

*University of Wisconsin – River Falls
School Psychology Program – M.S.E. degree
Program Assessment Report*

2018

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I. INTRODUCTION TO THE PROGRAM

It is important to start by indicating clearly that the School Psychology Program at UWRF is ONE program with TWO degrees. This Assessment Plan addresses the M.S.E. degree (35 credits), which is earned after the first two years of our four year program. A separate Assessment plan will address the Ed.S. Degree (31 additional credits) which is earned after the fourth year of training. Graduates cannot become licensed school psychologists until completing both degrees (66 total graduate credits). In summary, we are ONE program with two degrees earned as students progress through to program completion.

The School Psychology Program and department are part of the College of Education and Professional Studies. The program is dedicated to providing students with professional, specialist-level training (66 total graduate credits), while providing schools with high quality school psychologists. To that end, the school psychology program conducts ongoing evaluations of student progress and learning outcomes. The evaluation process begins at the time of application and continues each year until program completion (typically four years). Additionally, the program surveys graduates to assess the quality of training, and to determine appropriate areas of emphasis within training. The program uses assessment data to provide feedback to students, to monitor program effectiveness, and to make changes to the program, as needed. The program is committed to educating professional school psychologists with comprehensive knowledge and skills, particularly in the areas of collaboration, data-based decision-making and culturally responsive practice.

Department Mission & Vision

Vision: All children and youth thrive in school, at home, and throughout life.

Mission: The UWRF School Psychology Program prepares the next generation of school psychologists to address the academic, social, emotional, behavioral, and mental health needs of children and youth in accordance with the *NASP Standards for Graduate Preparation of School Psychologists*, the *Wisconsin DPI Pupil Services Domains*, and through the promotion of the *NASP Model for Comprehensive and Integrated School Psychological Services*.

Program Core Values

Advocacy: UWRF SPSY engages in actions and activities that seek to influence positively outcomes directly affecting the profession and the children, youth, families, and schools served.

Collaborative Relationships: UWRF SPSY partners with faculty, staff, practitioners, cooperating professionals, key stakeholders, and others to develop and achieve shared goals.

Continuous Improvement: UWRF SPSY sets challenging objectives and measures the effectiveness of organizational processes and professional practices.

Integrity: UWRF SPSY understands and honors individual, cultural, and other contextual differences in our own interactions and as they shape the development of program candidates.

Social Justice: UWRF SPSY promotes and enacts social justice throughout the program, the profession, practicum and internship experiences, and on the job.

Student-Centered: UWRF SPSY strategically selects goals and activities focused on the needs of program candidates, the profession, and the children, youth, and families we serve.

Program Strategic Goals

Through regular discussion, reflection, and long-range planning, the school psychology program has set the following strategic goals: (a) Address critical shortages in school psychology including but not limited to increasing the number of graduates from underrepresented groups in society and in the profession, (b) Develop leadership skills and qualities of school psychologists, (c) Advance the role of school psychologists as qualified behavioral and mental health specialists, (d) Advance the recognition and implementation of the NASP Practice Model, and (e) Prepare school psychologists who actively promote and enact social justice in their own work and through advocacy with key stakeholders.

II. ASSESSMENT ACTIVITIES IN THE REPORT CYCLE

External Accreditation

The UWRP School Psychology Program is Nationally Accredited by the National Association of School Psychologists (NASP). In July 2013, the program was re-evaluated by NASP and received FULL NASP re-approval for the longest period offered (7 years, until the year 2020). As such, graduates of our program are considered graduates of a program offering the strongest level of training possible. They are eligible for licensure in Wisconsin, Minnesota, and most other jurisdictions. All graduates are eligible for the National Certified School Psychologist (NCSP) designation. As of October 2018, the program faculty is preparing for a resubmission for accreditation in March, 2020.

Program Learning Outcomes

The following specific learning outcomes have been developed to ensure a program of study aligned with the program's mission, vision, core values, and strategic goals. The learning outcomes of the UWRP school psychology M.S.E. degree reflect the domains required of all programs approved by NASP and the Wisconsin Department of Public Instruction (DPI), with added emphasis on student collaboration and culturally responsive skill building. Each outcome is measured by an instrument included in the program's Candidate Assessment System. The Candidate Assessment System is a set of evaluation forms or rubrics developed by the school psychology program faculty, and available to students on the program web page and in the student program policies and procedures handbook.

