

Q1.

GCU Academic Program Assessment Plan - Plan Updates

Please complete the program assessment plan. The format is similar to your previous plans, but is adapted to make fuller use of AEFIS. If you need assistance, please contact the [Office of Assessment](#). You can enter data in this form at one time or return to the survey 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. This plan can cover a three- to five-year time frame.

Note 1: Graduate programs need only complete summative assessment data.

Note 2: If the program has more than 5 learning outcomes, you will be directed to part B of the survey to enter the information on the additional outcomes (up to 10 total).

The update of Academic Program Assessment Plans are due by September 30.

Please contact the Office of Institutional Assessment and Accreditation with any questions or for further guidance.

Q2. Person completing the report

Last Name

Rahill

First Name

Stephanie

Q3. Email address of person completing the report

srahill@georgian.edu

Q4. Program Name

School Psychology MA/CAGS Program

Q5. School or Department

School of Arts and Sciences

School of Business and Digital Media

- School of Education
- HMH School of Nursing and Wellness at GCU
- University Wide Program (name below)

**Q6. Email address and name of Dean of School or Department Supervisor**

Name of Dean/Supervisor

Email address of Dean/Supervisor

**Q7. Level of Program**

- Undergraduate Major
- Graduate-Masters
- Graduate-certificate only
- Undergraduate-University wide
- other, please specify

**Q8. Assessment Plan for years**

- 3 years starting 2022
- 4 years starting 2022
- 5 years starting 2022
- Other

**Q9. Indicate the name of the major(s), minor(s), and the associated degree(s) for this academic program.**

Major(s)

Degree(s)

Minor(s)

**Q10. State your learning outcomes (Up to five in this section, additional outcomes can be added to part B of the survey)**



### Learning Outcome (LO) 1

Domain 1: Data-Based Decision-Making: School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

### ✓ Learning Outcome (LO) 2

Domain 2: Consultation and Collaboration: School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as 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

Domain 3: Academic Interventions and Instructional Supports: School psychologists understand the 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, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

### ✓ Learning Outcome (LO) 4

Domain 4: Mental and Behavioral Health Services and Interventions: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social– emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

### ✓ Learning Outcome (LO) 5

Domain 5: School-Wide Practices to Promote Learning: School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

## Q11. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG, if appropriate.

*This question was not displayed to the respondent.*

## Q12. 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Q13. Related BRIDGE-General Education Goals

*This question was not displayed to the respondent.*

**Q14. Related Accreditation Standard** (if applicable) State the standard/goal and check the alignment with your program outcome(s). (Example: Learning Outcome (LO) 1: Text entry: NJSPEL Standard 1)

Learning Outcome (LO) 1

NASP Domain 1

Learning Outcome (LO) 2

NASP Domain 2

Learning Outcome (LO) 3

NASP Domain 3

Learning Outcome (LO) 4

NASP Domain 4

Learning Outcome (LO) 5

NASP Domain 5

**Q15. 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. If the program has more than 5 outcomes, this mapping will continue in part B.

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

Learning Outcome (LO) 1

SPS5104 Data-Based Decision-Making I: Behavioral & Social/Emotional Assessment and Intervention SPS6103 Data-Based Decision-Making II: Cognitive Assessment and Intervention SPS5910: Behavior Assessment in Educational and Community Settings

Learning Outcome (LO) 2

SPS6106 Practicum I: Consultation and Collaboration SPS6801 Practicum II: Advanced Practice SPS6109 Data-Based Decision Making III: Integrated Psychoeducational Assessment and Intervention

Learning Outcome (LO) 3

SPS5102 Assessment and Intervention of Reading Difficulties SPS6109 Data-Based Decision-Making III: Academic Assessment and Intervention SPS6403 Neurological Basis of Educational Disorders

Learning Outcome (LO) 4

SPS6100 Introduction to Counseling Skills SPS6405 Advanced Counseling with Child and Adolescents SPS6911 Behavior Interventions in Educational and Community Settings

Learning Outcome (LO) 5

SPS6106 Practicum I: Consultation and Collaboration SPS5102 Assessment and Intervention of Reading Difficulties SPS6911 Behavior Interventions in Educational and Community Settings

Q16.

**Formative Assessment** will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

*This question was not displayed to the respondent.*

**Q17.** Name the signature assignment aligned with formative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

Q18.

