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.

A review of students passing the comprehensive exam over the past five years found that we had a noticeable failure rate below 80 percent. Program faculty decided to monitor comprehensive pass rates and provide students with additional support during the retake of the exam. An advisor would review with the student areas they failed and provide suggestions for studying. All students passed the second round of comprehensive exams. Additionally the past two years all students passed the comprehensive exam.

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 demonstrates 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 in school psychology, 100 percent achieve a score of 80 percent or better on project based on scoring rubrics.

Source of Evidence: Academic direct measure of learning - other

Target:
Target is 100 percent of student achieve an 80 percent or greater on a field based project in BSP 686 based on scoring rubrics.

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 a score of 80 percent or better on the plan based on scoring rubrics.

Source of Evidence: Academic direct measure of learning - other

Target:
Target is 100 percent of students attempting hypothetical crisis prevention plan in BSP 686 and achieve an 80 or better on the project based on scoring rubrics.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in School Psychology.

Related Measures

M 3: Quantitative Research requiring evaluation of professional journal article
Students complete course requirements in BER 600 Quantitative Research requiring evaluation of professional journal article and achieve a score of 80 percent or better on the critique, respond to the questions in the evaluation of an article, 100 percent achieve an 80 or better based on the scoring rubrics.

Source of Evidence: Academic direct measure of learning - other

Target:
Target is that 100 percent of students completing article critique achieve an 80 percent or better based on scoring rubrics.

M 4: Students successfully complete comprehensive exam with 75 percent pass rate
Students successfully complete comprehensive exam with 75 percent pass rate.
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: (An Improvement Outcome Derived From their 2010-11 Assessment Findings)
Achieve a minimum of a 75 percent pass rate for comprehensive exam

Related Measures

M 5: Review comprehensive exam pass rate
Review comprehensive exam pass rate, achieve a 75 percent pass rate
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
Target is to identify those not successfully passing the comprehensive exam

M 6: Meet with Students who fail comprehensive exam
Meet with students who fail comprehensive exam and identify study areas, meet with every student who fail comprehensive exam
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
Meet with any students that fail the comprehensive exam

OthOtcm 4: Recognized Quality
The program will improve and sustain a high level of recognized quality. Maintain national accreditation from NASP

Related Measures

M 7: 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 2014. Initially NASP reaccreditation was set to take place Fall 2013, but it was moved Spring 2014 with approval from NASP

M 8: 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

OthOtcm 5: Optimal Level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Related Measures

M 9: A review of graduates to meet ACHE viability
A review of graduates to meet ACHE viability, maintain minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other
Target:
Review number of program graduates this past year, and achieve a graduation rate of three each year.

M 10: Maintain current enrollments through new admits and retention of students
Maintain current enrollments through new admits and retention of students
Source of Evidence: Academic indirect indicator of learning - other
Target:
Target is to maintain enrollments in the school psychology program. There were 16 students from the program last year.

OthOtcm 6: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Related Measures

M 11: 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 75 percent of graduates report satisfaction with their degree and program

M 12: Survey of Employer
Develop a survey of employers of graduates and identify a method of distribution. We are exploring distribution college-wide
Source of Evidence: Employer survey, incl. perceptions of the program
Target:
Target is the development of a plan for surveying employers of graduates. The intention is to work with departments in the College of Education to develop a college-wide distribution plan.

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

**Plan to maintain ACHE viability**

Program faculty discussed program viability at the fall faculty retreat. The viability of the Ed.S. is still strong, but they want to discuss insuring continued growth and development of the program. One plan under consideration is implementation of an online Ed.S. in school counseling. Implementation of this plan will be discussed this coming AY 2012-2013.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Develop an implementation plan for an online Ed.S. in school psychology
- **Responsible Person/Group:** Program coordinator and faculty

**Increase enrollments**

The program faculty will meet this academic year and develop a plan to increase enrollments. One strategy discussed in the past is to add an online school psychology Ed.S.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Program faculty will meet to discuss ways to increase enrollment
- **Projected Completion Date:** 04/2014
- **Responsible Person/Group:** School psychology 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 demonstrates abilities and skills to use comprehensive data-based decision-making models to make empirically-based decisions about school psychology service delivery.

