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Program Evaluation of Practicum III: Marshall University's Summer Enrichment Program From a School Psychology Student's Perspective

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**Program Evaluation of Practicum III: Marshall University's Summer Enrichment
Program From a School Psychology Student's Perspective**

Thesis Submitted to
Marshall University
Graduate College

In partial fulfillment of the
Requirements for the degree of
Educational Specialist in
School Psychology

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Marshall University, August 2003

Abstract

The current study examined the School Psychology Practicum III Summer Enrichment Program at Marshall University Graduate College. This study investigated the expectation levels and perceptions in relation to the course goals and program objectives. The method of data collection included a questionnaire developed from the Practicum III goals and objectives. The questionnaire was designed to collect both qualitative and quantitative data. The close-ended data were analyzed by descriptive statistical measures for descriptives, frequencies, crosstabulation and correlations. Data were interpreted using a frequency analysis and the Pearson correlation coefficient (r). Results indicated a positive correlation between the students' expectations of the Practicum III summer program and the course goals and program objectives. Recommendations were made for program improvement, gathered from the students' open-ended responses, and issues and concerns were presented.

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Program Evaluation of Practicum III: Marshall University's Summer Enrichment
Program From a School Psychology Student's Perspective

In discussions of program evaluation, "program" ordinarily refers to a plan for rendering service of a particular nature. Evaluations of specific programs focus on the evaluation of institutions, communities, and whole social systems. Program evaluations are completed routinely on job training services and educational programs. The outcome of an evaluation is to advance the thinking of the entire policy-shaping community and not merely of those who head the program. The evaluation supplies facts, but the facts mean different things to persons holding different social values and having different interests at stake. For example, some individuals would be enthusiastic about any training program that reduces the ranks of the unemployed. But if graduates mostly enter dead-end jobs, a critic is likely to call the program a near failure. This illustrates the importance of appraising the full range of outcomes (Cronbach, 1990).

Program evaluation is important to educators, consumers, management, and accreditation organizations for continuing performance measures and accountability (Suvedi, 2000). Researchers place an emphasis on using outcome assessment measures to evaluate program effectiveness. In the 1980's program evaluation was conducted to promote improvement of academic programs (Conrad & Wilson, 1985).

Researchers Hood and Mabry (1982) stated that systematic program evaluations are necessary to determine program effectiveness and to assess the need for program changes. Manning (1986) introduced that the main goal for assessment in higher education was to determine the effectiveness of accomplishing stated goals and objectives and how this might be accomplished more effectively.

Ewell (1987) introduced three perspectives to be considered as measures for program quality; (1) evaluation of the program by students, (2) appraisal of program graduates by employers, and (3) assessment of program effectiveness by the public. Jennings's research (1989) indicates that accreditation standards should not be used as the sole measure of program effectiveness. Jennings introduced the use of input, output, and impact in evaluating program evaluation. Input is defined as the resources of the program typically reviewed as a part of accreditation standards such as faculty qualification, organizational structure, and curriculum. Jennings has stated that programs must also evaluate output, which he defines as the products of the program or graduates. Impact is the effect the graduates have on the professional field they enter. In 1989 Gray & Diamond stated that the key to program evaluation is the collection of quality information which must be obtained through a logical and sequential process.

Program evaluation is the measurement of program results and comparison of those results with expected or desired outcomes for that particular program. The necessary art of program assessment has three purposes. The first purpose is to establish whether a given approach is effective in accomplishing its goals and objectives. The second purpose is to provide measurable data to support the existence of the program, to promote improvement and garner community support, and to conclude whether a program merits continued funding, staffing, and accreditation. The third purpose is to identify the unforeseen side effects that may indicate a solution to some other issue or to the understanding of a related issue (Webb, 2000).

Program evaluation has largely impacted the educational system. In 1991, there was a move toward a comprehensive view of assessment issues in higher education.

Programs must be designed with consideration of the program's resources and reputation. More importantly programs must be designed with consideration on the views and impact that the program's students will have on the profession, the people around them and the community (Austin, 1991). As a result, program evaluation focused on concepts of formative and summative evaluation (Davis, 1987). Formative assessments examine person, program, and product improvement and are continuous in nature. Summative evaluations examine programs for purposes of accountability and resource allocation. Ideally, an effective program would encompass both formative and summative concepts into a program evaluation (Davis, 1987).

Knoff & Curtis' research examines program evaluation in regards to school psychology. A school psychology program evaluation should focus on evaluating the effectiveness of student performance outcomes, faculty skills, participation and outcomes, fiscal and system outcomes, and training and practice outcomes (1997). The program evaluation must also be incorporated into the learning expectations of the program and correlate with the program's goals and objectives (Knoff & Curtis, 1997).

To develop an effective school psychology program evaluation, there must be a clearly defined role of the school psychology profession. A school psychologist is a professional who has specialized training in both education and psychology. A school psychologist works as a specialist within the school system. The specific duties of the school psychologist are the evaluation of behavior and learning problems, the administration and interpretation of individual and group assessment instruments, linking with the appropriate school and community resources, and the design and interpretation of research to establish the most appropriate education and psychological programs based

on the individual needs of the child (Fagan & Wise, 2000). School psychologists use their training and skills to collaborate with educators, special education, administrators, other mental health professionals, and parents to guarantee that every student learns in a safe, healthy and supportive environment. The main goal of a professional program is to produce competent practitioners (Ingersoll, 1996). To accomplish this, the first step would be to develop a comprehensive program evaluation plan developed from reviewing the program's definition, philosophy, missions, goals and objectives. This determines the guidelines on the program's function, what the faculty consider essential goals and objectives of the program and, most important, what graduates are expected to accomplish (Winter, 2002). The definition, philosophy, mission, goals and objectives of the MUGC School Psychology Program are as follows:

The definition of a school psychologist held by the School Psychology Program at Marshall University Graduate College as stated the in MUGC School Psychology Handbook (2002):

The School Psychologist is a data-based problem solver with a broad understanding of educational and psychological foundations. The goal of school psychological services is optimal development of the individual. School psychology in diverse populations demands multifaceted practice in a variety of settings, a commitment to quality comprehensive service delivery to students, families, schools, and communities, and a strong understanding and respect for individual differences (p. 5).

