

THE CITADEL
INSTITUTIONAL EFFECTIVENESS
SUMMARY REPORT

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INTRODUCTION

The Citadel's Institutional Effectiveness Plan has been revised to put it in concert with the Strategic Plan of the College approved by the Board of Visitors on February 3, 1996 and revised in January 1997 to reflect the Performance Funding Indicators approved by the Commission on Higher Education. The 2002 summary report for The Citadel includes a full report on the School Psychology major and a statement concerning the institution's policies and procedures to provide a technologically skilled workforce.

The Citadel has adopted a formal planning/assessment/budget process, and through institutional planning efforts, the following areas have emerged in recent years as being most critical for The Citadel in recent years and for the next few years:

1. Recruiting for the Corps of Cadets
2. "Fine-tuning" the cadet lifestyle
3. Increasing the level of external funding (supplemental to state support and student fees)
4. Continuing emphasis on the planning/assessment/budget cycle of the College
5. Deferred maintenance and building replacement
6. Assimilation of women into the Corps of Cadets to include implementation of women's sports programs

Majors and Concentrations

Full Report: School Psychology

The graduate program in School Psychology is a 75 semester hour program leading to the Educational Specialist degree with an MA degree being awarded along the way. The program is primarily a full-time graduate program with approximately 75% of its students being enrolled in nine or more semester hours per semester.

I. Mission Statement of School Psychology: The School Psychology program embraces a training model based upon the application of the principles of scientific methodology to the school setting, e.g., a school psychologist is a data-based problem-solver who is able to bring his/her knowledge (psychological and educational) and skills (diagnostic and prescriptive) to bear on school-related problems, generating viable and testable hypotheses about the problem that can be evaluated in light of continued data gathering. Within this model, the program emphasizes the application of theory and research to practical and applied problems and settings within the ecology of the schools. It is the expectation of the program that students will be trained to meet these guidelines and that they will be competent professional problem-solvers who are compassionate and caring in their service. It is also the expectation of this program that students graduating will meet NASP guidelines for training, be certifiable in the State of South Carolina at Level II, and eligible for National Certification.

II. Expected Results for the School Psychology Program

The Psychology Department is committed to training the highest level service providers in school psychology that can be obtained at the specialist level. To insure this goal, the following results are expected:

A. Accreditation

The School Psychology Program will maintain its accreditation with the National Association of School Psychologist (NASP) in order for its graduates to be eligible for Certification in the State of South Carolina at Level II and for National Certification.

B. Student Knowledge of Scientific Methodology

Students in the School Psychology Program will demonstrate a knowledge of scientific methodology as it applies to the school setting.

C. Student Knowledge of School Psychology

Students will develop the knowledge necessary to function as school psychologists

D. Student skills in School Psychology

Students will develop the skills necessary to function as school psychologists.

E. Recruitment and Completion

School Psychology program will be successful at recruiting quality students and assisting students in completing the program.

F. Program Evaluation

School Psychology program will continue to monitor and evaluate the quality of our program and our students.

G. Quality of Instruction

The School Psychology teaching faculty will provide excellent teaching, advisement, and supervision to students in the program.

III. Assessment Tools:

A. Accreditation

B. Student Knowledge of Scientific Methodology

1. Thesis
2. Conference presentations
3. Journal publications

C. Student Knowledge of School Psychology

1. NTE scores
2. Course grades

D. Student skills in School Psychology

1. Field Supervisor Rating Form
2. Efficacy Rating Form
3. Case Study

E. Recruitment and Completion

1. Admissions criteria
2. Graduation rates

F. Program Evaluation

1. Advisory Board
2. "Grid" of student progress
3. Student Progress Report
4. Exit interviews with interns
5. Alumni Survey

G. Quality of Instruction

1. Teaching Evaluation by Students
2. Number of advisement and supervision problems
3. Efficacy Rating Form

IV. Assessment Results of School Psychology Program

A. Accreditation:

The Graduate Program in School Psychology has maintained its accreditation by the National Association of School Psychologists (NASP/NCATE). Our accreditation is due to expire December, 2003. Thus, during the 2001-2002 school year, the school psychology committee held several meetings to review new NASP training standards (July, 2000) and begin putting together our folio for NASP review. One noted change the accreditation requirements has an effect on the teaching load of the Program Director. To be in compliance with accreditation standards, the Program Director for School Psychology will be scheduled for six hours. To comply with this requirement, she will be scheduled for one class and the internships.

B. Assessment of Scientific Knowledge

1. Thesis

As part of their demonstration of scientific knowledge, students are required to successfully complete a thesis and present the results of their thesis at a professional meeting. All students in the 2001-2002 school year who have defended their thesis before the faculty have been successful.

2. Conference Presentations

An examination of the number of presentations by our students indicates that they are being successful in having their papers accepted at professional meetings. Below is a listing of presentations involving our school psychology students.

Gourdine, T., & Bell, N.L. (March, 2002). *The academic performance of students with learning disabilities vs low achieving peers.* Presentation at annual conference, South Carolina Psychologists Association, North Charleston, SC.