Connected Document: School Psych Ed Curriculum Maps

Related Measures

M 1: Comprehensive field-based project
Students complete BSP 686 course requirement, comprehensive field-based project in school psychology, 100 percent achieve a score of 80 percent or better on project based on scoring rubrics

Source of Evidence: Academic direct measure of learning - other

Target: Target is 100 percent of students achieve an 80 percent or greater on a field based project in BSP 686 based on scoring rubrics

Finding (2012-2013) - Target: Met
Four Ed. S. students attempted the comprehensive based project in BPS 686 and 100 percent achieved a score of 80 or better on project rubrics for AY 2012-2013

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 a score of 80 percent or better on the plan based on scoring rubrics

Source of Evidence: Academic direct measure of learning - other

Target: Target is 100 percent of students attempting hypothetical crisis prevention plan in BSP 686 and achieve an 80 or better on the project based on scoring rubrics

Finding (2012-2013) - Target: Met
Eight students attempted hypothetical crisis prevention plan for BSP 635 and all eight students achieved a score of 80 or better on the project based on scoring rubrics

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in School Psychology

Connected Document: School Psych Ed Curriculum Maps

Related Measures

M 3: Quantitative Research requiring evaluation of professional journal article
Students complete course requirement in BER 600 Quantitative Research requiring evaluation of professional journal article and achieve a score of 80 percent or better on the critique, respond to questions in the evaluation of an article, 100 percent achieve an 80 or better based on the scoring rubrics.

Source of Evidence: Academic direct measure of learning - other

Target: Target is that 100 percent of students completing article critique achieve an 80 percent or better based on scoring rubrics.

Finding (2012-2013) - Target: Not Reported This Cycle
No school psychology students registered for BER 600 where article critique is completed.

M 4: Students successfully complete comprehensive exam with 75 percent pass rate
Students successfully complete comprehensive exam with 75 percent pass rate

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
100 percent of students successfully complete comprehensive exam.

**Finding (2012-2013) - Target: Met**

Four students took the comprehensive exam, Ed.S. and all four passed the exam. Students in school psychology Ed.S. have demonstrated good writing skills and knowledge of the professional literature over the past several years.

**SLO 3: (An Improvement Outcome Derived From their 2010-11 Assessment Findings)**
Achieve a minimum of a 75 percent pass rate for comprehensive exam

**Related Measures**

**M 5: Review comprehensive exam pass rate**
Review comprehensive exam pass rate, achieve a 75 percent pass rate

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

Target is to identify those not successfully passing the comprehensive exam

**Finding (2012-2013) - Target: Met**

A review of the pass rate has found that the past few years there have been no students failing the comprehensive exam. Thirteen students have taken the comprehensive exam over the past two years and all have passed. This target will be amended for AY 2013-2014.

**M 6: Meet with students who fail comprehensive exam**
Meet with students who fail comprehensive exam and identify study areas, meet with every student who fail comprehensive exam

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

Meet with any students that fail the comprehensive exam

**Finding (2012-2013) - Target: Met**

No students failed the comprehensive exam, all four who attempted the exam passed. This objective will likely be dropped given the success rate of students in completing the comprehensive exam over the past few years.

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

**OthOtcm 4: Recognized quality**
The program will improve and sustain a high level of recognized quality. Maintain national accreditation from NASP

**Related Measures**

**M 7: 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 2014. Initially NASP reaccreditation was set to take place Fall 2013, but it was moved to Spring 2014 with approval from NASP

**Finding (2012-2013) - Target: Met**

Submission of reaccreditation report for NASP was moved to Spring 2014. Faculty are in the process of reviewing NASP report

**M 8: 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: Met**

The School Psychology Program coordinator is in the process of an initial review of program success and she is sharing the information with program faculty. The program is preparing data and program success outcomes for submission for reaccreditation due Spring 2014.

**OthOtcm 5: Optimal level**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 9: A review of graduates to meet ACHE viability**
A review of graduates to meet ACHE viability, maintain minimum viability standards

Source of Evidence: Academic indirect indicator of learning - other
Target:
Review number of program graduates this past year and achieve a graduation rate of three each year.

Finding (2012-2013) - Target: Partially Met
A total of 7 Ed.S. students graduated in School Psychology during AY 2011-2012. The program is on target to reach this goal.

Related Action Plans (by Established cycle, then alpha):
Plan to maintain ACHE viability
Established in Cycle: 2011-2012
Program faculty discussed program viability at the fall faculty retreat. The viability of the Ed.S. is still strong, but they wa...

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

M 10: Maintain current enrollments through new admits and retention of students
Maintain current enrollments through new admits and retention of students
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is to maintain enrollments in the school psychology program. There were 19 students in the program last year.

Finding (2012-2013) - Target: Partially Met
Enrollment this past year declined slightly to 16 students in the program. There were four new admissions for Fall 2013. An issue with recruitment and admission is the graduate student funding available. Applicants have indicated an interest in attending but reported the funding was not adequate. We need to pursue additional funding to increase recruitment efforts.

Related Action Plans (by Established cycle, then alpha):
Increase enrollments
Established in Cycle: 2012-2013
The program faculty will meet this academic year and develop a plan to increase enrollments. One strategy discussed in the past ...

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

OthOtcm 6: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
School Psych Ed Curriculum Maps

Related Measures

M 11: 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 75 percent of graduates report satisfaction with their degree and program

Finding (2012-2013) - Target: Partially Met
We have established a biannual survey of graduates. We do not want to over survey graduates so faculty determined that a biannual review was appropriate.

M 12: Survey of employers
Develop a survey of employers of graduates and identify a method of distribution. We are exploring distribution college-wide
Source of Evidence: Employer survey, incl. perceptions of the program

Target:
Target is the develop of a plan for surveying employers of graduates. The intention is to work with departments in the College of Education to develop a college-wide distribution plan

Finding (2012-2013) - Target: Partially Met
A college-wide survey has been developed with assistance from a national survey firm. Data is being collected over the next several months. This survey is being completed college-wide to address NCATE accreditation.

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

Plan to maintain ACHE viability
Program faculty discussed program viability at the fall faculty retreat. The viability of the Ed.S. is still strong, but they want to discuss insuring continued growth and development of the program. One plan under consideration is implementation of an online Ed.S. in school counseling. Implementation of this plan will be discussed this coming AY 2012-2013

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: Develop an implementation plan for an online Ed.S. in school psychology
Responsible Person/Group: Program coordinator and faculty

Increase enrollments
The program faculty will meet this academic year and develop a plan to increase enrollments. One strategy discussed in the past is to add an online school psychology Ed.S.
<table>
<thead>
<tr>
<th>Established in Cycle:</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Status:</td>
<td>Planned</td>
</tr>
<tr>
<td>Priority:</td>
<td>High</td>
</tr>
</tbody>
</table>

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Maintain current enrollments through new admits and retention of students | **Outcome/Objective:** Optimal level

**Implementation Description:** Program faculty will meet to discuss ways to increase enrollment

**Projected Completion Date:** 04/2014

**Responsible Person/Group:** School psychology 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 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 demonstrates abilities and skills to use comprehensive data-based decision-making models to make empirically-based decisions about school psychology service delivery.

Connected Document
School Psych Ed Curriculum Maps

Related Measures

M 1: Comprehensive field-based project
Students complete BSP 635 course requirement, comprehensive field-based project in school psychology, 100 percent achieve a score of 80 percent or better on project.

Source of Evidence: Academic direct measure of learning - other

Target:
Target is 100 percent of students achieve an 80 percent or greater on a field based project in BSP 635

Finding (2011-2012) - Target: Met
Four Ed.S. students attempted the comprehensive based project in BSP 635 and 100 percent achieved a score of 80 or better on the project rubrics.