The mission of the School Psychology Program at Marshall University Graduate College as stated in MUGC School Psychology Handbook is to provide quality graduate training

in school psychology at times and places convenient to students. The program values lifelong learning and is committed to serving both full-time and part-time students (2002, p. 3).

The philosophy of the School Psychology Program at Marshall University Graduate College includes the following beliefs as stated in the MUGC School Psychology Handbook (2002):

1. Schools and communities should nurture the healthy development of all students, families, and communities.
2. All children can learn (in their own time and their own way).
3. Integrating the sciences of psychology and education can inform and improve schools.
4. The individual needs to be served within the context of his or her social/cultural world.
5. Individuals and schools operate within multiple systems.
6. Quality educational programming is best evaluated by outcomes for students, families, and schools.
7. The maintenance of quality services over time is best ensured by a commitment to lifelong learning (p. 4).

The purpose of the School Psychology Program at Marshall University Graduate College as stated in the MUGC School Psychology Handbook (2002) is to prepare professional school psychologists to work within the schools as social systems to meet the following goals:

1. Apply their knowledge of psychology and education in order to prevent or remove the barriers to optimal growth and development at the community, school, classroom, and individual child level
2. Apply the problem-solving process within a collaborative consultation model that embraces both direct and indirect service delivery
3. Ensure professional competence based on a solid foundation of ethical, legal, and responsible practice that respects human diversity and individual differences
4. Apply knowledge and skills in conducting and interpreting research applied to practice
5. Apply knowledge and understanding of the multiple systems that influence growth and development
6. Ensure a broad range of quality services in primary, secondary, and tertiary prevention to serve universal, targeted, and selected populations.
7. Apply skills in program evaluation to improve service to individuals, families, schools, and communities.
8. Integrate technological applications to facilitate all the above goals (p. 6).

The goal of the Practicum III summer program as stated in the Course Syllabus is as follows: The practicum is an essential component of the professional preparation of school psychologists. The practicum will provide opportunities for the student to practice, under supervision, the application of knowledge and specific skills in the resolution of individual, group, and system-level problems. The MUGC summer program will allow

the student to practice such skills within a multidisciplinary training setting (Marshall University, 2003).

Marshall University's Summer School Program is a unique setting for both children and student interns. The program consists of a summer school setting located in the town of Dunbar, which is served by a local site administrator and enrolls approximately 175 students. The site serves children from kindergarten through ninth grade. A majority of these children are being served within special education in the public schools or are experiencing significant school difficulties (Marshall University, 2003).

The site is used for field-based training for individuals from a number of disciplines. Students from a variety of University programs complete practica and student-teaching experiences in regular education, special education, school administration, reading specialization, school counseling, and school psychology within this setting. Supervision is provided by specialists in each of the disciplines as well as the site-based and program administrator.

School psychology practicum students have a broad-based and comprehensive training experience during the summer program. Each student is assigned to a grade-level multidisciplinary team consisting of regular education, special education, school counseling, reading, and school administration practicum students. The student works within the context of this team to develop collaborative consultation relationships and to meet the needs of the children at the assigned grade level. Within this context, the practicum student provides individual and small group counseling, individual behavior management, and assessment services, as they are needed. Students also have

opportunities to work collaboratively with school counseling students on school guidance presentations and counseling groups.

The program objectives of the Practicum III summer program as stated in the Course Syllabus (Marshall University, 2003).

- 1C. Students will demonstrate knowledge of the concepts of data-based decision making.
- 1D. Students will apply skills in data-based decision making.
- 2A. Students will demonstrate knowledge of the problem-solving process.
- 2B. Students will demonstrate knowledge of the collaborative consultation model.
- 2C. Students will demonstrate knowledge of methods of indirect service delivery.
- 2D. Students will apply skills in indirect service delivery.
- 2E. Students will demonstrate knowledge of methods of direct service delivery.
- 2F. Students will apply skills in direct service delivery.
- 3A. Students will demonstrate an understanding of human diversity and multicultural awareness.
- 3B. Students will demonstrate an understanding of individual differences.
- 3C. Students will demonstrate knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).
- 3D. Students will demonstrate knowledge of the legal principles underlying professional practice of school psychology.

- 3B. Students will demonstrate knowledge of the laws and regulations underlying special education eligibility.
- 3F. Students will demonstrate skills in ethical and legal decision making in professional practice.
- 5A. Students will demonstrate knowledge of typical and atypical child development.
- 5B. Students will demonstrate knowledge of families, classrooms, schools, and communities as systems.
- 5C. Students will apply skills in working within multiple systems to facilitate child growth.
- 6B. Students will demonstrate knowledge of prevention services most appropriate to universal, selected, and targeted populations.
- 6C. Students will apply skills in the prevention and treatment of academic, behavioral, and mental health problems.
- 8A. Students will demonstrate knowledge of the applications of technology to the practice of school psychology.
- 8B. Students will demonstrate knowledge of the legal and ethical issues related to the use of technology within the practice of school psychology (Marshall University, 2003).

The course specific objectives of the Practicum III summer program as stated in the Course Syllabus (Marshall University, 2003).

1. Development and maintenance of positive collaborative relationships with educators from a variety of disciplines and the ability to function effectively as a multidisciplinary team member.
2. Use of a variety of behavior management techniques and strategies to assist the team in developing an appropriate classroom management plan as well as helping to develop individual behavior management plans for students as needed.
3. Use of a variety of assessment techniques and strategies to assist the team in planning and evaluating the learning of the entire class as well as individual assessments (testing, report-writing, and interpretation) of students as needed.
4. Use of a variety of counseling techniques and strategies to meet the emotional and behavioral needs of individual and small groups of students as needed.
Use of a variety of instructional techniques and strategies to provide whole class guidance and instruction as a primary prevention strategy (Marshall University, 2003).

Based on the current definition, philosophy, mission, goals and objectives of MUGC's School Psychology Program it is apparent that the program is well structured and designed. The current study will examine the effectiveness of the programs objectives in relation to School Psychology students' expectations in regards to the Practicum III summer program.

