



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	College of Education and Allied Studies
Department	Educational Psychology
Program Unit	MS in Counseling, Pupil Personnel Services Specialization: School Psychology and School Counseling
Reporting for Academic Year	2016-2017
Department Chair	Dr. Jack Davis
Date Submitted	10-18-2017

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Program Improvement Plan

The School Psychology and School Counseling programs, which we refer to as our Pupil Personnel Services (PPS) specializations, are two graduate credentialing programs with distinct national model trainings and profession-specific service learning requirements in public schools. Both programs rigorously combine theory, counseling, and practice. The programs share a multidisciplinary, school-based core curriculum in Counseling Psychology. This report will highlight evidence of student learning relevant to University ILO: Thinking and Reasoning (PLO Critical Thinking) and ILO Collaboration (PLO Consultation/Collaboration).

For purposes of state (CTC) accreditation, these two programs, like all programs in our preschool to high school graduation (PreK-12) Professional Education Unit, define goals/objectives biennially. Data are gathered every year. Every other year is an “Analytic Year,” in which two years of data are analyzed to determine Unit and Program improvement goals/objectives. The alternate year is an “Implementation Year,” in which program modifications are completed to meet the goals/objectives. 2016-2017 was an Analytic Year. The analysis has been completed; new goals/objectives will be defined in October.

The School Counseling and School Psychology programs follow a 2-year cycle of program planning in accordance with the California Commission on Teacher Credentialing (CTC). Our programs align CTC standards with program curriculum, student learning outcomes, and program improvement plans via a Biennial Report. This spring CTC will be conducting an evaluative visit in CEAS and reviewing all program data and student learning outcomes. Further, the School Psychology Program follows the national accreditation requirements of the National Association of School Psychologists (NASP). During the 2016- 2017 academic year this program was awarded full accreditation for five years by NASP.

B. Five-year Review Planning Goals Progress

The following are key points of progress in the programs' Improvement Plans.

School Counseling:

Goal 1: Evaluate students' professional knowledge and skill in School Counseling through a Professional Practice Portfolio. School Counselors completed a professional collection of their best work in schools. Their service description, self-evaluation, and reflection provide important assessment evidence of the impact of their work.

Goal 2: Evaluate student learning proficiency through PRAXIS School Counseling and Guidance Exam (0420). The exam is aligned with the American School Counseling Association (ASCA) National Model. A score of 156 passes.

Data Source (how were results of changes measured?):

Data Sources:

1. 2017 School Counseling Professional Portfolio
2. 2017 PRAXIS II Exam data in School Counseling

Summary of Achievement (were objectives met?)

The objectives were met.

1. Portfolio data indicate that all 11 candidates demonstrated knowledge and skill required for recommendation for the School Counseling Credential in California. Strong Collaboration Skills were demonstrated through Portfolio scores in Collaboration, Teaming, & Coordination. Faculty evaluated 12 professional areas with a 1-4 rating (1= lowest and 4=highest). With a domain range of 3.23 to 3.92 and the overall average of all areas was 3.66.

2. In the 2016-2017 school year, **11** School Counseling candidates took the PRAXIS with a mean scored of 174.72; the group range was 161-185. 100% passed the exam, indicating very strong content-specific knowledge in School Counseling and Critical Thinking Skills.

Changes implemented:

Field-based School Counseling Supervisors evaluate students' skill performance each quarter. The program will change from paper-and-pencil evaluations to online evaluations Fall 2017 to increase efficiency of data collection and to allow for comparison of students' skills (Portfolio), knowledge (PRAXIS exam), and practice (Field Supervisor Evaluation).

School Psychology:

Goal 1: School Psychology Credential Objective 1.1

CTC Program Standard: School Psychology Specialization Standard 21, Wellness Promotion, Crisis Intervention and Counseling

Evaluate the impact of School Psychology Intern (3rd-year) service learning, professional work in public schools via Professional Practice Portfolio (PPP) Case Studies. These case studies included assignments in which Intern School Psychologist demonstrated skill to evaluate effect size (degree of impact) of interventions in school settings. The overall objective is to improve skill in, and candidate documentation of, critical thinking and evaluation of the impact of school-based services.

