

Process adopted on: \_\_\_\_\_

Process will be revisited on: \_\_\_\_\_

### Program-Level Continuous Improvement Process (CI-Process) Basics

<b>Program Basics</b>	<p><b>Program Name:</b> State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>Ph.D. in <b>School</b> Psychology -School Psychology Emphasis</p>
	<p><b>Program Purpose:</b> State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The mission of the School Psychology Ph.D. Program is to prepare students to serve society by applying scientific knowledge and skills in all professional services, and to do so in ways that exemplify the legal and ethical standards of the psychology profession. The program stresses the professional identity of school psychologists—an identity grounded in respect for and promotion of cultural diversity among students and faculty and for the scientist-practitioner model of professional practice. The program prepares its graduates to act as reflective decision makers as they serve society by providing empirically based psychological services to young people and caregivers in a variety of settings that include schools, clinics, community agencies, hospitals, and private practice.</p>
<b>Program Goals</b> (Typically programs have 2-4 goals)	<p><b>Goal 1:</b> Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p><b>Candidates will demonstrate foundational knowledge in school psychological services.</b></p>
	<p><b>Goal 2:</b></p> <p><b>Candidates will engage in data-based decision making and accountability practices in all professional activities and interactions.</b></p>

Process adopted on: \_\_\_\_\_

Process will be revisited on: \_\_\_\_\_

**Program-Level Continuous Improvement Process (CI-Process) Plan**

<b>Closing the Loop Process</b>	<b>Data Collection</b>	<b>Who &amp; How: Indicate who will collect the data and how data will be collected.</b>  Data will be collected by the program director.
		<b>Timeline: Indicate when the data will be collected.</b>  Annually (October)
	<b>Data Analysis</b>	<b>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</b>  The program director will organize and analyze the data and compile the results.
		<b>Timeline: Indicate when the data will be analyzed.</b>  Annually (October)
	<b>Data Dissemination</b>	<b>Who &amp; How: Indicate who will share data with relevant faculty and how data will be shared.</b>  The program director will share data with the School Psychology Committee, and changes will be proposed and considered.
		<b>Timeline: Indicate when the data will be shared.</b>  In the fall semester.
	<b>Resulting Actions</b>	<b>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</b>  The Program Director will share as appropriate with the department chair and Graduate Council (if changes are needed).
		<b>Timeline: Indicate when the data and faculty feedback will be shared.</b>  In the fall semester.
	<b>Re-assessment/ Evaluation</b>	<b>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</b>  The School Psychology Committee will use the data in both formative and summative ways. Changes to the program will be made with a rationale presented in the written reports and based on feedback from the accrediting organization—American Psychological Association (APA).
		<b>Timeline: Indicate when the data will be collected following these changes.</b>  Praxis data are collected annually in October, comprehensive exam scores are collected in November, and supervisor ratings are collected in May. Re-assessment will occur annually in fall semester to see if changes are working.

Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome #1</b>	<p>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</p> <p>Candidates will display mastery of basic school psychology facts, concepts, and theories on two written comprehensive examinations constructed by core faculty of the School Psychology Ph.D. program. (Note: Mastery criteria are specified in the benchmarks section below)</p>
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Program goal 1
	<b>Assessment Activity</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Comprehensive Examinations (written and oral)
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Comprehensive exam scoring rubric (see attached rubrics for Ph.D. written and oral comprehensive exams)
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation.  100% of the doctoral students scoring above 70 on the first written comprehensive examination (the second-year masters comprehensive exam). 100% of the doctoral students passing the second written comprehensive exam and the oral comprehensive exam by earning an satisfactory overall mean score of 3 or above on the written comprehensive exam and the oral comprehensive exam.
	<b>Location</b>	State whom will be assessed using the above activity AND where it will occur. All students before graduation; Department of Psychology and Counseling
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually in April
<b>Observations</b>	<b>Data Summary</b>	<p>Provide a short summary of the results of the above activity AND the date these results were compiled.</p> <p>100% of doctoral students passed their doctoral comprehensive examinations (2/2) 100% of students scored above a 3 on the supervisor ratings (average score was 4.5) 100% of interns had ratings above 3 on their internship supervisor ratings (average score was 4.85)</p>
	<b>Result</b>	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. Program Director</p> <p><b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data October</p> <p><b>Comments:</b> Provide comments about data from Responsible Authority</p>
<b>Analysis</b>	<b>Department/Area/Program Faculty</b>	<p><b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Program Director</p> <p><b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. <i>Example:</i> ● October 15</p> <p><b>Comments:</b> Provide comments about the data from the relevant faculty <i>Example:</i></p>
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____

Semester and/or academic year for which the data applies:

Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. October 15	
	Acknowledgement	Provide signature of Department Chair acknowledging above results.  Date	
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results.  Date	

### CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome #2	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).  Candidates will demonstrate mastery of a broad range of skills and competencies required to implement data-based decision making and accountability in field-based internship experiences. (Note: Mastery criteria are specified in the benchmarks section below)	
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.  Program Goal 2	
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome.  Internship Supervisor Rating Scale. (copy attached)	
	Assessment Method	Explain how the quality of the above activity will be assessed.  Internship ratings above 3 indicate competence	
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation.  All students will receive scores of 3 or above on all items.	
	Location	State whom will be assessed using the above activity AND where it will occur. All students in Psychology 9606 course (Internship in School Psychology)	
	Frequency	State when AND how frequently the above activity will be assessed. Annually in Spring semester.	
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.  100% of interns had ratings above 3 on their internship supervisor ratings (average score was 4.85) Date: October	
	Result	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).	
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Program Director  Date of Analysis: Provide the date on which Responsible Authority reviewed data  10/15  Comments: Provide comments about data from Responsible Authority	

Semester and/or academic year for which the data applies: \_\_\_\_\_

Analysis	<b>Department/ Area/ Program Faculty</b> <b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Program Director  <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. <i>Example:</i> October 15  <b>Comments:</b> Provide comments about the data from the relevant faculty <i>Example:</i>
	<b>Conclusion</b> <input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	<b>Assessment Data-Driven Change</b> <b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.  October 15
	<b>Acknowledgement</b> Provide signature of Department Chair acknowledging above results.    Date
	<b>Acknowledgement</b> Provide signature of College committee chairperson or College Dean acknowledging above results.    Date

UNIVERSITY OF CENTRAL ARKANSAS  
Department of Psychology & Counseling – School Psychology Program

**Doctoral Practicum / Internship Supervisor Rating Scale**

Intern \_\_\_\_\_ Supervisor \_\_\_\_\_  
 Site \_\_\_\_\_ Semester & Year \_\_\_\_\_  
 Circle one:    Practicum    Internship

Using the scale below, indicate the amount of supervision needed by this practicum / intern student for each of the following activities. If you have not supervised a particular behavior, circle NA.

**Ratings:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<i>Close supervision</i>		<i>Moderate Supervision</i>		<i>Minimal Supervision</i>	<i>Not Applicable</i>

**A. General professional behaviors...**

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 1. On time for appointments and/or meeting | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Preparation and organization            | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Timely submission of written reports    | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Professional attitude                   | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Professional appearance                 | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Receptiveness to supervision            | 1 | 2 | 3 | 4 | 5 | NA |

Comments: \_\_\_\_\_  
 \_\_\_\_\_

**B. How competent is the student in...**

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Using formal and informal assessment measures to define problem areas, strengths, and needs of individuals, groups, and systems? | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Using data to measure the outcomes of decisions and interventions?   | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Using scientific knowledge and research to select, develop, and evaluate interventions?  | 1 | 2 | 3 | 4 | 5 | NA |

Comments: \_\_\_\_\_  
 \_\_\_\_\_

**C. How competent is the student in...**

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Understanding the key features of and influences on child development, mental health, and psychopathology? | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Understanding the knowledge of social and physiological influences on behavior?                            | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Understanding learning theory and cognition?   | 1 | 2 | 3 | 4 | 5 | NA |

Comments: \_\_\_\_\_  
 \_\_\_\_\_

**Ratings:**

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>NA</i>
<i>Close supervision</i>		<i>Moderate</i>		<i>Minimal</i>	<i>Not</i>
		<i>Supervision</i>		<i>Supervision</i>	<i>Applicable</i>

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D. How competent is the student in...

1. Listening to and understanding the perspectives of others in professional relationships? 1 2 3 4 5 NA
2. Communicating effectively orally? 1 2 3 4 5 NA
3. Communicating effectively in writing? 1 2 3 4 5 NA
4. Conducting problem solving consultations with parents, teachers, administrators, and others? 1 2 3 4 5 NA
5. Facilitating collaboration and partnerships among key people or groups involved with a particular case? 1 2 3 4 5 NA

Comments: \_\_\_\_\_  
\_\_\_\_\_

E. How competent is the student in...

1. Implementing wellness and prevention programs in order to enhance the cognitive and social skills of children? 1 2 3 4 5 NA
2. Implementing a variety of research-based interventions in order to correct and improve children's cognitive and social skills? 1 2 3 4 5 NA
3. Providing counseling services for students having learning problems? 1 2 3 4 5 NA
4. Providing counseling services for students having adjustment problems? 1 2 3 4 5 NA

Comments: \_\_\_\_\_  
\_\_\_\_\_

F. How competent is the student in...

1. Understanding the unique and complex array of cultural influences on individual development? 1 2 3 4 5 NA
2. Working with individuals from a variety of cultural backgrounds by considering culture-related challenges, strengths, and resources? 1 2 3 4 5 NA

Comments: \_\_\_\_\_  
\_\_\_\_\_

G. How competent is the student in...

1. Understanding the structure, operation, and influence of key systems (school, peers, family) in the lives of children and adolescents? 1 2 3 4 5 NA
2. Providing system-level programmatic consultation and intervention services? 1 2 3 4 5 NA