Methods

Participants

The population group for this study consisted of all practicum students enrolled in School Psychology Practicum III summer program at Marshall University Graduate College (MUGC). The sample group consisted of 9 participants; 1 male and 8 females.

Instrumentation

The current study is a program evaluation of the MUGC School Psychology Practicum III summer program. The program evaluation questionnaire was designed to analyze the students' experiences in the summer practicum as compared to the program objectives outlined in the course syllabus. The questionnaire was designed to address the program objectives set forth in the course syllabus. To accomplish this, a questionnaire was developed with both quantitative and qualitative questions. A question was developed to address each of the program objectives.

The questionnaire contained twenty-four questions. Twenty-one questions were quantitatively based and limited the respondents to alternatives determined in advance by the researcher of the questionnaire. The question and answer format was that of a Likert scale or rating scale. Each respondent was asked to indicate the students' expectation of meeting a specific course objective. Respondents were given five response choices: NA or No Opportunity, Exceeded Expectations, Met Expectations, Below Expectations, Failed to Meet Criteria. The questionnaire consisted of three open-end questions used to collect qualitative data and obtain the thoughts and feeling of the students in more detail. The questionnaire can be found in Appendix A.

Procedure

A specific population sample method was used to select the sample group. The specific population sample method is a nonrandom sample that is chosen to look a

specific population or whole group, in this case, School Psychology Practicum III Summer Program Students. The questionnaire was hand delivered to the School Psychology Practicum III students at the beginning of the lecture period/class on July 22, 2003 from noon to 1:30pm. The researcher read the questionnaire directions to the student, answered any questions they had, and made clarifications when necessary. Students were asked to complete the questionnaire anonymously and were given as much time as needed to complete the questionnaire. All questionnaires were carefully collected and stored to maintain confidentiality and anonymously. The students were informed that they would be notified of the results after the conclusion the study.

Results

A total of nine students were enrolled in the Practicum III summer program. A total of nine questionnaires were hand-delivered to the students who completed the Practicum III summer program. All nine of the questionnaires were completed and returned and determined valid for the purpose of this study. The close-ended data were analyzed by descriptive statistical measures for descriptives, frequencies, crosstabulation and correlations. Data was interpreted using a frequency analysis and the Pearson correlation coefficient (r). The Pearson correlation coefficient (r) is a measure of the linear association between the variables. Correlation coefficient range in value from -1 , which is a perfect negative relationship and $+1$, which is a perfect positive relationship. The current study, the Pearson correlation coefficient (r) is measuring whether the school psychology students' perceptions of practicum activities and the program objectives outlined in the course syllabus produce a linear association. The Pearson correlation coefficient (r) was $-.268$, indicating that the students' expectations and the program

objectives formed a positive linear association. The Pearson correlation coefficient (r) also indicates that the correlation is significant at the 0.01 or two-tailed level.

Further interpretation of the results suggests that the school psychology students were generally positive about their experience with a couple of areas of concern regarding the Practicum III summer program. Data collected for the crosstabulation analysis indicate out of a total of 189 possible responses on the closed-ended questions, 51 of the students' responses rated the identified experience as exceeded expectations, 106 of the students' responses rated the identified objectives as met expectations, 29 of the students' responses rated the identified objectives as below expectations, 1 of the students' responses rated the identified objectives as Failed to Meet Criteria, and 2 of the students' responses rated the identified objectives as NA or NO Opportunity. Questions #3, #4, #9 and #10 received the most Exceeded Expectations responses each with a total of 5. Question #3 measured students' expectations on applying knowledge of the problem-solving process. Question #4 measured students' expectations on applying knowledge of the collaborative consultation model. Question #9 measured students' expectations on the opportunity for understanding of human diversity and a multicultural awareness. Question #10 measured students' expectations on the opportunity for understanding of individual differences. Questions #12, #14 and #17 received the most Met Expectations responses each with a total of 7. Question #12 measured students' expectations on applying knowledge of the legal principles underlying professional practice of school psychology. Question #14 measured students' expectations on demonstrating skills in ethical and legal decision making in professional practice. Question #17 measured students' expectations on applying skills in working with

multiple Systems to facilitate child growth. Question #13 received the most Below Expectations responses with a total of 6. Question #13 measured students' expectations on apply knowledge of the laws and regulations underlying special education eligibility. Question #11 received the most Failed to Meet Criteria responses with a total of 1. Question #11 measured students' expectations on applying knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP). Questions #14 and #20 received the most NA or No Opportunity responses with a total of 1. Question #14 measured students' expectations on demonstrating skills in ethical and legal decision making in professional practice. Question #20 measured students' expectations on applying knowledge of the applications of technology to the practice of school psychology.

The three open-ended data were analyzed qualitatively. Students identified beneficial experiences during the Practicum III summer program included: report writing, working and learning from peers, knowledge of a variety of assessment instruments, feedback on reports, excellent ideas from supervisors and peers, developmental guidance, collaboration with teachers, assessments and testing. Student identified experiences they felt were lacking during the Practicum III summer program included: parental involvement, time, the collaborative model including consultation with teachers, too much testing, and more opportunities to branch out in the classroom. Students were also given an opportunity to respond to the supervision and whether they felt it was adequate during Practicum III summer program. Responses ranged including the following: absolutely, yes, great, moderately; quick to give feedback but not accessible when you

need one. Farther statistical information including frequency tables and descriptive statistics can be found in Appendix B.

