Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The enrollments for the Ph.D. in school psychology increased significantly over the past six years. Efforts were made by program faculty to recruit and retain students. The number of doctoral students increased from 13 to 17 students. This was accomplished through recruitment efforts and through aggressively seeking funding for students, e.g., McNair Scholars.

Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge

(Discipline Knowledge) Students demonstrate abilities and skills to use comprehensive data-based decision-making models to make empirically-based decisions about school psychology service delivery.

Related Measures

M 1: Comprehensive field-based project
Students complete BSP 686 course requirement, comprehensive field-based project, 100 percent of students achieve an 80 percent on assignment based upon scoring rubrics.
Source of Evidence: Academic direct measure of learning - other

M 2: Hypothetical written plan for school
Students complete BSP 635 course requirements, hypothetical written plan for school or agency for implementation of crisis prevention or crisis response, 100 percent achieve an 80 percent on assignment based on scoring rubrics
Source of Evidence: Academic direct measure of learning - other

SLO 2: Skills/Abilities

(Skills/Abilities) Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in school psychology research Students demonstrate the capacity to complete original and independant scholarly investigation or creative work in school psychology research

Related Measures

M 3: Identification/verification of students
Identification/verification of students demonstrating completion of professional presentations and publications in professional refereed journals. achieve a minimum of one publication/presentation by every two students in program.
Source of Evidence: Presentation, either individual or group

M 4: Students successfully complete dissertations
Students successfully complete dissertations, 100 percent pass rate
Source of Evidence: Academic direct measure of learning - other

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 3: Recognized quality
The program will improve and sustain a high level of recognized quality. Maintain national accreditation of doctoral program NASP

Connected Document
Social Psych PhD Curriculum Maps

Related Measures

M 5: Completion of Regularized progress review for NASP
Completion of regularized progress review for NASP (National Association of School Psychologist) continued accreditation

Source of Evidence: Academic indirect indicator of learning - other

**M 6: Collect and Review annual data of program success**
Collect and review annual data of program success based on approved NASP assessment plan

Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 4: Optimal Level**
The program will build and sustain an optimal level of annual program enrollments and degree completion

**Related Measures**

**M 7: A review of graduates to meet ACHE viability**
A review of graduates to meet ACHE viability, meet minimum requirements

Source of Evidence: Academic indirect indicator of learning - other

**M 8: Maintain current enrollments**
Maintain current enrollments through new admits and retention of students, review enrollment data and compare to previous years

Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 5: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves

**Related Measures**

**M 9: Graduate Survey**
Graduate survey and assessment of satisfaction completed Spring 2013, a 75 percent satisfaction rating

Source of Evidence: Alumni survey or tracking of alumni achievements

**M 10: Survey of employers**
Develop a survey of employers of graduates and identify a method of distribution

Source of Evidence: Employer survey, incl. perceptions of the program

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Completion of dissertations**
The school psychology program ceased admissions six years ago and began admissions five years ago. Consequently students have not reached the point in their career to complete dissertations. Program faculty will review student progress and discuss dissertation completion

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Meet with students in the dissertation phase and discuss a timeline to completion
**Responsible Person/Group:** Program coordinator and faculty

**Faculty review and plan**
Faculty in the school psychology program discussed not meeting ACHE viability standards and determined to change the program to come under Educational Psychology CIP code

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Complete changes to school psychology program for moving program under educational psychology and CIP code for educational psychology. Specifically a substantive change will be submitted with the Counselor Education program being under the umbrella of Educational Psychology
**Responsible Person/Group:** Program coordinator and department head

**Faculty review of NASP data**
Program faculty will review program data and complete the National Association School Psychology renewal report by April 2014

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Program coordinator will work with program faculty to review data for NASP accreditation renewal
**Responsible Person/Group:** Program faculty

**Additional Resources:** None
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D./Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students demonstrate abilities and skills to use comprehensive data-based decision-making models to make empirically-based decisions about school psychology service delivery

Connected Document
Social Psych PhD Curriculum Maps

Related Measures

M 1: Comprehensive field-based project
Students complete BSP 686 course requirement, comprehensive field-based project, 100 percent of students achieve an 80 percent on assignment based upon scoring rubrics

Source of Evidence: Academic direct measure of learning - other

Target:
Target of 100 percent achieve a score of 80 percent on field based project in BSP 686

Finding (2012-2013) - Target: Met
Five students attempted the field based project in BSP 686. All five students successfully achieved a score of 80 percent based on scoring rubrics. Students in the past several years have demonstrated the skills identified to be a successful school psychologist and provide this demonstration in actual practice.

