Q1.
Please complete the program assessment plan. The format is similar to the one for the 2016 plans. If you need assistance, please contact the Office of Assessment. You can enter the data and return to complete, using the same computer and original link. Once you submit, that action is final. You will receive a copy of your submittal.
Be sure to review academic program outcomes for appropriate rigor (Bloom's taxonomy) and assessable results. Avoid vague or general statements that cannot be quantified or measured.
The update of Academic Program Assessment Plans (AY 2019-2021) are due by September 30, 2019.

Q2. Person completing the report

Stephanie Rahill

Q3. Email address of person completing the report

srahill@georgian.edu

Q4. Program Name

School Psychology

Q5. School or Department

- ◉ School of Arts and Sciences
- ○ School of Business and Digital Media
- ○ School of Education
- ○ other, please specify [   ]

Q6. Level of Program

- ○ Undergraduate Major
- ◉ Graduate-Masters
- ○ Graduate-certificate only
- ○ Undergraduate-University wide
- ○ other, please specify [   ]

Q7. Assessment Plan for years

◉ Fall 2019 through Fall 2022

◯ Fall 2020 through Fall 2023

◯ Fall 2021 through Fall 2024

Q8. Indicate the name of the major(s), minor(s), and the associated degree(s) for this academic program.

Major(s)	School Psychology
Degree(s)	MA/CAGS
Minor(s)	

Q9. **State your learning outcomes**

☑ Learning Outcome (LO) 1

> Data-Based Decision Making and Accountability-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

☑ Learning Outcome (LO) 2

> Consultation and Collaboration-School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

☑ Learning Outcome (LO) 3

> Interventions and Instructional Support to Develop Academic Skills-School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

☑ Learning Outcome (LO) 4

> Interventions and Mental Health Services to Develop Social and Life Skills-School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

☑ Learning Outcome (LO) 5

> School-Wide Practices to Promote Learning-School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Q10. **Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG.**

Q11. **Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.**

	Knowledge	Scholarly Inquiry	Communication	Ethical Leadership	GCU/Mercy Mission Integration
Learning Outcome 1	☑	☐	☐	☐	☐
Learning Outcome 2	☐	☐	☑	☐	☐
Learning Outcome 3	☐	☑	☐	☐	☐
Learning Outcome 4	☐	☐	☐	☐	☑
Learning Outcome 5	☐	☐	☐	☑	☐

Q12. **Related BRIDGE-General Education Goals**

Q13. **Related Accreditation Standard** *(if applicable)*

☑ Learning Outcome (LO) 1

Data-Based Decision Making and Accountability-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

☑ Learning Outcome (LO) 2

Consultation and Collaboration-School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

☑ Learning Outcome (LO) 3

Interventions and Instructional Support to Develop Academic Skills-School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

☑ Learning Outcome (LO) 4

Interventions and Mental Health Services to Develop Social and Life Skills-School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

☑ Learning Outcome (LO) 5

School-Wide Practices to Promote Learning-School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Q14. **Course Mapping**. Program Courses and Experiential Learning mapping to Program Outcomes.

Map **all** program courses to the program's learning outcomes here. List courses with short catalog name, i.e. EN101.
Please check to see if all program courses are mapped to at least one program outcome.

How do students learn this? In what course(s) and/or co-curricular experience(s)?

☑ Learning Outcome (LO) 1
> SPS5302, SPS6104, SPS6103, SPS6109, ABA502, ABA503, ABA510, SPS6200, SPS6202

☑ Learning Outcome (LO) 2
> SPS6106, SPS5801, SPS6200, SPS6202

☑ Learning Outcome (LO) 3
> SPS6102, SPS6109, SPS5403, SPS6200, SPS6202

☑ Learning Outcome (LO) 4
> ABA511, SPS5100, SPS5405, SPS6104, SPS5402, SPS6200, SPS6202

☑ Learning Outcome (LO) 5
> ABA511, SPS6106, SPS5801, SPS6200, SPS6202

Q15.
 Formative Assessment will occur in.....
(Designate the selected course from above mapping where evidence will be collected.)

☑ Learning Outcome (LO) 1
> SPS6103

☑ Learning Outcome (LO) 2
> SPS6106

☑ Learning Outcome (LO) 3
> SPS6109

☑ Learning Outcome (LO) 4
> SPS5100

☑ Learning Outcome (LO) 5
> SPS6106

Q16.
 Summative Assessment will occur in.....
(Designate the selected course from above mapping where evidence will be collected.)