Goal 2: Evaluate student learning proficiency through the PRAXIS II Examination in School Psychology. The exam is aligned with the National Association of School Psychologists' (NASP) National Model. Passing score aligned with standard set in states that require the PRAXIS II for credentialing or licensing: a score of 147 passes.

Changes implemented:

The Problem Solving Model was integrated into all direct and foundational service competence domain areas (i.e., Data-Based Decision Making, Consultation, Academic Intervention, and Social-Emotional Intervention). This means that Interns now demonstrated the way they understood the essential challenges of cases, collected data to understand the problem situation, determined Best Practiced approaches, and evaluated the impact of services. Interns initiated school-wide reviews of existing mental health programs, collected data based on archival information and surveys, introduced mental health/ social-emotional curriculum or school-wide practices, evaluated impact of interventions and services, and presented findings to school stakeholders (e.g., teachers, parent, and administrators). Thus, candidates demonstrated strong Collaboration skills.

Data Source (how were results of changes measured?):

1. 2017 School Psychology Professional Practice Portfolio
2. 2017 PRAXIS II Exam data in School Psychology

Summary of Achievement (were objectives met?)

The objectives were met.

1. Professional Practice Portfolio in School Psychology

In 2016-17 the School Psychology faculty, for the first time, evaluated candidates' Critical Thinking skills by measuring how they measured the impact of their work and implementing a Problem Solving Model into their Portfolio cases.

The 3rd-year Intern performance data indicated that mean scores (1-4 rating, 1= lowest and 4=highest) for each of the 10 NASP Skill Domains were 3.0 and above, indicating competency met. The overall mean across all 10 skill domains was 3.34.

2. Praxis Exam in School Psychology

In the 2016-2017 school year, all **11** School Psychology candidates 100% passed the exam, indicating very strong content-specific knowledge in School Psychology. Their mean score was **174** with a group range was 161-185. It should be noted that this exam is calibrated on professionals already working in the field of School Psychology. Thus, our students have demonstrated strong Critical Thinking and content readiness for the profession.

C. Program Changes and Needs

Needs

Dr. Jack Davis, School Psychology faculty member, plans to enter the Faculty Early Retirement Program (FERP) in June of 2019. Therefore, a new, tenure-track Coordinator/Professor position will be essential in maintaining the national recognition of the School Psychology Program. The School Psychology Program at CSUEB is the only program nationally accredited by the National Association of School Psychology (NASP) in the Bay Area. It is essential to maintain the faculty ratio of three professors to continue this national distinction. Additionally, the program will be continuously collecting data, analyzing assessment results, and documenting NASP accreditation. The program will require continued support time and resources for the Coordinator and a faculty member to continue national accreditation.

At the end of the 2016-17 academic year, Dr. Angela Tang, Coordinator of the School Counseling Program, resigned from the University. The EPSY Department is currently conducting a search. The new tenure-track appointee will need additional release time to learn how to coordinate the School Counseling Program.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

The School Counseling program follows California Association of School Counselors (CASC) standards and CTC accreditation guidelines and standards in evaluating student learning outcomes. The School Psychology program follows National Association of School Psychologists (NASP) accreditation guidelines and standards in evaluating student learning outcomes.