The following specific learning outcomes have been evaluated for five or more years (with sub-outcomes and measurement tools noted). In order to clearly make the link between the assessment tools being used and the learning outcomes stated, **the specific assessment tool is highlighted, in red and parentheses**, following each learning outcome objective. As well, it should be noted that the program Exit Survey includes items that assess each of the learning outcomes.

1. Graduates will be able to demonstrate culturally responsive competencies. (*LINKED TO UWRP STRATEGIC GOAL – Global Education & Engagement*)
 - Objective A: Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of diversity and socially just practices (*Approved 2nd – Year Portfolio Assessment Rubric*).
 - Objective B: Graduates will be able to demonstrate emerging skills and

characteristics related to diversity and socially just practices, as perceived by faculty ratings (*Passed Readiness for Practicum Evaluation*)

2. Graduates will be able to collaborate successfully and problem-solve with those with whom they interact in the field (e.g., parents, supervisors, other practicing educators). (*LINKED TO UWRF STRATEGIC GOAL – Innovations & Partnerships*)
 - Objective A: Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of collaboration (*Approved 2nd – Year Portfolio Assessment Rubric*).
 - Objective B: Graduates will be able to demonstrate emerging skills and characteristics related to collaboration, as perceived by faculty ratings (*Passed Readiness for Practicum Evaluation*)

3. Graduates will be able to demonstrate a positive impact on the students, parents, teachers, and/or others who are served. (*LINKED TO UWRF STRATEGIC GOAL – Distinctive Academic Excellence*)
 - Objective A: Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of emerging positive impact on others (*Approved 2nd – Year Portfolio Assessment Rubric*).
 - Objective B: Graduates will be able to demonstrate emerging skills and characteristics related to assisting others' positive growth, as perceived by faculty ratings (*Passed Readiness for Practicum Evaluation*)

4. Graduates will be able to demonstrate a broad foundation of knowledge and skills that are aligned with the training domains of the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI). (*LINKED TO UWRF STRATEGIC GOAL – Distinctive Academic Excellence*)
 - Objective A: Graduates will be able to show evidence of emerging knowledge/skills across multiple school psychology graduate education domains covered during the M.S.E. degree (*Approved 2nd – Year Portfolio Assessment Rubric*).
 - Objective B: Graduates will be able to demonstrate foundational school psychology skills, as perceived by faculty ratings (*Passed Readiness for Practicum Evaluation*)

Specific Courses for all Learning Outcomes & Course Map Visuals

The specific M.S.E. program learning outcomes are supported across all M.S.E. courses. See Table 1 for a matrix of outcomes, courses, level of learning, knowledge/skills, and assessment measure/timing.
