Discussion

The results the current study indicates that the School Psychology Practicum III summer program students' expectations of meeting program objectives outlined in the course syllabus were significantly correlated. As suggested by Knoff & Curtis' research an effective program evaluation should focus on evaluating the effectiveness of student performance outcomes. To accomplish this program evaluation must be incorporated into the learning expectations of the program and correlate with the program's goals and objectives (Knoff & Curtis, 1997). Analysis of the data indicates that student have positive expectations of the Practicum II summer program. The expectations and results of this study can be farther supported by completed coursework/assignments. Each student was required to create a portfolio, documenting his or her coursework/ assignments through out the Practicum III summer program. Coursework and assignments consisted of the following: assessment, individual and/or small group counseling, classroom guidance and/or instruction, behavior management and consultation and teaming. Ingersoll's research states that the main goal of a professional program is to produce competent practitioners (1996). To accomplish this, the first step would be to develop a comprehensive program evaluation plan developed from reviewing the program's definition, philosophy, missions, goals and objectives. This determines the guidelines on the program's function, what the faculty consider essential goals and objectives of the program and, most important, what graduates are expected to accomplish (Winter, 2002). The practicum offered multiple opportunities for assessment

experiences of curriculum based assessments, functional behavioral analysis, and traditional psychoeducational assessments. Practicum students worked to serve the needs of students within their home classroom with a variety of individual and group counseling techniques. Students are encouraged to work cooperatively with fellow school psychology and counseling interns to jointly facilitate counseling groups. Every student had the opportunity to work in collaboration with his or her grade level team to develop an appropriate classroom behavior plan. Individual behaviors plans were developed, as needed, to serve the needs of individual children who are having behavioral difficulties. A primary goal of the practicum is to gain experience in working collaboratively with fellow educational professionals and parents to meet the needs of children. Each student will serve as a member of a multidisciplinary grade level team. The Practicum III summer program provided each student an opportunity to complete each of these assignments. Students were responsible for seeking out and finding the opportunity were these serves were needed.

Students identified beneficial experiences during the Practicum III summer program included: report writing, working and learning from peers, knowledge of a variety of assessment instruments, feedback on reports, excellent ideas from supervisors and peers, developmental guidance, collaboration with teachers, assessments and testing. Other positive Practicum III expectations reported by students were applying knowledge of the concepts of data-based decision making by using background information in assessments and reteaching lessons were very beneficial. Applying skills in data-based decision making by using the data to interpret decisions about children. Applying knowledge of problems-solving process for behavior and emotional problems because

everyday is a problem solving process. Applying knowledge of the collaborative consultation model through the numerous professionals (teachers, counselors, reading specialists) all together to consult with on a helping basis as well as informative to others. Applying knowledge of methods of direct service delivery by being able to work with a more diverse population than before. The opportunity for understanding of human diversity and a multicultural awareness one student reported that this is a much more diverse population than he or she has ever worked with and another student reported the opportunity of working with students of a different race than their own and another student reported working with a child with a physically disability. The understanding of individual differences one student reported that there were a variety of individual difference in his or her classroom to be experienced. Applying knowledge of the laws and regulations underlying special education eligibility met expectations, one student reported that without Individual Education Programs (IEP's) and eligibility meetings it is no different than during the regular school year. The ability to demonstrated skills in ethical and legal decision making in professional practice by making ethical decisions and following guidelines of legal decision making. Applying knowledge of typical and atypical child development with the children in the classroom. Applying knowledge of families, classrooms, schools, and communities as Systems through breakfast room interactions with families. Applying knowledge of prevention services most appropriate to universal, selected, and targeted populations by developing positive behavior support plans to promote prevention in the classroom.

Student identified experiences they felt were lacking during the Practicum III summer program included: parental involvement, time, the collaborative model including

consultation with teachers, too much testing, and opportunities to branch out in the classroom. Father analysis of the students' questionnaires indicated the following results reported by students. Applying knowledge of the collaborative consultation model was difficult because teachers were not very collaborative in his or her classroom; another student reported yes, there was opportunity to apply the collaborative consultation model but there is too much work to get done to actually get acquainted with other educators. Applying knowledge of methods of indirect service delivery were more direct service delivery than indirect, hopefully the indirect will occur in the fall when the children return to school. Another student reported that there was not enough time to apply knowledge of methods of indirect service delivery. There was limited involvement with community in apply knowledge of families, classrooms, schools, and communities as Systems. There were limited systems to meet specific needs in applying skills in working with multiple Systems to facilitate child growth.

It would also be beneficial to compare and contrast the expectations of practicum students throughout the course of the Practicum III by conducting a questionnaire in the beginning, middle and end of the program. This would allow us to analyze the different views held by Practicum III students throughout the duration of the program. One of the major complaints reported in the questionnaire was that there was not enough time to complete the course requirements. The questionnaire was completed at the end of the practicum when students were mostly likely to be experiencing the most pressure and stress. These recommendations would help improve the completion of course objectives and students expectations.

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Appendix A

SCHOOL PSYCHOLOGY PRACTICUM III QUESTIONNAIRE

Please circle the answer that best represents your experience and/or expectation of the Practicum III summer program.

1. The Summer Practicum has allowed you to apply knowledge of the concepts of data-based decision making.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

2. The Summer Practicum has allowed you to apply skills in data-based decision making.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

3. The Summer Practicum has allowed you to apply knowledge of the problem-solving process.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

4. The Summer Practicum has allowed you to apply knowledge of the collaborative consultation model.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

5. The Summer Practicum has allowed you to apply knowledge of methods of indirect service delivery.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

6. The Summer Practicum has allowed you to apply skills in indirect service delivery.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

7. The Summer Practicum has allowed you to apply knowledge of methods of direct service delivery.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

8. The Summer Practicum has allowed you to apply skills in direct service delivery.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria Give

Examples:

9. The Summer Practicum provided you the opportunity for understanding of human diversity and a multicultural awareness.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

10. The Summer Practicum provided you with an understanding of individual differences.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

11. The Summer Practicum allowed you to apply knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP).

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

12. The Summer Practicum allowed you to apply knowledge of the legal principles underlying professional practice of school psychology.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

13. The Summer Practicum allowed you to apply knowledge of the laws and regulations underlying special education eligibility.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

14. The Summer Practicum allowed you to demonstrate skills in ethical and legal decision making in professional practice.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

15. The Summer Practicum allowed you to apply knowledge of typical and atypical child development.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

16. The Summer Practicum allowed you to apply knowledge of families, classrooms, schools, and communities as Systems.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

17. The Summer Practicum allowed you to apply skills in working with multiple Systems to facilitate child growth.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

18. The Summer Practicum allowed you to apply knowledge of prevention services most appropriate to universal, selected, and targeted populations.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

19. The Summer Practicum allowed you to apply skills in the prevention and treatment of academic, behavioral, and mental health problems. NA or No

Exceeded Opportunity Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

20. The Summer Practicum allowed you to apply knowledge of the applications of technology to the practice of school psychology.