Hogan-Piscatelli, K., & Bell, N.L. (March, 2002). *Racial differences on reading probes of curriculum-based measurement*. Presentation at annual conference, South Carolina Psychologists Association, North Charleston, SC.

Lane, J. & Bell, N.L. (March, 2002). *Gender differences on math probes of curriculum-based measurement*. Presentation at annual conference, South Carolina Psychologists Association, North Charleston, SC.

Taylor, T., & Bell, N.L. (March, 2002). *A comparison of teachers' perceptions of student achievement with actual student achievement as measured by curriculum-based measurement*. Presentation at annual conference, South Carolina Psychologists Association, North Charleston, SC.

Bell, N.L., Andreucci, M.K., & Summers, O. (March, 2002). *Assessment of children with ESL and the validity of the Universal Nonverbal Intelligence Test*. Presentation at annual national conference, National Association of School Psychologists, Chicago, IL.

Saylor, C., Cowart, B., & Mainor, M. (2002, March). *Social skills, sports, & recreation in three child populations*. Presented at Southeastern Psychological Association Meeting. Orlando, FL.

Saylor, C., Finch, A., Fig, N., Jackson, C., & Cowart, B. (2002, August). *September 11 media exposure: Impact on elementary students*. Accepted for presentation at American Psychological Association. Chicago, IL.

Corner, C., Lassiter, K., & Matthews, T. (March, 2002). The validity of the Wide Range Intelligence Test. Presented at the 48th annual meeting of the Southeastern Psychological Association, Orlando, FL.

Feedback, G., Lassiter, & Matthews, T. (March, 2002). The validity of the CTONI. Presented at the 48th annual meeting of the Southeastern Psychological Association, Orlando, FL.

3. Journal Publication

An examination of the publications involving our school psychology students indicates that they are publishing articles at a good rate. Below is a listing of articles involving our school psychology students.

Lassiter, K.S., Matthews, T.D., Bell, N.L., & Maher, C.M. (In press). Comparison of the General Ability Measure for Adults and the Kaufman Adolescent and Adult Intelligence Test with college students. *Psychology in the Schools*.

- Bell, N.L., Rucker, M., Alexander, J., Finch, A. (2002). Predictive Validity of the Slosson's Full-Range Intelligence Test: Comparison with the Wechsler Intelligence Scale for Children-Third Edition and the Woodcock Johnson Tests of Achievement-Revised. *Psychology in the Schools*, 39, 31-37.
- Lassiter, K.S., Bell, N.L., Hutchinson, M.B., & Matthews, T.D. (2001). College students' performance on The General Abilities Measurement for Adults and the Wechsler Adult Intelligence Scale--Third Edition. *Psychology in the Schools*, 38, 1-10.
- Lassiter, K.S., Harrison, T.K., Matthews, T.D., & Bell, N.L. (2001). The validity of the Comprehensive Test of Nonverbal Intelligence as a measure of fluid intelligence. *Assessment*, 8, 95-103.
- Bell, N.L., Lassiter, K.S., Matthews, T.D., & Hutchinson, M.B. (2001). Comparison of the Peabody Picture Vocabulary Test-Third Edition and Wechsler Adult Intelligence Scale-Third Edition with University Students. *Journal of Clinical Psychology*, 57, 417-422.
- Clifford, S., Saylor, C., Macias, M., & Kreh, S. (2001). Psychological factors affecting support service interest in families of children with Spina Bifida. *Children's Health Care*, 30 (1), 57-65.

C. Assessment of Student Knowledge of School Psychology

1. NTE Scores

All students take the School Psychology section of the National Teachers Exam (NTE) administered by ETS. During the 2001-2002 school year, graduating student scores ranged from a high of 820 to a low of 670 with a mean score of 734. The South Carolina Department of Education requires a minimum NTE score of 660 for certification. The National Association of School Psychology also requires a minimum NTE score of 660 for national certification. Thus, all students passed the NTE and met criteria for both state and national certification

2. Course Grades

Students' course grades are monitored by the Program Director using a grid of student progress. This grid is updated regularly and monitors academic standing of students. During the 2001-2002 school year, we had approximately 48 students taking courses on campus during the Fall semester (does not include students out on internship) and 51 students taking courses on campus during the Spring semester (does not include students out on internship). Of these students, one was terminated from the program for inadequate academic performance during the Fall semester, and four students were given warnings regarding poor academic performance. All other students earned grades of B or better in each course.

D. Student Skills in School Psychology

1. Field Supervisor Rating Form

The Field Supervisor Rating Form is completed at the end of the student's internship. During the Fall 2001 semester, each intern was given a grade of "A" by his/her field supervisor with the exception of one student who earned a grade of "B+". By Spring 2002 semester, each intern earned a grade of "A" for the second half of internship.

2. Efficacy Rating Form

The Efficacy Rating Form is completed by the internship supervisor for each of the interventions attempted by the intern. All students earned a rating of "good" to "excellent" ratings on the Efficacy Rating form.