Table 1. UWRf School Psychology M.S.E. Learning Outcome by Course Matrix

Learning Outcome	Primary Course(s) where Outcome Addressed	Level of Learning	Specific Knowledge/Skills Addressed (NASP)	Assessment Measures (Artifacts) &
LEARNING OUTCOME 1: Graduates will demonstrate culturally responsive competencies.				
Objective A – Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of diversity and socially just practices	SPSY 701 SPSY 651 COUN 612 SPED 530	Foundational knowledge	Diversity in Development & Learning (NASP #8)	<i>2nd Year Portfolio Assessment Rubric – Spring of Year 2, Formally part of SPSY 747; See Appendix A</i>
Objective B – Graduates will be able to demonstrate emerging skills and characteristics related to diversity and socially just practices, as perceived by faculty ratings	SPSY 701 SPSY 651 COUN 612 SPED 530	Foundational knowledge	Diversity in Development & Learning (NASP #8)	<i>Readiness for Practicum Evaluation – Spring of Year 2, Formally part of SPSY 747; See Appendix B</i>
LEARNING OUTCOME 2: Graduates will be able to collaborate successfully and problem-solve.				
Objective A – Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of collaboration	SPSY 620 SPSY 745 SPSY 795 SPSY 747	Developing skills	School-wide practices to promote learning (NASP #5); Data-based Decision Making (NASP #1); Research & Program	<i>2nd Year Portfolio Assessment Rubric – Spring of Year 2, Formally part of SPSY 747; See Appendix A</i>
Objective B – Graduates will be able to demonstrate emerging skills and characteristics related to collaboration, as perceived by faculty ratings	SPSY 620 SPSY 745 SPSY 795 SPSY 747	Developing skills	School-wide practices to promote learning (NASP #5); Data-based Decision Making (NASP #1); Research & Program	<i>Readiness for Practicum Evaluation – Spring of Year 2, Formally part of SPSY 747; See Appendix B</i>
LEARNING OUTCOME 3: Graduates will be able to demonstrate a positive impact on others.				
Objective A – Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of emerging positive impact on others	SPSY 622 COUN 789 COUN 732 SPSY 746	Developing skills	Data-based Decision Making (NASP #1); Interventions & Mental-Health Services (NASP #4); Prevention & Responsive	<i>2nd Year Portfolio Assessment Rubric – Spring of Year 2, Formally part of SPSY 747; See Appendix A</i>

Objective B – Graduates will be able to demonstrate emerging skills and characteristics related to assisting others’ positive growth, as perceived by faculty ratings	SPSY 622 COUN 789 COUN 732 SPSY 746	Developing skills	Data-based Decision Making (NASP #1); Interventions & Mental-Health Services (NASP #4); Prevention & Responsive Services (NASP #6)	<i>Readiness for Practicum Evaluation – Spring of Year 2, Formally part of SPSY 747; See Appendix B</i>
LEARNING OUTCOME 4: Grads will be able to demonstrate a broad foundation of knowledge/skills aligned with NASP.				
Objective A – Graduates will be able to show evidence of emerging knowledge/skills across multiple school psychology graduate education domains covered during the M.S.E. degree	All M.S.E. courses – <i>See Table 2</i>	Foundational Knowledge & Developing Skills (needed prior to practicum during the Ed.S. degree)	All NASP graduation education domains (NASP #1 to NASP #10)	<i>2nd Year Portfolio Assessment Rubric – Spring of Year 2, Formally part of SPSY 747; See Appendix A</i>
Objective B – Graduates will be able to demonstrate foundational school psychology skills, as perceived by faculty ratings	All M.S.E. courses – <i>See Table 2</i>	Foundational Knowledge & Developing Skills (needed prior to practicum during the Ed.S. degree)	All NASP graduation education domains (NASP #1 to NASP #10)	<i>Readiness for Practicum Evaluation – Spring of Year 2, Formally part of SPSY 747; See Appendix B</i>
M.S.E. Student Exit Survey	NA	Foundational Knowledge & Developing Skills (needed prior to practicum during the Ed.S. degree)	Measures All Learning Outcomes and All NASP graduation education domains (NASP #1 to NASP #10)	<i>End of M.S.E. Completion (May/June of graduation year)</i>

Additionally, every course in the UWRF M.S.E. Program is connected to at least one graduate education training domain required by the National Association of School Psychologists (NASP), the overseer of school psychology program accreditation. Specific assignment artifacts are collected in those classes to help measure those specific graduate education domains. See Table 2.

Table 2. MATRIX for UW-RF M.S.E. COURSES by NASP DOMAINS

	 = This course is a significant indicator of the NASP graduate education domain checked.										Credits
	1. Data Based Decision-Making	2. Consultation and Collaboration	3. Interventions and instruction support to develop academic skills	4. Interventions and mental health services to develop social and life skills	5. School-wide practices to promote learning	6. Preventive and responsive services	7. Family-school collaboration services	8. Diversity in Development and learning	9. Research and program evaluation	10. Legal, ethical, and professional services	
SPSY 701: Intro to School Psychology											3
SPSY 620: Intro to MTSS											3
SPSY 651 Diversity, Social and Cultural											3
SPSY 622: Emotional / Behavioral											3
COUN 612: Lifespan Human Dev.											3
SPED 530: Exceptional Child											3
COUN 789: Counseling Skills											2
SPSY 745: Psycho-Ed Apprais/Interv. I											3
SPSY 795: Research & Program Evaluation											3
SPSY 747: Mental Health Issues											3
COUN 732 Group Counseling											3
SPSY 746: Psychoed Apprais/Interv. II											3
											35

Engagement with Internal Stakeholders

Data results are communicated to faculty, current students, alumni and, annually, to the program's advisory council. All assessment results are saved internally on the network password-protected T: drive. Additional electronic posting of data results, national accreditation review results, and program accomplishments is done through the program webpage and/or Facebook page. The program bulletin board in the Wyman Education Building is also used to communicate this information.