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

21. How would you rate your overall experience during the Summer Practicum?

NA or No Opportunity Exceeded Expectations Met Expectations Below Expectations Failed to Meet Criteria

Give Examples:

22. What were the most beneficial experiences gained during the Summer Practicum?

23. What experiences did you feel were lacking during the Summer Practicum?

24. Did you feel supervision was adequate during the Summer Practicum?

Frequencies

Statistics

	N		Mean	Std. Error of Mean	Median	Mode	Std. Deviation	Variance	Range	Minimum	Maximum	Sum
	Valid	Missing										
Question 1	9	0	4.3333	.1667	4.0000	4.00	.5000	.2500	1.00	4.00	5.00	39.00
Question 2	9	0	4.3333	.1667	4.0000	4.00	.5000	.2500	1.00	4.00	5.00	39.00
Question 3	9	0	4.5556	.1757	5.0000	5.00	.5270	.2778	1.00	4.00	5.00	41.00
Question 4	9	0	4.3333	.2887	5.0000	5.00	.8660	.7500	2.00	3.00	5.00	39.00
Question 5	9	0	4.0000	.2357	4.0000	4.00	.7071	.5000	2.00	3.00	5.00	36.00
Question 6	9	0	4.0000	.2357	4.0000	4.00	.7071	.5000	2.00	3.00	5.00	36.00
Question 7	9	0	4.3333	.1667	4.0000	4.00	.5000	.2500	1.00	4.00	5.00	39.00
Question 8	9	0	4.4444	.1757	4.0000	4.00	.5270	.2778	1.00	4.00	5.00	40.00
Question 9	9	0	4.5556	.1757	5.0000	5.00	.5270	.2778	1.00	4.00	5.00	41.00
Question 10	9	0	4.5556	.1757	5.0000	5.00	.5270	.2778	1.00	4.00	5.00	41.00
Question 11	9	0	3.7778	.2778	4.0000	4.00	.8333	.6944	3.00	2.00	5.00	34.00
Question 12	9	0	3.7778	.1470	4.0000	4.00	.4410	.1944	1.00	3.00	4.00	34.00
Question 13	9	0	3.3333	.1667	3.0000	3.00	.5000	.2500	1.00	3.00	4.00	30.00
Question 14	9	0	3.5556	.3379	4.0000	4.00	1.0138	1.0278	3.00	1.00	4.00	32.00
Question 15	9	0	4.3333	.2357	4.0000	4.00 ^a	.7071	.5000	2.00	3.00	5.00	39.00
Question 16	9	0	4.2222	.2222	4.0000	4.00	.6667	.4444	2.00	3.00	5.00	38.00
Question 17	9	0	4.0000	.1667	4.0000	4.00	.5000	.2500	2.00	3.00	5.00	36.00
Question 18	9	0	3.7778	.2222	4.0000	4.00	.6667	.4444	2.00	3.00	5.00	34.00
Question 19	9	0	3.6667	.1667	4.0000	4.00	.5000	.2500	1.00	3.00	4.00	33.00
Question 20	9	0	3.4444	.3768	4.0000	4.00	1.1304	1.2778	4.00	1.00	5.00	31.00
Question 21	9	0	4.2222	.2222	4.0000	4.00	.6667	.4444	2.00	3.00	5.00	38.00

^a. Multiple modes exist. The smallest value is shown

Frequency Table

Question 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Met Expectations	6	66.7	66.7	66.7
	Exceeded Expectations	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Question 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Met Expectations	6	66.7	66.7	66.7
	Exceeded Expectations	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Question 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Met Expectations	4	44.4	44.4	44.4
	Exceeded Expectations	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Question 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	2	22.2	22.2	22.2
	Met Expectations	2	22.2	22.2	44.4
	Exceeded Expectations	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Question 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	2	22.2	22.2	22.2
	Met Expectations	5	55.6	55.6	77.8
	Exceeded Expectations	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

Question 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	2	22.2	22.2	22.2
	Met Expectations	5	55.6	55.6	77.8
	Exceeded Expectations	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

Question 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Met Expectations	6	66.7	66.7	66.7
	Exceeded Expectations	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Question 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Met Expectations	5	55.6	55.6	55.6
	Exceeded Expectations	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Question 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Met Expectations	4	44.4	44.4	44.4
	Exceeded Expectations	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Question 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Met Expectations	4	44.4	44.4	44.4
	Exceeded Expectations	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Question 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Failed to Meet Criteria	1	11.1	11.1	11.1
	Below Expectations	1	11.1	11.1	22.2
	Met Expectations	6	66.7	66.7	88.9
	Exceeded Expectations	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Question 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	2	22.2	22.2	22.2
	Met Expectations	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

Question 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	6	66.7	66.7	66.7
	Met Expectations	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Question 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NA or No Opportunity	1	11.1	11.1	11.1
	Below Expectations	1	11.1	11.1	22.2
	Met Expectations	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

Question 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	1	11.1	11.1	11.1
	Met Expectations	4	44.4	44.4	55.6
	Exceeded Expectations	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Question 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	1	11.1	11.1	11.1
	Met Expectations	5	55.6	55.6	66.7
	Exceeded Expectations	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Question 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	1	11.1	11.1	11.1
	Met Expectations	7	77.8	77.8	88.9
	Exceeded Expectations	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Question 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	3	33.3	33.3	33.3
	Met Expectations	5	55.6	55.6	88.9
	Exceeded Expectations	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Question 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Expectations	3	33.3	33.3	33.3
	Met Expectations	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

Question 20

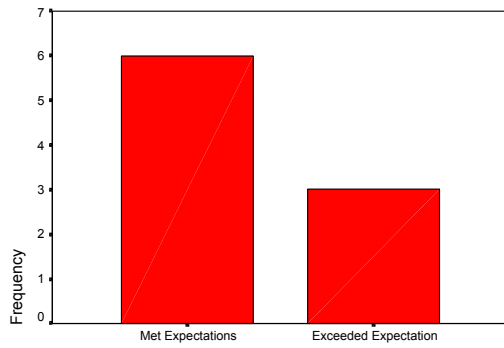
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NA or No Opportunity	1	11.1	11.1	11.1
Below Expectations	3	33.3	33.3	44.4
Met Expectations	4	44.4	44.4	88.9
Exceeded Expectations	1	11.1	11.1	100.0
Total	9	100.0	100.0	