☑ Learning Outcome (LO) 1
> SPS6200, SPS6202

☑ Learning Outcome (LO) 2
> SPS6200, SPS6202

☑ Learning Outcome (LO) 3
> SPS6200, SPS6202

☑ Learning Outcome (LO) 4
> SPS6200, SPS6202

☑ Learning Outcome (LO) 5
> SPS6200, SPS6202

Q17. **Assessment Protocol.** How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

Formative Assessment

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence	Successful administration, interpretation and integrated psycho-educational report as evaluated by rubric	Successful problem identification, problem analysis, evidenced-based intervention developed and progress monitoring of a case in collaboration with a teacher (consultee) as evaluated by a rubric.	Successful presentation to classmates of an evidenced-based reading assessment and/or reading intervention as evaluated by a rubric.	Successful display of introductory counseling skills with practice cases as evaluated by a rubric.	Successful analysis of the school climate, areas in need of systems-level change, and evidenced-based intervention ideas at a systems level are provided in a paper and evaluated by rubric.
Indirect Evidence	Course Grade	Course Grade	Course Grade	Course Grade	Course Grade

Q18. **Assessment Protocol**. How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

Summative Assessment

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence	Successful administration, interpretation and integrated psycho-educational report as evaluated by rubric	Successful problem identification, problem analysis, evidenced-based intervention developed and progress monitoring of a case in collaboration with a teacher (consultee) as evaluated by a rubric.	Successful completion of academic case study in schools as evaluated by rubric	Successful completion of behavioral case study in schools as evaluated by rubric	Successful analysis of the school climate, areas in need of systems-level change, and evidenced-based intervention ideas at a systems level are provided in a paper and evaluated by rubric.
Indirect Evidence	Supervisor evaluation of LO with established supervisor evaluation form	Supervisor evaluation of LO with established supervisor evaluation form	Supervisor evaluation of LO with established supervisor evaluation form	Supervisor evaluation of LO with established supervisor evaluation form	Supervisor evaluation of LO with established supervisor evaluation form

Q19. **What do you consider satisfactory achievement of this outcome? Why?**

Formative Assessment

	LO 1	LO2	LO3	LO4	LO5

Direct Evidence Benchmark	80% of individual rubric items at a score of 2 or higher (0-3 scale)	80% of individual rubric items at a score of 2 or higher (0-3 scale)	80% of individual rubric items at a score of 2 or higher (0-3 scale)	80% of individual rubric items at a score of 2 or higher (0-3 scale)	80% of individual rubric items at a score of 2 or higher (0-3 scale)
Indirect Evidence Benchmark	Course grade of B or higher	Course grade of B or higher	Course grade of B or higher	Course grade of B or higher	Course grade of B or higher

Q20. **What do you consider satisfactory achievement of this outcome? Why?**

Summative Assessment

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence Benchmark	90% of individual rubric items at a score of 2 or higher (0-3 scale)	90% of individual rubric items at a score of 2 or higher (0-3 scale)	90% of individual rubric items at a score of 2 or higher (0-3 scale)	90% of individual rubric items at a score of 2 or higher (0-3 scale)	90% of individual rubric items at a score of 2 or higher (0-3 scale)
Indirect Evidence Benchmark	100% of supervisor evaluation scores for this area at a score of 2 or higher (0-3 scale)	100% of supervisor evaluation scores for this area at a score of 2 or higher (0-3 scale)	100% of supervisor evaluation scores for this area at a score of 2 or higher (0-3 scale)	100% of supervisor evaluation scores for this area at a score of 2 or higher (0-3 scale)	100% of supervisor evaluation scores for this area at a score of 2 or higher (0-3 scale)

Q21. **Program Assessment Time Frame:** Time Frame for Assessing the outcome.
Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually.
This is helpful for gathering assessment artifacts from small classes or groups.

	Year 1 of Plan	Year 2 of Plan	Year 3 of Plan	Data collected annually
Learning Outcome 1	✔	☐	☐	☐
Learning Outcome 2	☐	✔	☐	☐
Learning Outcome 3	☐	☐	✔	☐
Learning Outcome 4	☐	✔	☐	☐
Learning Outcome 5	☐	☐	✔	☐

Location Data

Location: (40.088104248047, -74.196296691895)

Source: GeoIP Estimation