Engagement with External Stakeholders

The school psychology program is committed to providing training that is aligned with the ten domains of education and practice and the practice model of the National Association of School Psychologists (NASP). Additionally, the pupil services standards developed by the Wisconsin Department of Public Instruction (DPI) are integrated into the program curriculum and expectations. In order to measure candidate knowledge and competency development, data are collected through multiple methods at multiple points in the training program. Candidates meet

with their advisors each semester to discuss progress. The program faculty utilizes the data to assist students with program progress and to make program modifications, as needed.

Assessment Activities Related to Out-of-Classroom Activities

Many out-of-classroom experiences are available to UWRF School Psychology Program students. Most importantly, extensive data are collected and analyzed related to student progress during the 3rd year Practicum experience and the 4th year Internship experience. However, please note, those experiences are part of the Ed.S. Degree portion of the program (Only years 3 & 4 of our four-year program). They are not included in the M.S.E. degree. The reader is encouraged to see the Assessment Review Report for the Ed.S. Degree for more details.

Several other out-of-classroom opportunities are available for all program students. Each year the program chooses student leaders who work with the National Association of School Psychologists (NASP), the Wisconsin School Psychologists Association (WSPA), and the Minnesota School Psychologists Association (MSPA). Over the last eight years, the program student group (Sigma Psi Tau) and UWRF have hosted several nationally known scholars in our field (e.g., Steve Brock, Melissa Reeves, Susan Jacob, Lisa Kelly-Vance) as well as many presidents of the National Association of School Psychologists (Rhonda Armistead, Gene Cash, Patti Harrison, Phil Lazarus, Amy Smith, Sally Baas, Melissa Reeves, John Kelly). Interaction with such scholars adds to the learning of current students, alumni and other educators invited from our community. Numerous other opportunities for leadership are open to all students (e.g., graduate assistantships, program open house assistants, faculty grant collaborators, cohort representatives). The faculty oversees those roles, monitoring students and providing feedback as needed.

Changes in Learning Outcomes, Assessment, and Curriculum

Over the last three years, all stated learning outcomes in the program have stayed the same. They are viewed as appropriate and reflective of the required national and state standards. As well, the assessment system and curriculum have remained consistent.

Overall, the entire program (the M.S.E. and the Ed.S. together) moved from 65 to 66 credits. Related to the course changes, one of the eight critical assessments (see Table 2) will change in cohorts moving forward. The Directed Research Final Manuscript Rubric will be called the Program Evaluation Project Appraisal. See below for an overview of the specific course changes, all approved in Spring 2015.

Changes in how Learning Outcomes Connect with UWRF Strategic Goals

The school psychology program and its learning outcomes are aligned with the strategic goals of UW-River Falls. The following statements indicate those connections and include specific data results from the last three years. No significant changes have occurred in the link between program learning outcomes and UWRF strategic goals.

Distinctive Academic Excellence. School psychology program students have passed the 2nd Year Portfolio Requirement 100% of the time over the last three years [LO4, Objective A], providing a pathway for all of those students to move into the 3rd Year practicum experience (and to begin the Ed.S. Program). Students have secured portfolio ratings of 100% on this standardized

portfolio structure over the three-year period. See Appendix A for a copy of the Portfolio Rubric. Additionally, each M.S.E. candidate is evaluated on a Readiness for Practicum Rubric. While M.S.E. candidates have been rated in varied ways, across the multiple items, ultimately 100% over candidates over the last three years have been rated as ready to begin practicum. Together, the portfolio rating and the readiness for practicum form reflect UWRF M.S.E. students' strong academic progress.