Question 21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below Expectations	1	11.1	11.1	11.1
Met Expectations	5	55.6	55.6	66.7
Exceeded Expectations	3	33.3	33.3	100.0
Total	9	100.0	100.0	

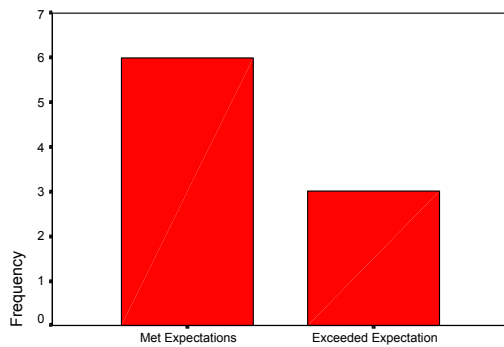
Bar Chart

Question 1



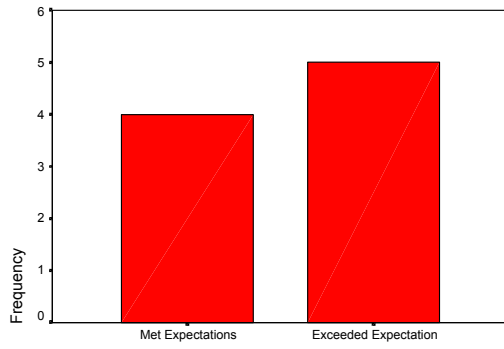
Question 1

Question 2



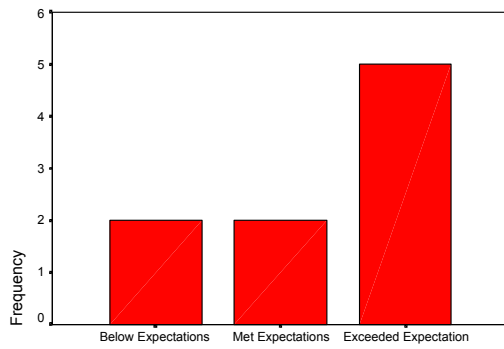
Question 2

Question 3



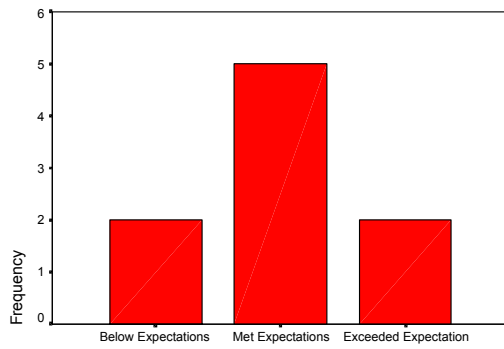
Question 3

Question 4



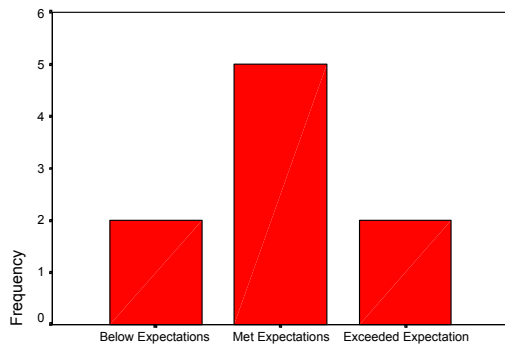
Question 4

Question 5



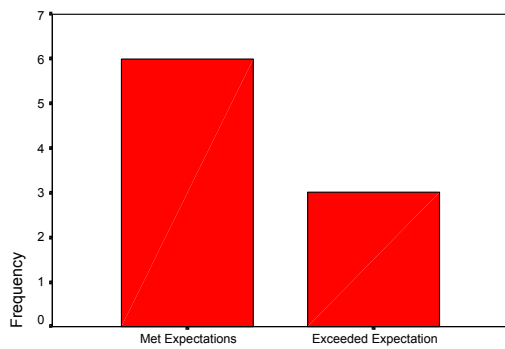
Question 5

Question 6



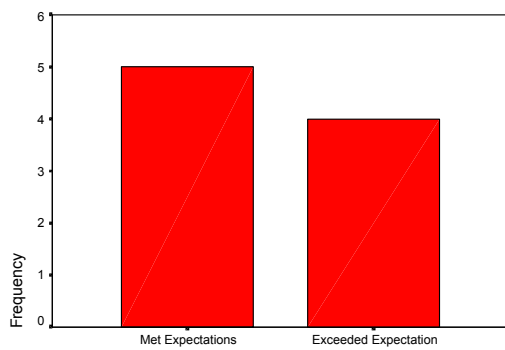
Question 6

Question 7



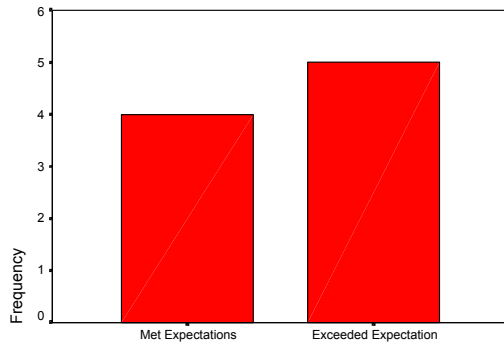
Question 7

Question 8



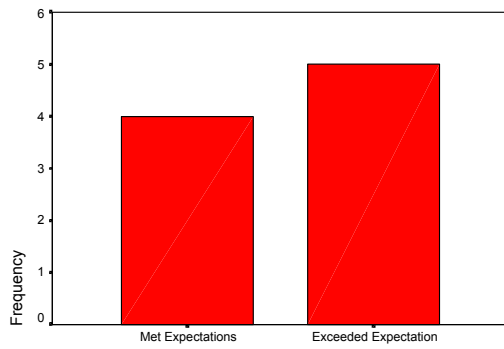
Question 8

Question 9



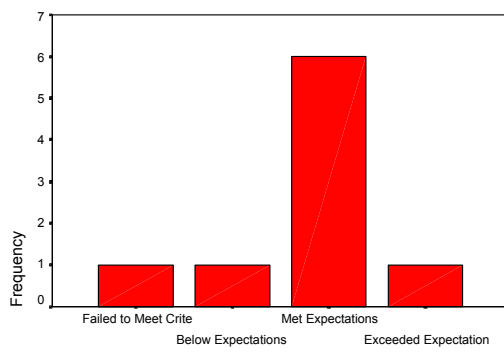
Question 9

Question 10



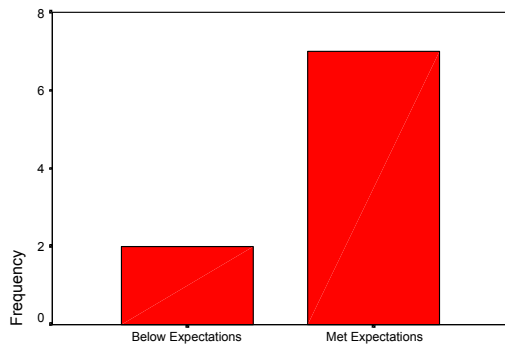
Question 10

Question 11



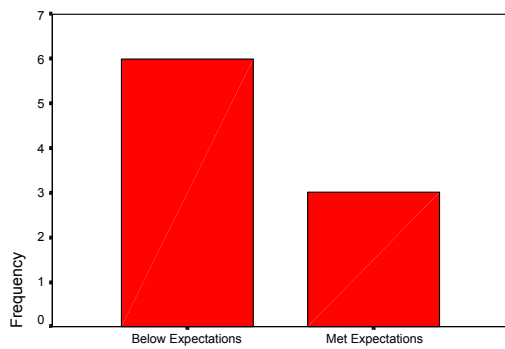
Question 11

Question 12



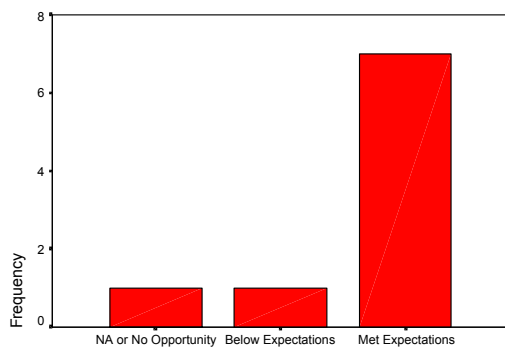
Question 12

Question 13



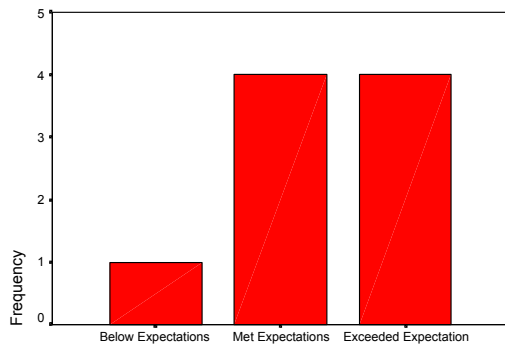
Question 13

Question 14



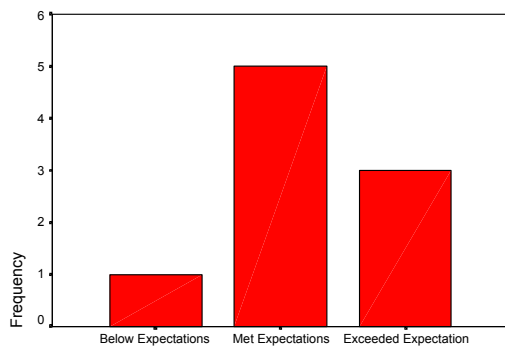
Question 14

Question 15



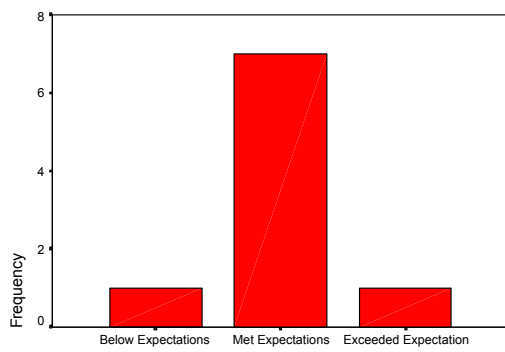
Question 15

Question 16



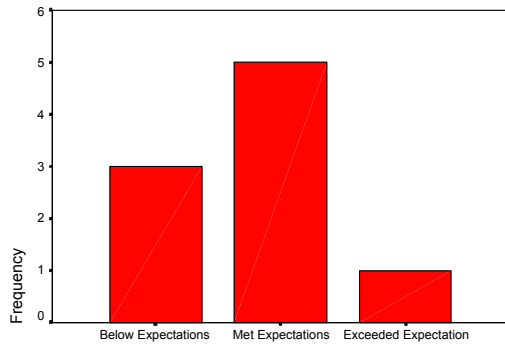
Question 16

Question 17



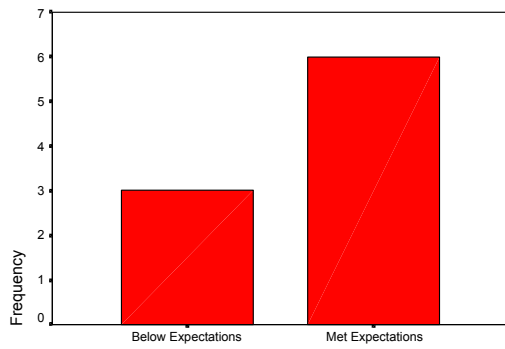
Question 17

Question 18



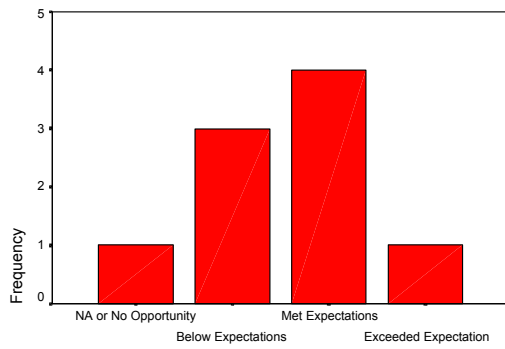
Question 18

Question 19

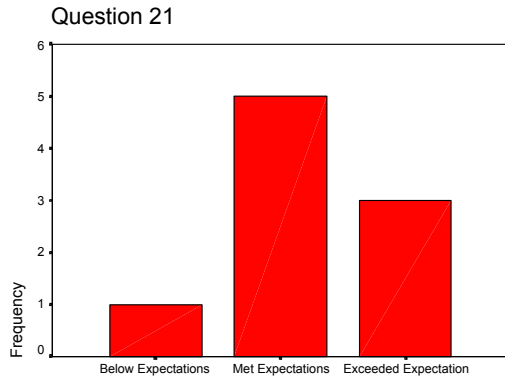


Question 19

Question 20



Question 20



Question 21

Descriptives

Descriptive Statistics

		Subject	Question	Answer	Valid N (listwise)
N	Statistic	189	189	189	189
Range	Statistic	8	20	4	
Minimum	Statistic	1	1	1	
Maximum	Statistic	9	21	5	
Sum	Statistic	945	2079	770	