M 2: Hypothetical written plan for school
Students complete BSP 635 course requirements, hypothetical written plan for school or agency for implementation of crisis prevention or crisis response, 100 percent achieve an 80 percent on assignment based on scoring rubrics

Source of Evidence: Academic direct measure of learning - other

Target:
Target of 100 percent of students completing hypothetical written crisis prevention plan with a score of 80 percent or above on scoring rubrics

Finding (2012-2013) - Target: Met
Eight students attempted writing a crisis prevention plan in BSP 635. All eight students successfully achieved a score above 80 percent based on scoring rubrics. Students have demonstrated the ability to complete an important task as a school psychologist, a written crisis prevention plan.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in school psychology research Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in school psychology research

Connected Document
Social Psych PhD Curriculum Maps

Related Measures

M 3: Identification/verification of students
Identification/verification of students demonstrating completion of professional presentations and publications in professional refereed journals, achieve a minimum of one publication/presentation by every two students in program

Source of Evidence: Presentation, either individual or group

Target:
Target is one presentation for every two students in the doctoral program. There were 19 students in the program so the desired outcome is 9.5 presentations.

Finding (2012-2013) - Target: Met
There were 9.5 presentations meeting the target. Students over the past few years have demonstrated the ability to complete presentations and impact the field of school psychology.

M 4: Students successfully complete dissertations
Students successfully complete dissertations, 100 percent pass rate

Source of Evidence: Academic direct measure of learning - other
Target: Students complete and successfully defend dissertations

Finding (2012-2013) - Target: Met

One student successfully defended her dissertation and graduated from the school psychology program. This was the first graduate in over seven years. The program had suspended admissions eight years ago which impacted the graduation rate of the program.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Completion of dissertations
Established in Cycle: 2011-2012
The school psychology program ceased admissions six years ago and began admissions five years ago. Consequently students have no...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Recognized quality
The program will improve and sustain a high level of recognized quality. Maintain national accreditation of doctoral program, NASP
Connected Document Social Psych PhD Curriculum Maps
Related Measures

M 5: Completion of regularized progress review for NASP
Completion of regularized progress review for NASP (National Association of School Psychologists) continued accreditation
Source of Evidence: Academic indirect indicator of learning - other
Target: School psychology faculty review progress for NASP review was changed to Spring 2014
Finding (2012-2013) - Target: Partially Met
The School Psychology program coordinator is preparing the NASP review which was changed to Spring 2014. She is sharing the information with program faculty for feedback and program improvement.

M 6: Collect and review annual data of program success
Collect and review annual data of program success based on approved NASP assessment plan
Source of Evidence: Academic indirect indicator of learning - other
Target: Target is faculty review of annual data of program success. Data includes a review of progress towards degree and number of graduates. Faculty monitored program success necessary to maintain national accreditation, NASP
Finding (2012-2013) - Target: Partially Met
Program faculty are reviewing annual program success for a report to be submitted to NASP for reaccreditation in Spring 2014. There are currently 16 students in the doctoral program. Their progress will be reported in the NASP reaccreditation submission
Related Action Plans (by Established cycle, then alpha):

M 7: A review of graduates to meet ACHE viability
A review of graduates to meet ACHE viability, meet minimum requirements
Source of Evidence: Academic indirect indicator of learning - other
Target: Target is 2.5 graduates a year, doctoral program based on ACHE guidelines
Finding (2012-2013) - Target: Met
The doctoral program is administratively part of the doctoral program in Educational Psychology. The school psychology program had one graduate this past year. The Educational psychology program had two graduates this AY and the additional graduate from school psychology results in meeting ACHE requirement of 2.5 a year.

Fasculty review and plan
Established in Cycle: 2011-2012
Faculty in the school psychology program discussed not meeting ACHE viability standards and determined to change the program to ...

For full information, see the Details of Action Plans section of this report.
**M 8: Maintain current enrollments**
Maintain current enrollments through new admits and retention of students, review enrollment data and compare to previous years
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is maintenance of current enrollments. Enrollments for 2011-2012 were 19 doctoral students.