3. Case Study

New this year was the introduction of a Case Study to be completed by each intern and turned into the Coordinator of Internships for review. Informal review of the case studies during 2001-2002 school year revealed all interns demonstrating competency in interventions. A formal review/evaluation process of the case studies will be initiated during 2002-2003 school year.

E. Recruitment and Completion

1. Admission Criteria

A total of 24 students were admitted to the School Psychology Program during the October 15, 2001 and March 15, 2002 admissions review. Of these students, 3 have previous Master's degrees and the average GRE score was 1020 (n=18) and the average MAT score was 52 (n=3)

2. Graduation Rates

The College of Graduate and Professional Studies awarded 8 Educational Specialist degrees and 12 Master of Arts in Psychology degrees to School Psychology graduate students during the 2001-2002 academic year.

F. Program Evaluation

1. Advisory Board

The Advisory Board met during the Spring 2002 semester. Topics discussed included strengths/weaknesses of our students, commonly used assessment instruments, issues the school districts are currently dealing with and future trends for the field of school psychology. As a result of this meeting, several assessment course syllabi were modified to address the popular instruments (e.g., Psyc 504, Psyc 505) and a review of course content will take place, examining teaching of behavioral assessments and interventions.

2. "Grid" of Student Progress

As evidenced by our "Grid", approximately 90% of our students are making adequate academic progress.

3. Student Progress Report

Each student was reviewed by the School Psychology Committee with input from other faculty members at the end of the Fall and Spring semesters using the Student Progress Report. This evaluation monitors not only the academic development but also personal and professional development of students. Areas assessed include interpersonal skills, professionalism, attitudes, etc. Students are given feedback each semester on areas needing improvement.

4. Exit Interviews with Interns

Exit interviews with interns were conducted in April 2002. Student feedback revealed they felt very prepared for assessment of children's problems, report writing, and consultation. They emphasized that they felt they were given a good foundation upon which to build with future learning. There were mixed reviews on how well-prepared they felt for behavioral assessment and intervention. Subsequently, this issue will be reviewed by examining syllabi from Psyc 501 and Psyc 606 and discussion with appropriate faculty members.

5. Alumni Survey

Alumni Survey will be mailed out Summer 2002

G. Teaching, Advisement, and Supervision

1. Teaching Evaluation by Students

Teaching Evaluations by Students were reviewed to be at or above the mean for all graduate programs across the institution.

2. Number of Advisement and Supervision Problems

Advisement and supervision problems have decreased--the number of course substitutions required to accommodate students has decreased, indicating a better response in advisement and course scheduling.

3. Efficacy Rating Form

All students earned "good" to "excellent" ratings on the Efficacy Rating form indicating that our internship students are generating interventions that are effective and which provide positive outcomes for children served.

V. Conclusions about Graduate Program in School Psychology

Assessment results indicate that the School Psychology Program is doing well. All indicators suggest that the program is attracting students who are learning and developing skills in the area. We need to concentrate on the NASP accreditation application this next year.

VI. Resources Required for Graduate Program in School Psychology

- A. Continued secretarial, library, and computer support services. In addition, secretarial support after 5:00pm is needed due to the nature of the program.
- B. Continued financial support to purchase test kits and test protocols.
- C. Continued graduate assistants to work the Psychological Service Laboratory during day and evening to provide support to graduate students.
- D. Course reduction for Program Director.

Technologically Skilled Workforce

The Citadel prepares its students to be principled leaders in an ever more technologically dependent world. Electronic information management technology is, therefore, incorporated in every aspect of the student's educational experience. Students and faculty have ready access to 15 fully equipped, general purpose computer labs; special purpose labs in Civil Engineering, Electrical Engineering, Computer Science, and Physics; and 12 multimedia classrooms and lectures halls.

The Citadel campus is fully networked giving students and faculty direct access to each other, other resources on campus, and the internet. Each faculty member has a state-of-the-art PC linked to the campus network and with a full range of application software. Each student is encouraged to have a computer in his/her barracks room, and in the 2001-02 academic year 76.9% of students had personal computers that were linked to the campus network. Electronic communication has become the norm for students, faculty, and staff. Perhaps most important, The Citadel has moved aggressively to provide users access to library information through electronic databases. This enables students and faculty to find and retrieve information when they need it and where they are working. This capability is used in practically every course offered.

The Citadel requires that every student demonstrate "computer literacy" either by passing a test developed and administered by Information Technology Services or by completing an approved computer-related course. Since fall 1999, each entering freshman has been required to complete Citadel 101, a course intended to help the student make the academic/emotional transition to college/cadet life and ensure that the student has, or is aware of, the tools needed to reach his/her full potential. As part of this course, students are provided workshops on the computer as an essential tool for success at The Citadel and in professional life. Students are introduced to the electronic resources of the College; e-mail as an efficient communication tool; on-line access to their academic records through "PAWS"; and access to library holdings and the internet.