Mean	Statistic	5.00	11.00	4.07	
	Std. Error	.19	.44	5.33E-02	
Std. Deviation	Statistic	2.59	6.07	.73	
Variance	Statistic	6.702	36.862	.537	

Frequencies

Statistics

		Subject	Question	Answer
N	Valid	189	189	189
	Missing	1	1	1
Mean		5.00	11.00	4.07
Std. Error of Mean		.19	.44	5.33E-02
Median		5.00	11.00	4.00
Mode		1 ^a	1 ^a	4
Std. Deviation		2.59	6.07	.73
Variance		6.70	36.86	.54
Range		8	20	4
Minimum		1	1	1
Maximum		9	21	5
Sum		945	2079	770

a. Multiple modes exist. The smallest value is shown

Frequency Table

Subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	11.1	11.1	11.1
	2	21	11.1	11.1	22.2
	3	21	11.1	11.1	33.3
	4	21	11.1	11.1	44.4
	5	21	11.1	11.1	55.6
	6	21	11.1	11.1	66.7
	7	21	11.1	11.1	77.8
	8	21	11.1	11.1	88.9
	9	21	11.1	11.1	100.0
	Total	189	99.5	100.0	
Missing	System	1	.5		
Total		190	100.0		

Question

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Question 1	9	4.7	4.8	4.8
	Question 2	9	4.7	4.8	9.5
	Question 3	9	4.7	4.8	14.3
	Question 4	9	4.7	4.8	19.0
	Question 5	9	4.7	4.8	23.8
	Question 6	9	4.7	4.8	28.6
	Question 7	9	4.7	4.8	33.3
	Question 8	9	4.7	4.8	38.1
	Question 9	9	4.7	4.8	42.9
	Question 10	9	4.7	4.8	47.6
	Question 11	9	4.7	4.8	52.4
	Question 12	9	4.7	4.8	57.1
	Question 13	9	4.7	4.8	61.9
	Question 14	9	4.7	4.8	66.7
	Question 15	9	4.7	4.8	71.4
	Question 16	9	4.7	4.8	76.2
	Question 17	9	4.7	4.8	81.0
	Question 18	9	4.7	4.8	85.7
	Question 19	9	4.7	4.8	90.5
	Question 20	9	4.7	4.8	95.2
	Question 21	9	4.7	4.8	100.0
Total		189	99.5	100.0	
Missing	System	1	.5		
Total		190	100.0		

Answer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NA or No Opportunity	2	1.1	1.1	1.1
	Failed to Meet Criteria	1	.5	.5	1.6
	Below Expectation	29	15.3	15.3	16.9
	Met Expectations	106	55.8	56.1	73.0
	Exceeded Expectations	51	26.8	27.0	100.0
	Total	189	99.5	100.0	