Global Education and Engagement. The School Psychology program has connected with the UWS Scotland campus in Dalkeith. The program's required Crisis Prevention and Intervention course (SPSY 722) was taught there in the summer of 2015 and the summer of 2018. The experience in Scotland provided participating program students an opportunity to gain additional perspectives about the diverse mental health and academic achievement of young people [LO1]. Additionally, the current program student body and faculty have become increasingly diverse in background, culture, age, and experience (with recognition that this must remain an important goal requiring continuous improvement).

Innovation and Partnerships. Many unique experiences and partnerships are available to UWRF School Psychology Program students. Each year, the program has student leaders working with the National Association of School Psychologists (NASP), the Wisconsin School Psychologists Association (WSPA), and the Minnesota School Psychologists Association (MSPA). Over the last eight years, the program student group (Sigma Psi Tau) has hosted several nationally known scholars in our field (e.g., Steve Brock, Melissa Reeves, Susan Jacob) as well as many presidents of the National Association of School Psychologists (Rhonda Armistead, Gene Cash, Patti Harrison, Phil Lazarus, Amy Smith, Sally Baas). Interaction with such scholars adds to the learning of current students, alumni and other educators invited from our community. The program partners with numerous field-based practicum and internship supervisors working in a full range of schools across western Wisconsin and eastern Minnesota, where extensive student collaborative problem-solving is expected [LO2].

Status of Action Plans Identified in Previous Assessment Report

At the time of the previous Assessment Report (2015), several action steps were developed and addressed. Those action steps are noted below, along with comments on action progress.

1. Program publicizing, marketing, and recruitment. Increased emphasis on recruitment and retention of a more diverse pool of students.

PROGRESS: The program has made this action step a strong priority over the last three years. Most importantly, the program created a new scholarship for diverse and underrepresented graduate students (the Stovall Scholarship). That scholarship will begin being given in 2019. Additionally, the program sought out and secured and updated promotional video, continued holding prospective student Open House events (2x a year), and increased communication with campus visits with prospective students. On average, over 100 prospective students communicate with the program director each year. The number of applicants, overall, has increased to an average of 60 applicants per year (with the goal of adding 12 new students from that applicant pool). The average of 60 over the last three years, and the 80 applications in 2018 were record highs for the program. The incoming 2018 cohort included 6/16 students (38% of the cohort)

identifying as having diverse cultural characteristics (e.g., racial or ethnic, sexual orientation, etc.).

2. Curriculum. Emphasis on progressive curriculum must continue.

PROGRESS: No new classes have been developed over the last three years. However, The hiring of Dr. Anne Zaslofsky in 2018 is viewed as a vital step in the history of our program. Previously, our program as lacked progressive curricula and experience related to academic achievement assessment and intervention. Dr. Zaslofsky will bring those skills to the table for our students. Additionally, the SPSY 722 School Crisis course has been earmarked for a transition to a more comprehensive course (from 1-credit to 2-credits). Additionally, many improvements to existing courses have been put into place. For example, the practicum experience (SPSY 771/772) now includes two new partnerships with area school districts in which the practicum students and the three core faculty members lead a school-wide mental health screening and intervention process. That new experience began in the 2017-18 academic year and is again in place for 2018-19.

3. Increase diversity awareness in program documentation, materials, application, etc. (e.g., recognition of transgender applicants in terminology used)

PROGRESS: One clear change has been the initiation and implementation of a new “Chosen Name & Pronoun” survey of current students. Twice annually, current students in the program are contacted with a request for their chose name and pronouns. This process allows the faculty to show respect for students who are or may be gender-diverse. In the fall of 2018, the faculty made plans to contact admissions about language used in the program application, developed by the UW system, with the goal of ensuring more inclusive language for demographic characteristics requested on the application. This work is considered in-progress.

4. Improve/increase the role of the advisory council

PROGRESS: The advisory council was re-introduced in the Fall of 2017. Through the leadership of faculty member, Dr. Todd Savage, the council was developed, formalized, and met twice during the 2017-18 academic year. As of the Fall of 2018, the council consists of about 20 alumni, current students, current faculty members, field-based supervisors, and other friends of the program. One major goal of the council was to increase the number of scholarships available to current students. That goal has already seen progress (See Action Step 1 – the Stovall Scholarship).

5. More consistent use of the employer survey and alumni survey.

PROGRESS: A new employer survey developed and has been used annually, in 2016-2017-2018. The survey is sent to all Ed.S. graduate, two years after their graduation. The data have been used as indirect data supporting the progress of our students. Alumni surveys have not been used during this time. The program has set a goal to add the alumni survey during the 2018-19 academic year.

6. Technology in the Curriculum. The program should consider the role of improved technology in delivering the curriculum.

PROGRESS: The program purchased 10 new iPads in the summer of 2018, and has a goal to add four more annually for the foreseeable future. The program director became a Canvas mentor and early adopter of Canvas in 2018. The program has had conversations with other departments on campus about the possibility of developing a distance education classroom at the Hudson Center. All of these advancements have been added in attempt to meet the changing needs of students, including recruiting and securing students at an increased distance from River Falls and Hudson.

7. Involve students in field experiences earlier in the program

The current structure of our program makes this goal challenging. However, the program has added new experiences to the practicum over the last two years. For example, the practicum experience (SPSY 771/772) now includes two new partnerships with area school districts in which the practicum students and the three core faculty members lead a school-wide mental health screening and intervention process. That new experience began in the 2017-18 academic year and is again in place for 2018-19.

III. ASSESSMENT ACTIVITY RESULTS

UWRF M.S.E. school psychology students have been assessed comprehensively through the collection of data from multiple sources.

Direct Assessment Results

Portfolio Assessment Rubric. In the spring of the 2nd year, a university-based intern supervisor (faculty member), evaluates the intern's electronic portfolio, completed during the spring of the internship year using the Portfolio Assessment Rubric (See Appendix A). The portfolio includes artifacts that demonstrate skill in all NASP and Wisconsin DPI standards. The 2nd Year Students must meet a passing threshold score of 20/40 or greater (50 %+). This "lower" level passing rate was set because the program is "in-progress" at the point of the M.S.E. Student cannot have a complete portfolio because they've only finished 35/66 total program credits at this point. The data included here represent ratings from intern portfolios from the last three intern cohorts (2016, 2017, 2018).

As well, please note, the portfolio rubric because standardized since 2015. There is now less room for ratings of the portfolio. Content is either included properly or it is not. In order to proceed in the program, the required content must be included. As such, all students between 2015-2018 earned the exact passing score of 20/40 points on the rubric. This analysis involved cohort groups for spring 2016 ($n = 11$ students), spring 2017 ($n = 12$ students), and spring 2018 ($n = 15$ students). Given data collected from three years of 2nd Year Students, there is strong evidence to reflect strong knowledge and skills within all 10 domains for 38 total M.S.E. graduates.

Readiness for Practicum Rubric. In the spring of 2018, this following process was updated and began being implemented. Annually, at the end of the fall semester, all 2nd Year Students meet with the program director informally to discuss progress. Those students are introduced to the Readiness for Practicum Rubric (See Appendix B) and given informal feedback about their progress at that point. Ideas a shared about what is going well and what may be required to ensure full readiness for practicum, to be evaluated the following spring. In the spring, each

School Psychology Program Faculty member formally evaluates 2nd Year Progress with the Readiness for Practicum Rubric. Through the Spring of 2018, the primary objective was to decide if each 2nd Year student was indeed ready to begin practicum. This decision was made based on the data on the rubric as well as discussion between faculty members in a program meeting. The decision was made as YES or NO. The results of that analysis in 2018 were 100% YES ratings for the 2018 M.S.E. cohort ($n = 15$). Moving forward, in order to identify more specific overall strengths and challenges within cohorts, the program intends to aggregate data from individual items on the Readiness for Practicum Rubric.