**Summative Assessment** will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

- Learning Outcome (LO) 1  
SPS6200-6202
- Learning Outcome (LO) 2  
SPS6200-6202
- Learning Outcome (LO) 3  
SPS6200-6202
- Learning Outcome (LO) 4  
SPS6200-6202
- Learning Outcome (LO) 5  
SPS6200-6202

Q19. Name the signature assignment aligned with summative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

- Course 1/ LO1 Successful administration, interpretation and creation of a social, emotional and behavioral psychological report as evaluated by rubric
- Course 2/ LO1 Successful administration, interpretation and creation of an integrated psychological report as evaluated by rubric
- Course 1/ LO2 Successful problem-solving intervention delivered through consultation as evaluated by rubric
- Course 2/ LO2 Successful problem-solving intervention delivered through consultation as evaluated by rubric
- Course 1/ LO3 Research-based presentation of an evidence-based reading assessment and/or reading intervention as evaluated by rubric
- Course 2/ LO3 Successful academic intervention delivery to a K-12 student

- Course 1/ LO4 Successful display of introductory counseling skills with practice cases as evaluated by rubric
- Course 2/ LO4 Successful display of advanced counseling skills with a K-12 child in a school-setting as evaluated by rubric.
- Course 1/ LO5 Successful analysis of the school climate, areas in need of systems-level change, and evidence-based intervention ideas at a systems level are provided in a paper and evaluated by rubric.
- Course 2/ LO5 Supervisor evaluation of school-based practices to promote learning in schools

**Q20. Direct Assessment: Satisfactory achievement will be based on assignment grading: below 70: did not meet expectations, between 70-85: meets expectations, at and above 85: exceeds expectations. Does this meet your program guidelines?**

- Yes
- No

**Q21. What is your preference for assignment percentages for expected results?**

- Does not meet expectations
- Meets expectations 90
- Exceeds expectations

**Q22. Assessment Protocol.** What indirect evidence will you collect for your program's formative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, etc. What are your benchmarks for this data? (Ex. 70% of students complete course feedback with resulting mean score of 4.3 out of 5)

**Formative Assessment**

*This question was not displayed to the respondent.*

**Q23. Assessment Protocol.** What indirect evidence will you collect for your program's summative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, graduation rates, etc.

**Summative Assessment**

	Indirect Evidence 1	Benchmark for Evidence 1	Indirect Evidence 2	Benchmark for Evidence 2
LO 1	Course Grades	B or higher	Supervisor evaluation of LO with established supervisor evaluation form	Proficient score (2) on a 0-3 scale
LO2	Course Grades	B or higher	Supervisor evaluation of LO with established supervisor evaluation form	Proficient score (2) on a 0-3 scale
LO3	Course Grades	B or higher	Supervisor evaluation of LO with established supervisor evaluation form	Proficient score (2) on a 0-3 scale
LO4	Course Grades	B or higher	Supervisor evaluation of LO with established supervisor evaluation form	Proficient score (2) on a 0-3 scale
LO5	Course Grades	B or higher	Supervisor evaluation of LO with established supervisor evaluation form	Proficient score (2) on a 0-3 scale

**Q24. 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	Year 4 of Plan	Year 5 of Plan	Data collected annually
Learning Outcome 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q25. Number of program learning outcomes.**

- 5 or less
- more than 5

**Q26. State your additional learning outcomes**

*This question was not displayed to the respondent.*

**Q27. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG.**

*This question was not displayed to the respondent.*

**Q28. Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.**

*This question was not displayed to the respondent.*

**Q29. Related BRIDGE-General Education Goals**

*This question was not displayed to the respondent.*

**Q30. Related Accreditation Standard (if applicable) State the standard/goal and check the alignment with your program outcome(s).** (Example: Learning Outcome (LO) 1: Text entry: NJSPEL Standard 1)

*This question was not displayed to the respondent.*

**Q31. Course Mapping.** Program Courses and Experiential Learning mapping to Program Outcomes. Continue to 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)?**

*This question was not displayed to the respondent.*

Q32.

**Formative Assessment** will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

*This question was not displayed to the respondent.*

Q33. Name the signature assignment aligned with formative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

*This question was not displayed to the respondent.*

Q34.

**Summative Assessment** will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

*This question was not displayed to the respondent.*

Q35. Name the signature assignment aligned with summative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.



*This question was not displayed to the respondent.*

**Q36. Assessment Protocol.** What indirect evidence will you collect for your program's formative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, etc. What are your benchmarks for this data? (Ex. 70% of students complete course feedback with resulting mean score of 4.3 out of 5)

### Formative Assessment

*This question was not displayed to the respondent.*

**Q37. Assessment Protocol.** What indirect evidence will you collect for your program's summative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, graduation rates, etc.

### Summative Assessment

*This question was not displayed to the respondent.*

**Q38. 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.

*This question was not displayed to the respondent.*

#### Location Data

**Location:** ([40.3584, -74.0681](#))

**Source:** GeolIP Estimation