Comments: \_\_\_\_\_  
\_\_\_\_\_

H. How competent is the student in...

1. Using research design and statistics knowledge to effectively evaluate studies in the professional literature? 1 2 3 4 5 NA

**Ratings:**

1	2	3	4	5	NA
<i>Close supervision</i>		<i>Moderate</i>		<i>Minimal</i>	<i>Not</i>
		<i>Supervision</i>		<i>Supervision</i>	<i>Applicable</i>

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 2. Conducting research from initial design through evaluation in order to contribute to school psychology's empirical knowledge base? | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Conducting research on the effectiveness of your own work?   | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Conducting program evaluation research?  | 1 | 2 | 3 | 4 | 5 | NA |

Comments: \_\_\_\_\_

**I. How competent is the student in...**

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Understanding the appropriate legal, ethical, and professional standards pertaining to the practice of school psychology?  | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Understanding the major factors impacting the profession of school psychology and advocating for the profession in order to preserve and protect the welfare of children and others? | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Promoting and ensuring appropriate and high quality services for children and other clients?   | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Taking responsibility for continuing professional development?   | 1 | 2 | 3 | 4 | 5 | NA |

Comments: \_\_\_\_\_

**Please approximate the percentage of time that the student spent in the following activities:**

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| _____ Psycho-educational assessment | _____ Consultation              |
| _____ Psychological assessment      | _____ Crisis Intervention       |
| _____ Neuropsychological assessment | _____ Program development       |
| _____ Individual/group therapy      | _____ Program evaluation        |
| _____ Family therapy                | _____ Preventative intervention |
| _____ Work with unique population   | _____ Early intervention        |
| _____ Behavior Plans / FBA          | Other _____                     |

**Please indicate your professional credentials:**

- \_\_\_\_\_ *Licensed School Psychology Specialist* – AR Department of Education  
 \_\_\_\_\_ *Licensed Psychological Examiner* – AR Board of Examiners in Psychology  
 \_\_\_\_\_ *Licensed Psychologist* – AR Psychology Board  
 \_\_\_\_\_ *Nationally Certified School Psychologist* - NASP  
 \_\_\_\_\_ *Other:* \_\_\_\_\_

I have reviewed these ratings with my practicum / internship student.

\_\_\_\_\_  
 Supervisor Date

I have reviewed these ratings with my practicum / internship supervisor.

\_\_\_\_\_  
 Student Date



**UCA – School Psychology PhD Written Comprehensive Exam**  
Fall 2012

Student ID #: \_\_\_\_\_

Rater's initials: \_\_\_\_\_

Use the following rubric to rate the attached question(s). All questions should be considered as a whole when completing the ratings. Return questions and scoring rubrics to Mike by: **Tuesday, October 23, 3pm**. Thank you!

**Overall Ratings for Questions on \_\_\_\_\_ am/pm: Program Goal \_\_\_\_\_**

**A) Accuracy of responses**

1	2	3	4	5
<i>Major inaccuracies</i>		<i>Minor inaccuracies</i>		<i>No inaccuracies</i>

**B) Thoroughness of responses**

1	2	3	4	5
<i>Missed main points</i>		<i>Missed minor points/details</i>		<i>Thorough</i>

**C) Legal / ethical considerations**

1	2	3	4	5
<i>Inadequately addressed ethical issues</i>		<i>Ethics addressed adequately</i>		<i>Ethics addressed exceptionally</i>

**D) Clarity of responses**

1	2	3	4	5
<i>Most ideas unclear</i>		<i>Some ideas clear/ Some ideas unclear</i>		<i>Ideas presented clearly</i>

**PASS = Score of 3 or above in ALL areas**

# UCA – School Psychology PhD Oral Comprehensive Exam Scoring Sheet

Student: \_\_\_\_\_

Exam Date: \_\_\_\_\_

Examiners Initials: \_\_\_\_\_

Purpose: The key purpose of the oral comprehensive examination is to ensure, in addition to the written comprehensive exam, that students have mastered the key competencies of the program. Orals also provide an opportunity to assess the student's ability to "think on their feet" in response to questions about themselves, their skills and knowledge, and the profession of school psychology.

Scoring Instructions: This oral examination is pass/fail in nature. The committee should reflect on the following skills/abilities in order to make a judgment about a student's performance. If the student did not pass the exam, it is necessary to provide an explanation of why this student failed the exam.

## Skill / ability

- ✓ Displayed knowledge and application of program competencies
- ✓ Demonstrated understanding of the school psychology profession
- ✓ Description of personal/professional approach to school psychology practice
- ✓ Ability to reflect and "think on his/her" feet in responding to questions and prompts during the exam

## Consensus of raters:

PASS

DID NOT PASS

If judgment is "DID NOT PASS", provide comments about student's weak areas: