

ANNUAL PROGRAM REPORT ISBE HOME LOGOUT
Annual Program Report Program Information
SESSION TIMEOUT 118:53
RCDT: 65108536551 Name: National Louis University

Institution: NATIONAL-LOUIS UNIVERSITY

Academic Year: 2015 - 2016
Program: School Psychologist

-- PROGRAM INFORMATION --

 This program has no (0) enrollment.

Program Overall Structure

1 - Provide a link to the course of study for this program, and indicate where this particular information may be found. Please include required fieldwork hours, clinical experience hours and student teaching hours tied to specific coursework within the course of study. (5000 character max)

Link to graduate program course catalog page:

<http://nl.smartcatalogiq.com/2015-2016-final/undergraduate-and-graduate-catalog/national-college-of-education/national-college-of-educationgraduate/educational-psychology-med-precertification><http://nl.smartcatalogiq.com/2015-2016-final/undergraduate-and-graduate-catalog/national-college-of-education/national-college-of-educationgraduate/school-psychology-eds><http://nl.smartcatalogiq.com/2015-2016-final/undergraduate-and-graduate-catalog/national-college-of-education/national-college-of-educationdoctoral-degrees/school-psychology-edd>

Link to course sequence for both programs

<http://www.nl.edu/colleges/nationalcollegeofeducation/ncecandidateperformance/coursesofstudy/>

2 - Provide information concerning the edTPA: Describe the program changes that have been implemented using edTPA data. (5000 character max)

N/A

3 - Describe how program faculty review assessment data throughout the program (content knowledge, pedagogical knowledge [specifically, instructional planning and candidate impact on student growth], clinical experience (this may include fieldwork and student teaching and dispositions). (5000 character max)

NCE requires all of its programs to report, review, and use the data formatively on annual basis. Program signature assessments include: content knowledge, of research-based assessment, instructional and social-emotional/behavioral intervention practices, including curriculum aligned to the standards of the National Association of School Psychologists and the Illinois Board of Education as well as field-based practices related to this knowledge base and professional behavior and dispositions.

Review of the data occurs throughout the academic year, at the end of each quarter and cumulatively at the academic year. Faculty view and analyze the aggregated data from signature assessments completed by their candidates and their Year 1, 2 and 3 field supervisors. Individual student and cohort evaluations are made from a developmental scaling perspective where candidates are expected to show year-to-year gains.

Additionally, data collected at transition points in the program are reviewed by faculty. Transition points refer to the benchmark experiences in the program where signature assessments are implemented (beginning of program, middle of program and end of program). Reviewing assessment data at these transition points allows program faculty the opportunity to determine candidate outcomes related to performance and ongoing development toward the overarching goal of becoming an effective professional and their impact on PK-12 learning. Discussion and goal setting take place for setting up a plan for improving curriculum, instructional strategies, assignments, assessments and rubrics as well as program development as a means for assisting candidates in their continued development and growth as educators.

In the autumn of the academic year, all NCE programs submit their annual program assessment reports to the NCE Assessment Committee that is comprised of faculty from across the college who are trained in assessment practices. This committee reviews program assessment reports using a rubric that is designed to provide feedback to faculty in each program. Program faculty review the feedback and use it to assist in further refinement of signature assessments and data analysis.

4 - Provide an update of program changes from the previous academic year: which program changes, if any, were made/approved during the reporting period. (5000 character max)

The course sequence and numbering system had not been updated in more than a decade. The minor changes in course numbers clarify the program's required course sequence, and the change in prefix from EPS to SPY was made to more clearly differentiate School Psychology courses from other NLU courses (Educational Psychology/EPS) that had created confusion for some students.

Curricular changes were in three areas:

1. Consultation
2. Social emotional learning and behavior support
3. Home-school collaboration

Delivery Mode:

- Traditional (face-to-face)
 Online (50% or more of program is offered online)
 Alternative Route

Please list all locations where the program was offered between 09/01/2015 and 08/31/2016

Location
Chicago

Partnerships, if applicable

Name of Contracted Entity
N/A

-- CANDIDATE INFORMATION --

Number of candidates admitted to educator preparation program and enrolled between 09/01/2015 and 08/31/2016.

	Traditional	Online	Alternative
Number of candidates	62		

Number of candidates who completed the program between 09/01/2015 and 08/31/2016.

	Traditional	Online	Alternative
Number of candidates	18		

-- FACULTY INFORMATION --

Program Faculty: Faculty who teach professional education courses and all content faculty who teach methods courses.

Do not include the faculty who teach pre-requisites for major/minor/general ed courses.

	Faculty Name	Highest Degree	What Field
Select	Abigail Larrison	Ed. D.	Educational Leadership
Select	Jennifer Cooper	Ph. D.	School Psychology

Select	Lisa Snow	Ed. S.	School Psychology
Select	Madi Phillips	Ph. D.	School Psychology
Select	Mark Shinn	Ph. D.	School/Educational Psychology
Select	Monika Neale	Ed. D.	School Psychology
Select	Shani Beth-Halachmy	Ph. D.	School/Educational Psychology

Total Number of Program Faculty: 7

	Number of FT	Number of PT	Number of Adjunct
Doctorate	4	0	2
Masters	0	0	1
Bachelors	0	0	0

Number of faculty members teaching content for this program. 7

-- TESTS --

New program therefore there is no data.

Data must be provided for the content test and APT, with the exception of the APT for advanced programs where a candidate already holds a license. However, data on individuals who received a subsequent endorsement, based upon completing an approved program, must be reported.

State Tests

Program Content-Area Test:

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional			Online			Alternative		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Total Test	279	264	260						
Average Sub scores									
1. Average Score Subtest 1	253	261	262						
2. Average Score Subtest 2	236	260	259						
3. Average Score Subtest 3	279	269	258						
4.									
5.									
6.									
7.									
8.									

Number of candidates who took: 15
 Number of candidates who passed: 15 Pass Rate (%): 100

Number of candidates who did not pass on the first try: 1

Assessment of Professional Teaching (APT 188 - New test beginning September 2014):

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional		Online			Alternative	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	
Total Test							
Average Sub scores							
1. Foundations, Characteristics, and Assessment							
2. Planning and Delivering Instruction							
3. Managing the Learning Environment							
4. Collaboration, Communication, and Professionalism							
5. Language Arts							

Number of candidates who took:
 Number of candidates who passed: Pass Rate (%):

Number of candidates who did not pass on the first try:

-- RESULTS--

For each pass rate below 80% or sub-score below 240, please provide a discussion of your plan.

All test scores entered were above 240 or 80%, resulting in no further action required.

Cancel

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