ILO	PLO	NASP Skill (School Psychology)	CASC CTC Standard (School Counseling)
Thinking & Reasoning	Critical Thinking	1 Data-Based Decision Making 9 Research, Program Evaluation	19, 20, 21 Program Development 29, 30 Prevention Education Program Evaluation
Communication	Communication	2 Mental Health Consultation & Collaboration	22 Leadership 25 Individual Counseling 26 Group Counseling 23 Advocacy
Diversity	Understanding Diversity	8 Diversity in Development and Learning	22 Leadership 19, 20, 21 Program Development 23 Advocacy
Collaboration	Consultation/Collaboration	7 Family-School Collaboration	27, 28 Collaboration, Teaming, Coordination
Sustainability	Ethical Practice	10 Legal, Ethical, Professional Practice 5 School-Wide Practices Promoting Learning	17, 18 Professional Orientation 23 Advocacy 29 Prevention

Specialized Discipline	Active Engagement in Learning	3 Academic Intervention 4 Social and Life Skill Intervention	Program Development: 24 Academic Development 20 Career Development 21 Personal/Social Development
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The following are select **examples** of relevant courses by year (y1 = year 1; y2 =year 2).

ILO: THINKING AND REASONING

Program Learning Outcome (PLO): Data-Based Decision Making

EPSY 6783 Y1- School Psychology. **Curriculum Based Assessment and (Response to Intervention)** RtI Application of multiple methods and models for individual and group progress monitoring (e.g., reading, math, writing, and spelling). Trainees demonstrate academic data collection skills to plot and document the impact of instructional strategies in a classroom.

ILO: COMMUNICATION

Program Learning Outcome (PLO): Preventive and Responsive Services

EPSY 5610 Y1- School Psychology & School Counseling. **Micro counseling** Introduction to active listening necessary techniques for therapeutic communication. Video recorded trainees practice and demonstrate micro counseling communication skills to establish rapport in preparation for early counseling cases.

ILO: DIVERSITY

Program Learning Outcome (PLO): Diversity in Development and Learning

EPSY 6630 Y1-School Psychology. **Assessment of English Language Learners** (ELL) Introduction to historic and current factors impacting learning among ELL students. Trainees apply language acquisition and cultural diversity literature to models of observations, non-verbal assessment, and case-study analysis.

ILO: COLLABORATION

Program Learning Outcome (PLO): Consultation/ Collaboration

EPSY 6669 Y2- School Psychology & School Counseling **Mental Health Consultation** Introduces models of collaboration and consultation applied to practice of case-based problem solving with a teacher consultee for one quarter. Trainees demonstrate case conceptualization and presentation, application of Multicultural Mental Health Consultation, and evaluation of services to the consultee.

ILO: SUSTAINABILITY

Program Learning Outcome (PLO): School-Wide Practices to Promote Learning

EPSY 6764 Y2- School Psychology & School Counseling. *Intervention Strategies: Systems & Organizations* Advanced trainees apply research methods, action research, and ecological perspectives to understand school systems via program evaluation, need assessment, and school-wide data collection. The California Healthy Kids Survey is one example of school-wide social-emotional data sources introduced.

ILO: SPECIALIZED DISCIPLINE

Program Learning Outcome (PLO): Legal, Ethical, & Professional Practice

EPSY 6205 Y2- School Psychology & School Counseling. *Advanced PPS* Review of Best Practice literature applied to professional self-reflection, formative portfolio generation, and internship goal development. Trainees reflect on professional identity development through reading, writing, and iGoogle, online formative portfolio posting and peer reviewing.

B. Program Student Learning Outcome(s) Assessed**School Counseling- Based on the National School Counseling Model, American Association of School Counselors (ASCA)**

1. Program Orientation
2. Program Development: Academic Development
3. Program Development: Career Development
4. Program Development: Personal/Social Development
5. Leadership
6. Advocacy
7. Learning/Achievement
8. Individual Counseling
9. Group Counseling
10. Collaboration, Teaming, Coordination
11. Prevention Education
12. Program Evaluation

School Psychology- Based on the National School Psychology Model, National Association of School Psychologists (NASP)

1. Data-Based Decision Making
2. Consultation/ Collaboration
3. Interventions to Develop Academic Skills
4. Interventions to Develop Social and Life Skills
5. Diversity in Development and Learning
6. School Systems and Climate
7. Preventive and Responsive Services
8. Family-School Collaboration
9. Research, Program Evaluation
10. Legal, Ethical, & Professional Practice

C. Summary of Assessment Process

School Counseling

The Professional Practice Portfolio (PPP) is the culminating assignment for second-year school counselors-in-training. Candidates must document and demonstrate CASC and CTC Standards that are placed in an e-portfolio as part of a formative process involving models from previous graduates, peer review, and a summative evaluation using a 4-point rubric of each of the 12 CTC standards.

