

**Minnesota State University Moorhead  
2006-2007 Assessment Report Cover Sheet**

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

*Note: All programs will complete this form.*

**Academic Program: School Psychology**

**Department: Psychology**

**College: Social and Natural Sciences**

**Date: October 2006**

**1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members**

**Peg Potter, Program Director; School Psychology Coordinating Committee: Gary Nickell, Willie Hallford, Olivia Melroe, Lisa Stewart, Sue Severson**

**2. List of All Student Learning Outcomes.** (List all outcomes, placing an asterisk (\*) by the outcomes you are assessing this year.)

- \*1. Evidence of a knowledge base in psychology
- \*2. Evidence of a knowledge base in education
- \*3. Evidence of ability to develop assessment strategies and to interpret assessment data.
- 4. Evidence of writing ability.
- 5. Evidence of ability to conduct research, evaluate research and to convey research findings
- \*6. Evidence of skill in designing and implementing intervention strategies for a variety of learning and social-emotional problems.
- 7. Evidence of an ability to consult effectively with teachers, parents and other professionals.
- 8. Evidence of an understanding of the needs of individuals with disabilities and from different cultural groups and of an ability to work effectively with various populations of students.
- 9. Evidence of ability to function ethically in the role of school psychologist.
- \*10. Evidence of ability to use emergent technologies.

**3. Signatures**

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Department Chair or Program Director

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Dean or Director

**Required Attachments:**

- 1. Assessment Reporting Forms
- 2. Records of department meetings when Assessment Report was discussed and approved.



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2006-2007 Assessment Reporting Form**

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*Instructions: Complete, print, and save a copy of this page for each student learning outcome being assessed during the following two year period.*

**Academic Program:** School Psychology

**1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).**

**#1. Evidence of a knowledge base in psychology**

**2. Assessment measure used for this learning outcome.**

**Area IV: Psych Foundations on M.S. comprehensive exams; Area III: Applied Psych Foundations on national exam; Specialist Portfolio**

**3. Expected Student Performance (from assessment plan)**

**A rating of 3 (Adequate) on a 5 point scale is required to pass this area on the M.S. comp exam. A score at or above the 25th percentile is Average or Above average on the national exam (a total score of 660 across 5 areas is required to pass the national exam). A committee rating of Adequate or Strong is required in this area on the Portfolio rating.**

**4. Actual Results (attach additional information, if necessary)**

**Mean rating on Area IV of M.S. comprehensive exams for 2004 was 3.98 and for 2005 it was 3.73. In both years, all students passed this question.**

**On the National Exam, one of 16 students received a score Below the Average range on this question and five received a score Above the Average range. All other scores (n = 10) were within the Average Range.**

**On the Portfolio Rating sheet 6 students were rated Adequate, 2 were rated between Adequate and Strong and 8 were rated Strong in this area.**

**5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)**

**While our students do well in this area, we are considering curriculum changes to consolidate some of our courses, to increase application to children and educational settings, and to increase material in some areas (e.g., motivation, child psychopathology, more physiological psychology)**



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**Academic Program:** School Psychology

**1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).**

**#10. Evidence of ability to use emergent technologies.**

**2. Assessment measure used for this learning outcome.**

**Specialist Portfolio**

**3. Expected Student Performance (from assessment plan)**

**A committee rating of Adequate or Strong is required in this area on the Portfolio rating.**

**4. Actual Results (attach additional information, if necessary)**

**On the Portfolio Rating sheet 10 students were rated Adequate, 2 were rated between Adequate and strong, and 4 were rated Strong in this area.**

**5. Proposed action in response to results.** (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

**Technology is becoming increasingly varied and important in the field of school psychology. We have increased our students skills with on-line instruction through the use of D2L and likely will continue to make better use of this technology. One area that we have not done much with is the use of hand held computers (e.g., Palm Pilots) for data collection in K-12 classrooms because of equipment budget constraints.**

**This is an area where we are considering applying for an Instructional Improvement Grant.**

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**Academic Program:** School Psychology

**1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).**

**#2. Evidence of a knowledge base in education**

**2. Assessment measure used for this learning outcome.**

**Area V: Educational Foundations on M.S. comprehensive exams; Area III: Applied Education on national exam; Specialist Portfolio**

**3. Expected Student Performance (from assessment plan)**

**A rating of 3 (Adequate) on a 5 point scale is required to pass this area on the M.S. comp exam. A score at or above the 25th percentile is Average or Above average on the national exam (a total score of 660 across 5 areas is required to pass the national exam). A committee rating of Adequate or Strong is required in this area on the Portfolio rating.**