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 a score of 80 percent or better on the plan

Source of Evidence: Academic direct measure of learning - other

Target:
Target is 100 percent of students attempting hypothetical crisis prevention plan in BSP 635 and achieve an 80 or better on the project based on scoring rubrics

Finding (2011-2012) - Target: Met
Target was met, 100 percent of students completed hypothetical crisis prevention plan and all four students successfully scored 80 percent or above on the project based on scoring rubrics.

SLO 2: Skills/Abilities
(Skills/Abilities) Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in School Psychology

Connected Document
School Psych Ed Curriculum Maps

Related Measures

M 3: Quantitative Research requiring evaluation of professional journal article
Students complete course requirement in BER 600 Quantitative Research requiring evaluation of professional journal article and achieve a score of 80 percent or better on the critique, respond to questions in the evaluation of an article, 100 percent achieve an 80 or better based on the scoring rubrics.

Source of Evidence: Academic direct measure of learning - other

Target:
Target is that 100 percent of students completing article critique achieve an 80 percent or better based on scoring rubrics.

Finding (2011-2012) - Target: Met
Four students attempted the article critique and all four achieved an 80 percent or better based on scoring rubrics. Target met.

M 4: Students successfully complete comprehensive exam with 75 percent pass rate
Students successfully complete comprehensive exam with 75 percent pass rate

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
75 percent of students successfully complete comprehensive exam.
Finding (2011-2012) - Target: Met
Nine students took the comprehensive exam, Ed.S. and all nine passed the exam.

SLO 3: (An Improvement Outcome Derived From their 2010-11 Assessment Findings)
Improve comprehensive exam pass rate, achieve a minimum of a 75 percent pass rate

Connected Document
School Psych Ed Curriculum Maps

Related Measures

M 5: Review comprehensive exam pass rate
Review comprehensive exam pass rate, achieve a 75 percent pass rate
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
Target is to identify those not successfully passing the comprehensive exam
Finding (2011-2012) - Target: Met
A review of those failing the comprehensive exam shows that no students failed.

M 6: Meet with students who fail comprehensive exam
Meet with students who fail comprehensive exam and identify study areas, meet with every student who fail comprehensive exam
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
Meet with any students that fail the comprehensive exam
Finding (2011-2012) - Target: Met
No students failed the comprehensive exam so no students were provided additional advisement.

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

OtherOtcm 4: Recognized quality
The program will improve and sustain a high level of recognized quality. Maintain national accreditation from NASP

Connected Document
School Psych Ed Curriculum Maps

Related Measures

M 7: 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 8: 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

OtherOtcm 5: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Connected Document
School Psych Ed Curriculum Maps

Related Measures

M 9: A review of graduates to meet ACHE viability
A review of graduates to meet ACHE viability, maintain minimum viability standards
Source of Evidence: Academic indirect indicator of learning - other
Target:
Review number of program graduates this past year. and achieve a graduation rate of three each year.
Finding (2011-2012) - Target: Not Reported This Cycle
Data on program graduates was not available for Ed.S. students in Educational Psychology this past year.
Related Action Plans (by Established cycle, then alpha):
Plan to maintain ACHE viability
Established in Cycle: 2011-2012
Program faculty discussed program viability at the fall faculty retreat. The viability of the Ed.S. is still strong, but they wa...
M 10: Maintain current enrollments through new admits and retention of students
Maintain current enrollments through new admits and retention of students
Source of Evidence: Academic indirect indicator of learning - other
Target: Target is to maintain enrollments in the school psychology program. There were 17 students in the program last year.
Finding (2011-2012) - Target: Met
Target was met, there are 19 students currently in the school psychology program

OthOtm 6: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
School Psych Ed Curriculum Maps