School Psychology

The Professional Portfolio is the culminating, year-long assignment for Interns during the Internship. Candidates must demonstrate NASP Training Standard skills to receive a recommendation for credentialing. The 2016-2017 year marked the fourth year of implementation of a comprehensive Case Study Portfolio. Interns completed a school-wide, evidence-based project as well as academic and social emotional intervention projects that required measurement of intervention effect size. Thus, this was the second group to demonstrate professional action research in the Professional Portfolio.

The following is the range of evaluative ratings Program Faculty apply to each of the 10 Program Learning Outcomes, based on National Association of School Psychology (NASP) 2010 Training Standards

- 1: Competence Not Met
- 2: Competence Developing, Not Met
- 3: Competence Met
- 4: Competence Strongly Met (Above Expectations)

D. Summary of Assessment Results

Second-year School Counseling candidates demonstrate competency in the CTC standards. **The Professional Practice Portfolio (PPP)** provides the candidate's with a platform to share evidence of their professional growth and impact they have in the two schools where they have been placed during their two years within the program; normally, one placement is in middle school for 450 hours and one is in high school for 450 hours. The PPP Standards and rubric are tied directly to the CTC Standards. Candidates develop an electronic igoogle portfolio. Ongoing research in collaboration with the CSUEB technology librarian shows candidates see the igoogle portfolio as a powerful instrument for them to show potential employers as evidence of impact and positive practice.

Candidates continue to benefit from being able to review previous portfolios and work collaboratively in constructing their PPPs. Improvement can be seen year to year in different areas. Data continue to show candidate proficiency where they score between proficient and exemplary in each category despite lower scores in some areas this past year.

In summary, the aggregate School Counseling cohort data suggest that candidates showed proficient skills, knowledge, dispositions, aptitudes, and readiness for beginning School Counseling service, respectively.

Third-year School Psychology graduate Interns complete a 1200 hour, nationally-recognized Internship providing assessment, teacher consultation, school-wide mental health intervention and planning, and individual counseling services. They completed a rigorous Professional Portfolio highlighting their professional practice and demonstrated strong skill and knowledge consistent with NASP 2010 Training, revised in fall 2016. All students passed Portfolio evaluation and demonstrated competence-level learning in each of the 10 key Program Learning Outcome areas! (100% showing competency).

All School Psychology Interns also demonstrated nationally recognized levels of specialized knowledge in school psychology via the professional **PRAXIS II** examination. One hundred percent of the Interns successfully passed the exam in 2017 (11 students). These results suggest that graduates complete the program with content knowledge expected of highly qualified professionals already practicing in the field.

In summary, the aggregate School Psychology cohort data suggest that candidates showed proficient skills, knowledge, dispositions, aptitudes, and readiness for Internship and beginning School Psychology service, respectively.

3. STATISTICAL DATA

Demographic Data for Graduate Candidates in School Psychology

Number of Candidates Entry Year 2013:	Number of Completers/ Graduates (Year 3) (2016)	Number of Candidates Entry Year 2014:	Number of Completers/ Graduates (year 3) (2017)
13	13	13	11

Demographic Data for Graduate Candidates in School Counseling

Number of Candidates Entry Year 2014:	Number of Completers/ Graduates (2016)	Number of Candidates Entry Year 2015:	Number of Completers/ Graduates (2017)
13	13	11	11

