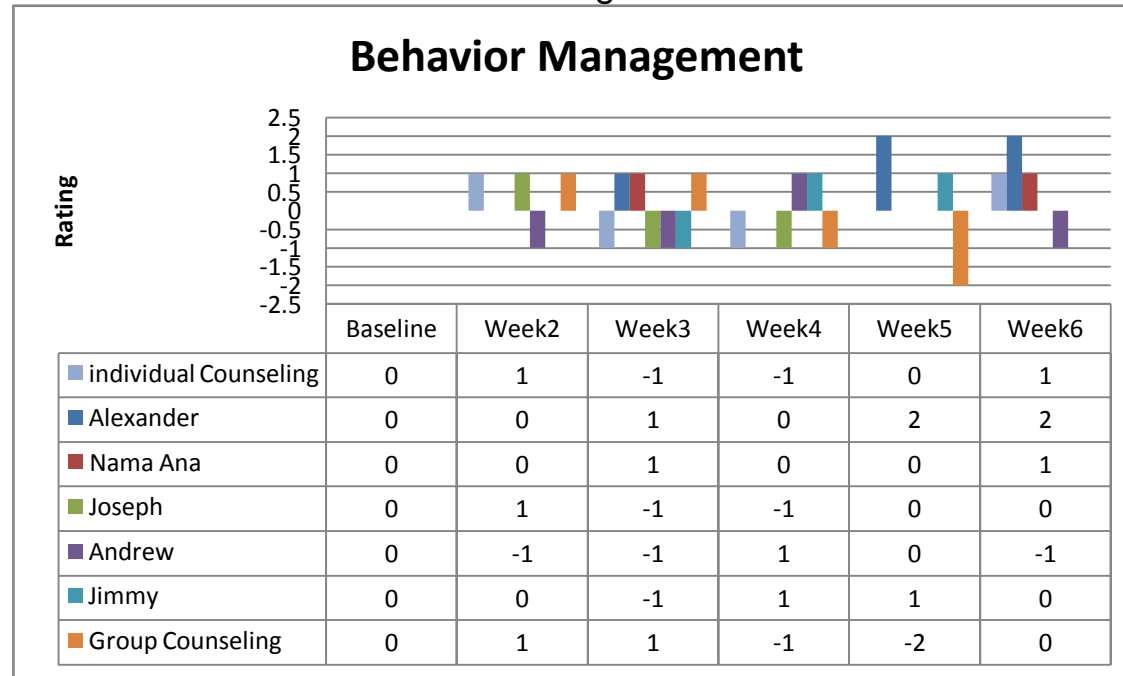
APPENDIX V
Assessment Summary
Marshall University School Psychology Program
Assessment of Student Outcomes: Competencies/Program Level

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>2007/2008 Data</u> One student was dismissed; three students successfully completed a remediation plan	This criterion was adopted based on student feedback and faculty review. Moved SPSY 617 into the first six weeks of the summer; moved SPSY 601 into the first part of the first semester Teach GAS method earlier in the program. Continued use of Goal Attainment Scaling on the internship level as a method of assessing the impact of students on preschool through 12 th grade learning earlier in the program. Summer practicum GAS data obtained.
	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	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>2007/2008 Data</u> 2 students completed the remediation plan and moved into their internship year.	Improvement in student assessment by the addition of portfolio assessment, rubric scoring, and Goal Attainment Scaling As a result of the new assessment plan, 10% of students were placed on remediation plans during the first year of the program which resulted in one dismissal and one student having successfully completed the remediation plan.
	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				

3	<p>Eligibility for Internship Year</p> <hr/> <p>Application of skills in a field setting:</p> <p>FBA, CBA, Group Therapy, Individual Therapy, Developmental Guidance, Program Evaluation, Consultation with Parents, Collaboration with Teachers, Diagnostic Teaching of Reading, Diagnostic Teaching of Math</p>	<p>All Faculty; Summer Practicum Teaching Team; Beck; Stroebel; Prewett; Kramer</p>	<p>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</p>	<p>Completion of Thesis, master's degree, Completion of final summer practicum, and portfolio from summer practicum</p>	<p>Students can be denied advancement to Internship and must repeat final practicum</p> <p><u>Data</u></p> <p>2008 10 out of 10 2007 11 out of 11 (internships were actually split with 8 in 2007 and 13 in 2008). 2006 11 out of 11 2005 16 out of 18</p>	<p>Any remedial action taken at this stage has been very specific and requires individual supervision by a faculty member prior to commencing internship.</p> <p>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.</p>
4	<p>Internship Completed Graduation and Certification Attainment</p>	<p>Program Director; Stroebel; Prewett; Kramer</p>	<p>Praxis II; Completion of Internship;</p>	<p>Score on Praxis must be 610 or above. Intern Performance Assessment must average > 2.70.</p> <p>Successful completion of all requirements in SPSY 745 (See Manual for Details)</p>	<p>Since 2003, 100% Certification and Employment</p>	<p>A very systematic and improved Intern Performance Assessment has been developed. Improved contact with field supervisors has resulted in a more collaborative assessment procedure.</p>

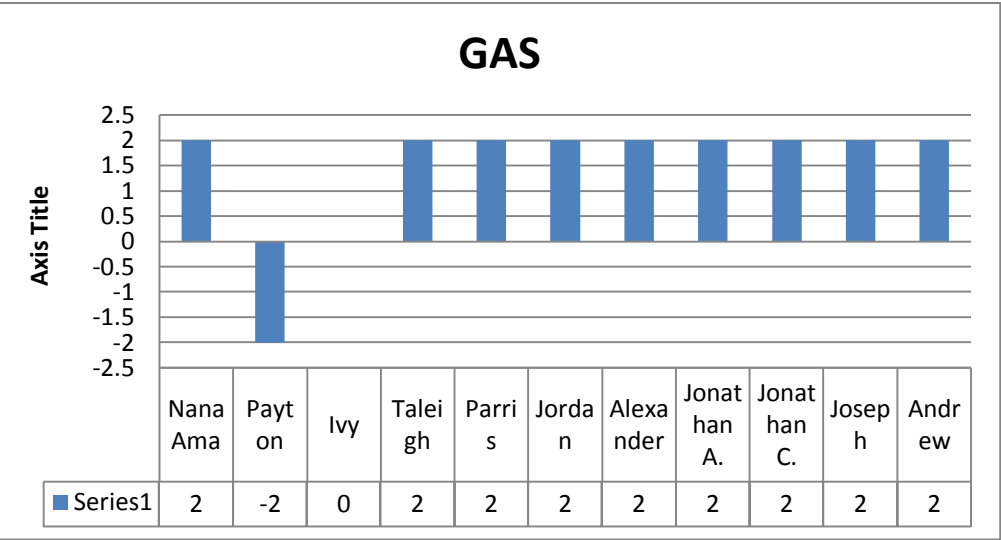
APPENDIX VI

Behavior Management GAS



The above data is from Team 4 in Summer Practicum 2008. It represents the improvement in behavior management as a result of individual and group counseling for five students using Goal Attainment Scaling data in which no change is represented by the absence of a colored bar. The effect size was -1.13 indicating a lack of improvement in behavior for five students in the team.

Literacy GAS



The above data shows the GAS data from the literacy intervention from Team 5 in the 2008 Summer Practicum involving eleven students. The effect size was 0.66 indicating a positive change for nine students, no change in one student, and a decrease in performance in the other student.