Related Measures

M 11: 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 75 percent of graduates report satisfaction with their degree and program
Finding (2011-2012) - Target: Met
A survey of graduates found that 100 percent of those responding reported that their satisfaction with their graduate education as excellent, good or fair. 91 percent rated their satisfaction with their degree as good or excellent. Target met

M 12: Survey of employers
Develop a survey of employers of graduates and identify a method of distribution. We are exploring distribution college-wide
Source of Evidence: Employer survey, incl. perceptions of the program
Target: Target is the develop of a plan for surveying employers of graduates. The intention is to work with departments in the College of Education to develop a college-wide distribution plan
Finding (2011-2012) - Target: Not Reported This Cycle
Completion of target is delayed until a college wide plan is developed for distribution and contacting employers.

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

Plan to maintain ACHE viability
Program faculty discussed program viability at the fall faculty retreat. The viability of the Ed.S. is still strong, but they want to discuss insuring continued growth and development of the program. One plan under consideration is implementation of an online Ed.S. in school counseling. Implementation of this plan will be discussed this coming AY 2012-2013
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: Develop an implementation plan for an online Ed.S. in school psychology
Responsible Person/Group: Program coordinator and faculty
## Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcome 1</strong>&lt;br&gt;Students demonstrates abilities and skills to sue comprehensive data-based decision-making models to make empirically-based decisions about school psychology service delivery</td>
<td><strong>Student Learning Outcome 2</strong>&lt;br&gt;Students demonstrate the ability to analyze, synthesize, apply and critically evaluate information in School Psychology</td>
<td><strong>Student Learning Outcome 3</strong>&lt;br&gt;Improve comprehensive exam pass rate, achieve a minimum of a 75 percent pass rate</td>
<td><strong>Student Learning Outcome 4</strong></td>
<td><strong>Student Learning Outcome 5</strong></td>
</tr>
<tr>
<td><strong>Course 1</strong>&lt;br&gt;BSP 635</td>
<td><strong>Course 2</strong>&lt;br&gt;BER 600</td>
<td><strong>Required Experience</strong>&lt;br&gt;Comprehensive exam</td>
<td><strong>Common Experience</strong></td>
<td><strong>Required Task</strong></td>
</tr>
<tr>
<td><strong>Common Assignment</strong></td>
<td><strong>Activity 1</strong>&lt;br&gt;Student meeting</td>
<td>Improve comprehensive exam pass rate, achieve a minimum of a 75 percent pass rate</td>
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<tr>
<td></td>
<td><strong>Activity 2</strong></td>
<td>Improve comprehensive exam pass rate, achieve a minimum of a 75 percent pass rate</td>
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<tr>
<td></td>
<td><strong>Activity 3</strong></td>
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<td></td>
<td><strong>Activity 4</strong></td>
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</tbody>
</table>


Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>BSP 635</th>
<th>Student Learning Outcome 1</th>
<th>Students demonstrates abilities and skills to sue comprehensive data-based decision-making models to make empirically-based decisions about school psychology service delivery</th>
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</thead>
<tbody>
<tr>
<td>Course 2</td>
<td>BSP 635</td>
<td>Student Learning Outcome 2</td>
<td>Students complete BSP 635 course requirement, comprehensive field-based project in school psychology, 100 percent achieve a grade of B or better</td>
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<tr>
<td>Course 3</td>
<td>BER 600</td>
<td>Student Learning Outcome 3</td>
<td>Students complete course requirement in BER 600 Quantitative</td>
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<tr>
<td>Required Experience</td>
<td>Comprehensive exam</td>
<td>Students successfully complete comprehensive exam with 75 percent pass rate</td>
<td>Review comprehensive exam pass rate, achieve a 75 percent pass rate</td>
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<tr>
<td>Common Experience</td>
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<tr>
<td>Required Task</td>
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<td>Common Assignment</td>
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</tr>
<tr>
<td>Activity 1</td>
<td>Student meeting</td>
<td>Meet with students who fail comprehensive exam and identify study areas, meet with every student who fail comprehensive exam</td>
<td></td>
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</tbody>
</table>