Evaluation of Student Learning Outcomes for School Counseling Graduates

Professional Portfolio Evaluation, Year 2

School Counseling Professional Practice Portfolio 2016-2017 Data

Portfolio Standard	2017 Graduate Mean N=11	Stand Dev
Professional Orientation	3.92	.266
Program Development: Academic Development	3.85	.361
Program Development: Career Development	3.23	.421
Program Development: Personal and Social Development	3.77	.421
Leadership	3.69	.462
Advocacy	3.77	.421
Learning/ Achievement	3.54	.499
Individual Counseling	3.38	.487
Group Counseling	3.54	.634
Collaboration, Teaming, Coordination	3.69	.462
Prevention Education	3.77	.421
Program Evaluation	3.85	.533

Exemplary 4 Proficient 3 Developing 2 Languishing 1

Overall Average of all Domains: 3.66

School Counseling Program

Praxis Score Grid Spring 2017, Year 2

N = 11

Student	Score	Passed >156
1	164	Yes
2	176	Yes
3	185	Yes
4	175	Yes
5	184	Yes
6	180	Yes
7	178	Yes
8	179	Yes
9	173	Yes
10	167	Yes
11	161	Yes

Group Mean 174.72

Group Range 161-185

National Average Performance Range 162-176

Possible Range 100-200

Evaluation of Student Learning Outcomes for School Psychology Graduates

School Psychology Program

Professional Practice Portfolio Evaluation, Year 3

Spring 2017

	NASP 2010 Standards Areas Assessed	Mean (n=11) Range 1-4 (Standard Deviation)	Percentage of Learners Demonstrating Competency (Scores of 3 or above)
1	Data-Based Decision Making	3.14 (.32)	100
2	Consultation/ Collaboration	3.32 (.45)	100
3	Interventions to Develop Academic Skills	3.23 (.41)	100
4	Interventions to Develop Social and Life Skills	3.27 (.47)	100
5	School-Wide Practices to Promote Learning	3.34 (.45)	100
6	Preventive and Responsive Services	3.72 (.47)	100
7	Family-School Collaboration	3.36 (.50)	100
8	Diversity in Development and Learning	3.32 (.46)	100
9	Research, Program Evaluation	3.27 (.41)	100
10	Legal, Ethical, & Professional Practice	3.44 (.45)	100

The above means are aggregate Domain Scores for each of the 2010 NASP Training Skill Areas.

1: Competence Not Met

2: Competence Developing, Not Met

3: Competence Met

4: Competence Strongly Met (Above Expectations)

Overall Average: 3.34

School Psychology Program
Praxis II Examination, Year 3
Spring 2017

Student	Professional Practice <i>Possible: 33</i> <i>(Average Performance Range: 21-26)</i>	Direct/Indirect Services <i>Possible: 25</i> <i>(Average Performance Range: 19-22)</i>	Systems-Level Services <i>Possible: 17</i> <i>(Average Performance Range: 12-16)</i>	Foundations of School Psych Service Delivery <i>Possible: 22</i> <i>(Average Performance Range: 23-38)</i>	TOTAL SCORE
1	25	19	11	22	165
2	29	23	15	27	177
3	24	22	12	24	171
4	26	21	15	27	178
5	28	25	15	34	189
6	23	19	14	19	163
7	19	23	13	24	168
8	27	20	15	27	177
9	26	22	16	32	180
10	22	9	12	19	153
11	28	25	16	30	189
Average	25.18	20.73	14.00	25.91	173.64
SD	3.43	5.65	1.63	5.49	12.93
Student	Professional Practice <i>Possible: 33</i> <i>(Average Performance Range: 21-26)</i>	Direct/Indirect Services <i>Possible: 25</i> <i>(Average Performance Range: 19-22)</i>	Systems-Level Services <i>Possible: 17</i> <i>(Average Performance Range: 12-16)</i>	Foundations of School Psych Service Delivery <i>Possible: 22</i> <i>(Average Performance Range: 23-38)</i>	TOTAL SCORE
Average	25.18	20.73	14.00	25.91	173.64
SD	3.43	5.65	1.63	5.49	12.93

11 Students. 100% Passing. Total Passing Score is 147.

PRAXIS II Information available at:
<<https://www.ets.org/praxis/nasp/requirements>>