**Finding (2012-2013) - Target: Partially Met**
The target is to maintain current enrollments. The enrollments for this past year is 16 students which is slightly down from the previous year.

**OthOTcm 5: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 9: Graduate survey**
Graduate survey and assessment of satisfaction completed Spring 2013, a 75 percent satisfaction rating
Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
Target is that 75 percent of graduates report satisfaction with their education and program

**Finding (2012-2013) - Target: Partially Met**
Faculty have determined that a biannual review of graduate satisfaction is desirable, they do not want to survey graduates too often and over survey them. The graduate survey will be distributed Spring 2014.

**M 10: Survey of employers**
Develop a survey of employers of graduates and identify a method of distribution
Source of Evidence: Employer survey, incl. perceptions of the program

**Target:**
Target is 75 percent of employers report satisfaction with employees and graduates of school psychology program

**Finding (2012-2013) - Target: Partially Met**
The College of Education has contracted with a national survey firm to obtain employer satisfaction with graduates of the College which include school psychology program graduates. This data is being collected currently and we hope to have this data for next year’s review.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Completion of dissertations**
The school psychology program ceased admissions six years ago and began admissions five years ago. Consequently students have not reached the point in their career to complete dissertations. Program faculty will review student progress and discuss dissertation completion

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Students successfully complete dissertations | Outcome/Objective: Skills/Abilities

**Implementation Description:** Meet with students in the dissertation phase and discuss a timeline to completion

**Responsible Person/Group:** Program coordinator and faculty

**faculty review and plan**
Faculty in the school psychology program discussed not meeting ACHE viability standards and determined to change the program to come under Educational Psychology CIP code

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: A review of graduates to meet ACHE viability | Outcome/Objective: Optimal level

**Implementation Description:** Complete changes to school psychology program for moving program under educational psychology and CIP code for educational psychology. Specifically a substantive change will be submitted with the Counselor Education program being under the umbrella of Educational Psychology

**Responsible Person/Group:** Program coordinator and department head

**Faculty review of NASP data**
Program faculty will review program data and complete the National Association School Psychology renewal report by April 2014

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Collect and review annual data of program success | Outcome/Objective: Recognized quality

**Implementation Description:** Program coordinator will work with program faculty to review data for NASP accreditation renewal
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<th><strong>Projected Completion Date:</strong></th>
<th>04/2014</th>
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<tbody>
<tr>
<td><strong>Responsible Person/Group:</strong></td>
<td>Program faculty</td>
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<td><strong>Additional Resources:</strong></td>
<td>None</td>
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### Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

### Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**SLO 1: Discipline Knowledge**
(Discipline Knowledge) Students demonstrate abilities and skills to use comprehensive data-based decision-making models to make empirically-based decisions about school psychology service delivery.

**Related Measures**

**M 1: Comprehensive field-based project**
Students complete BSP 635 course requirement, comprehensive field-based project, 100 percent of students achieve an 80 percent on assignment.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
Target of 100 percent achieve a score of 80 percent on field based project in BSP 635.

**Finding (2011-2012) - Target: Met**
Three students completed the assignment and three achieved a score of 80 percent.

**M 2: Hypothetical written plan for school**
Students complete BSP 635 course requirements, hypothetical written plan for school or agency for implementation of crisis prevention or crisis response, 100 percent achieve an 80 percent on assignment.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
Target of 100 percent of students completing hypothetical written crisis prevention plan with a score of 80 percent or above.

**Finding (2011-2012) - Target: Met**
Three students attempted the crisis plan and three students completed the hypothetical written crisis prevention plan with a score of 80 or above. 100 percent success rate.

**SLO 2: Skills/Abilities**
(Skills/Abilities) Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in school psychology research. Students demonstrate the capacity to complete original and independent scholarly investigation or creative work in school psychology research.

**Related Measures**

**M 3: Identification/verification of students**
Identification/verification of students demonstrating completion of professional presentations and publications in professional refereed journals, achieve a minimum of one publication/presentation by every two students in program.

**Source of Evidence:** Presentation, either individual or group

**Target:**
Target is one presentation for every two students in the doctoral program. There were 17 students in the program so the desired outcome is 7.5 presentations.

**Finding (2011-2012) - Target: Met**
There were over 9 presentations completed by school psychology doctoral students this past year. Additionally one student had a professional publication.