**4. Actual Results (attach additional information, if necessary)**

**Mean rating on Area V of M.S. comprehensive exams for 2004 was 3.57 and for 2005 it was 3.77. In 2004 one of 9 students did not pass the question initially, but passed on re-taking the exam. In 2005 all 5 students passed this question.**

**On the National Exam, one of 16 students received a score Below the Average range on this area and one received a score Above the Average range. All other scores were within the Average Range.**

**On the Portfolio Rating sheet 14 students were rated Adequate and 2 students were rated between Adequate and Strong in this area.**

**5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)**

**Relative to other areas, this is one of the weaker areas for our students. With increasing emphasis in the field on school psychologists as instructional consultants, this is an area**

**that we will be looking at as we develop curriculum modifications. We are not sure what those modifications will be at this time.**

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**Academic Program:** School Psychology

**1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).**

**#3. Evidence of ability to develop assessment strategies and to interpret assessment data. (Note that "assessment" in this context refers to the evaluation procedures used by K-12 school personnel and professional psychologists with children and other clients.)**

**2. Assessment measure used for this learning outcome.**

**Area I: Assessment on M.S. comprehensive exams; Area I: Data-Based Decision Making on national exam; Specialist Portfolio**

**The Comprehensive exam and the Portfolio rating forms are attached. The national exam is the ETS Praxis exam for School Psychologists.**

**3. Expected Student Performance (from assessment plan)**

**A rating of 3 (Adequate) on a 5 point scale is required to pass this area on the M.S. comp exam. A score at or above the 25th percentile is Average or Above average on the national exam (a total score of 660 across 5 areas is required to pass the national exam). A committee rating of Adequate or Strong is required in this area on the Portfolio rating.**

**4. Actual Results (attach additional information, if necessary)**

**Mean rating on Area I of M.S. comprehensive exams for 2004 was 3.59 and for 2005 it was 3.73. In both years, all students passed this question.**

**On the National Exam, one of 16 students received a score Below the Average range on this question and seven received a score Above the Average range. All other (n = 8) scores were within the Average Range.**

**On the Portfolio Rating sheet 9 students were rated Adequate, 6 students were rated between Adequate and Strong and one was rated Strong in this area.**

**5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)**

**While our students generally do well in this area (especially on the national exam), this is an area that is rapidly changing in our field. We continue to need to update assessment instruments and assessment techniques used in K-12 schools and other settings, especially in regard to evaluating children's responsiveness to interventions in schools. This is one of our primary considerations in our current examination of our curriculum.**

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**Academic Program:** School Psychology

**1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).**

**#6. Evidence of skill in designing and implementing intervention strategies for a variety of learning and social-emotional problems.**

**2. Assessment measure used for this learning outcome.**

**Area V: Education Foundations on M.S. comprehensive exams; Area II Prevention/Intervention on national exam; Specialist Portfolio**

**The Comprehensive exam and the Portfolio rating forms are attached. The national exam is the ETS Praxis exam for School Psychologists.**

**3. Expected Student Performance (from assessment plan)**

**A rating of 3 (Adequate) on a 5 point scale is required to pass this area on the M.S. comp exam. A score at or above the 25th percentile is Average or Above average on the national exam (a total score of 660 across 5 areas is required to pass the national exam). A committee rating of Adequate or Strong is required in this area on the Portfolio rating.**

**4. Actual Results (attach additional information, if necessary)**

**Mean rating on Area V of M.S. comprehensive exams for 2004 was 3.57 and for 2005 it was 3.77. In 2004 one student failed the question in her first attempt, but passed it when she re-took the exam. In 2005, all students passed this question.**

**On the National Exam, none of the students received a score Below the Average range on this question and five received a score Above the Average range. All other scores (n = 11) were within the Average Range.**

**On the Portfolio Rating sheet 7 students were rated Adequate, 7 were rated between Adequate and Strong and 2 were rated Strong in this area.**

**5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)**

**Although our students receive adequate/average scores in this area, it is an area of increasing importance in our field both in terms of academic interventions and mental health interventions. What has been adequate in the past, likely will not be in the future. Over the years, we have been adding material to courses to meet additional accreditation requirements and to accommodate expansion of professional best practice standards (e.g., crisis intervention, services to autistic students, early literacy interventions, response-to-intervention practices). Strengthening this area is becoming increasingly difficult within the limits of current student degree credit limitations and faculty resources. Thus, this will be a focus of upcoming curriculum modifications.**