Missing	System	1	.5		
Total		190	100.0		

Bar Chart



Answer

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Question * Answer	189	99.5%	1	.5%	190	100.0%

Question * Answer Crosstabulation

Count		Answer					Total
		NA or No Opportunity	Failed to Meet Criteria	Below Expectation	Met Expectations	Exceeded Expectations	
Question	Question 1				6	3	9
	Question 2				6	3	9
	Question 3				4	5	9
	Question 4			2	2	5	9
	Question 5			2	5	2	9
	Question 6			2	5	2	9
	Question 7				6	3	9
	Question 8				5	4	9
	Question 9				4	5	9
	Question 10				4	5	9
	Question 11		1	1	6	1	9
	Question 12			2	7		9
	Question 13			6	3		9
	Question 14	1		1	7		9
	Question 15			1	4	4	9
	Question 16			1	5	3	9
	Question 17			1	7	1	9
	Question 18			3	5	1	9
	Question 19			3	6		9
	Question 20	1		3	4	1	9
	Question 21			1	5	3	9
Total		2	1	29	106	51	189

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	105.300 ^a	80	.031
Likelihood Ratio	91.103	80	.186
Linear-by-Linear Association	13.482	1	.000
N of Valid Cases	189		

a. 84 cells (80.0%) have expected count less than 5. The minimum expected count is .05.

Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig. ^c
Interval by Interval Pearson's R	-.268	.062	-3.801	.000 ^c
Ordinal by Ordinal Spearman Correlation	-.267	.067	-3.787	.000 ^c
N of Valid Cases	189			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Question	11.00	6.07	189
Answer	4.07	.73	189

Correlations

		Question	Answer
Question	Pearson Correlation	1.000	-.268**
	Sig. (2-tailed)	.	.000
	Sum of Squares and Cross-products	6930.000	-224.000
	Covariance	36.862	-1.191
	N	189	189
Answer	Pearson Correlation	-.268**	1.000
	Sig. (2-tailed)	.000	.
	Sum of Squares and Cross-products	-224.000	100.963
	Covariance	-1.191	.537
	N	189	189

** . Correlation is significant at the 0.01 level (2-tailed).