**M 4: Students successfully complete dissertations**
Students successfully complete dissertations, 100 percent pass rate.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
Students complete and successfully defend dissertations

**Finding (2011-2012) - Target: Partially Met**
One student successfully defended prospectus and one student successfully defended full proposal. No students attempted final defense of dissertation.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Completion of dissertations
Established in Cycle: 2011-2012
The school psychology program ceased admissions six years ago and began admissions five years ago. Consequently students have no...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Recognized quality
The program will improve and sustain a high level of recognized quality. Maintain national accreditation of doctoral program, NASP

Connected Document
Social Psych PhD Curriculum Maps

Related Measures

M 5: Completion of regularized progress review for NASP
Completion of regularized progress review for NASP (National Association of School Psychologists) continued accreditation

Source of Evidence: Academic indirect indicator of learning - other

Target:
School psychology faculty review progress for NASP review set for 2013

Finding (2011-2012) - Target: Met
Faculty in School Psychology program completed data collection and reviewed updated standards for NASP review coming up in 2013

M 6: Collect and review annual data of program success
Collect and review annual data of program success based on approved NASP assessment plan

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is faculty review of annual data of program success. Data includes a review of progress towards degree and number of graduates. Faculty monitored program success necessary to maintain national accreditation, NASP

Finding (2011-2012) - Target: Met
Faculty maintain data for NASP review in 2013

OthOtcm 4: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Document
Social Psych PhD Curriculum Maps

Related Measures

M 7: A review of graduates to meet ACHE viability
A review of graduates to meet ACHE viability, meet minimum requirements

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is 2.5 graduates a year, doctoral program based on ACHE guidelines

Finding (2011-2012) - Target: Not Met
No graduates this past year and the target was not met. The doctoral program had no students four years ago and subsequently there have been five or more students admitted each year. It is expected that the program will reach the 2.5 graduates starting next year.

Related Action Plans (by Established cycle, then alpha):
faculty review and plan
Established in Cycle: 2011-2012
Faculty in the school psychology program discussed not meeting ACHE viability standards and determined to change the program to...

For full information, see the Details of Action Plans section of this report.

M 8: Maintain current enrollments
Maintain current enrollments through new admits and retention of students, review enrollment data and compare to previous years

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is maintenance of current enrollments. Enrollments for 2010 were 17 doctoral students.

Finding (2011-2012) - Target: Met
Target was met, there were 19 students enrolled in the school psychology doctoral program 2011.

OthOtcm 5: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
Social Psych PhD Curriculum Maps
**Related Measures**

**M 9: Graduate survey**
Graduate survey and assessment of satisfaction completed Spring 2012, a 75 percent satisfaction rating

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
Target is that 75 percent of graduates report satisfaction with their education and program

**Finding (2011-2012) - Target: Met**
A graduate survey (those graduating this past year) found that 100 percent of the graduates rated their graduate education as excellent, good or fair. No graduates reported their education as poor. Target was met.

**M 10: Survey of employers**
Develop a survey of employers of graduates and identify a method of distribution

Source of Evidence: Employer survey, incl. perceptions of the program

**Target:**
Target is 75 percent of employers report satisfaction with employees and graduates of school psychology program

**Finding (2011-2012) - Target: Not Reported This Cycle**
Faculty are in the process of developing the survey for employers and identify a method of distribution to employers. We are exploring how this can be accomplished college-wide

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### Completion of dissertations

The school psychology program ceased admissions six years ago and began admissions five years ago. Consequently students have not reached the point in their career to complete dissertations. Program faculty will review student progress and discuss dissertation completion

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Students successfully complete dissertations  
- **Outcome/Objective:** Skills/Abilities

**Implementation Description:** Meet with students in the dissertation phase and discuss a timeline to completion

**Responsible Person/Group:** Program coordinator and faculty

### faculty review and plan

Faculty in the school psychology program discussed not meeting ACHE viability standards and determined to change the program to come under Educational Psychology CIP code

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** A review of graduates to meet ACHE viability  
- **Outcome/Objective:** Optimal level

**Implementation Description:** Complete changes to school psychology program for moving program under educational psychology and CIP code for educational psychology. Specifically a substantive change will be submitted with the Counselor Education program being under the umbrella of Educational Psychology

**Responsible Person/Group:** Program coordinator and department head
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<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Required Experience</th>
<th>Dissertation</th>
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<td>BSP 635</td>
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