Indirect Assessment Results

M.S.E. Student Exit Survey. Data from a consistent annual M.S.E. Exit Survey are summarized here for the 2016-2017-2018 academic years (See Appendix C for the full survey and items). Among many varied questions about program structure and experience, the M.S.E. graduates were asked if they felt prepared in knowledge and skill related to the four learner outcomes noted in this report (culturally responsive practice, collaborative skills, ability to make a positive impact on others, and abilities across the 10 NASP graduate education domains). Please, note, the M.S.E. graduates are only half-way through the entire four-year program (the program = the M.S.E. and the Ed.S. combined). It would be expected their knowledge and skills are still very much developing/emerging.

The analysis of M.S.E. graduates involved exit surveys returned from the 2016 cohort ($n = 9$), in 2017 ($n = 8$), and in 2018 ($n = 13$). When asked about the four learner outcomes, 75% of the responses from across the two cohorts were “agree” or “strongly agree.” These findings suggest that M.S.E. graduates, in general, perceive themselves to have well developed knowledge and skill related to the four broad learner outcomes supported by the program (culturally responsive practice, collaborative skills, ability to make a positive impact on others, and abilities across the 10 NASP graduate education domains). Less than 1% of any of the responses (1 out of 120) suggested any level of disagreement about their ability to meet any of the M.S.E. program’s four Learning Outcomes. See Table 3 for a full summary of the data.

Exit survey data from as many as 36 responders from 2016-2018, reported their perceptions of different modes of delivery, locations, and duration of course. Those results are as follows:

- 18/36 (50%) reported wanting fewer courses on the main campus (i.e., preference for Hudson Center or other options for commuting graduate students)
- 25/36 (69%) reported wanting more courses at the Hudson Center
- 21/26 (58%) reported the amount of on-line/web-based content was “about right for me.” The remaining 42% was a fairly even split of wanting more or wanting less. As such, this is interpreted as the program curriculum being in “delivery zone” that is appropriate for most students.
- 35/36 (97%) reported the timing of courses (time of day and hours) “mostly or very much” met their needs.

There were numerous other Exit Survey questions included. Critical results are reviewed as follows:

- 33/36 (92%) responders reported that the UWRF M.S.E. Degree program either met or exceeded their expectations.

- 33/36 (92%) reported they would apply to UWRF again, if they were applying to a School Psychology Program again.

Employer Survey Data – Employer survey data (two years post-graduation) are intentionally not collected after the M.S.E. degree because students do not go on to work as school psychologists after completing the M.S.E. Rather, most students continue in the overall program (i.e., move into the Ed.S. degree portion of the program). At the point of earning the M.S.E., students have earned a degree, but they have only completed 35 of the 66 total credits needed to complete the overall UWRF School Psychology program. The National Association of School Psychologists (NASP) mandates the specialist degree is the minimum degree required to work as a school psychologist and that programs must have at least 60 total credits. Given this structure, it is believed the Employer Survey is only relevant after candidates complete the Ed.S. program. As such employer survey data are not summarized here. The reader is referred to the Ed.S. program assessment report for an Employer Survey data analysis.

Alumni Survey Data – Alumni survey data (two years post-graduation) are intentionally not collected after the M.S.E. degree because students do not go on to work as school psychologists after completing the M.S.E. Rather, most students continue in the overall program (i.e., move into the Ed.S. degree portion of the program). At the point of earning the M.S.E., students have earned a degree, but they have only completed 35 of the 66 total credits needed to complete the overall UWRF School Psychology program. The National Association of School Psychologists (NASP) mandates the specialist degree is the minimum degree required to work as a school psychologist and that programs must have at least 60 total credits. Given this structure, it is believe the Alumni Survey is only relevant after candidates complete the Ed.S. program. As such Alumni Survey data are not summarized here. The reader is referred to the Ed.S. program assessment report for more information about Alumni Surveys.

TABLE 3. M.S.E. Degree Three-Year Trends – Student Exit Survey Outcomes 2016-2017-2018

OUTCOME	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Disagree Strongly	Total Observations
Graduates will be able to demonstrate culturally responsive competencies	10	15	5	0	0	0	30
Graduates will be able to collaborate successfully and problem-solve with those with whom they interact in the field	9	16	5	0	0	0	30
Graduates will be able to demonstrate a positive impact on the students, parents, teachers, and/or others who are served	7	12	10	0	1	0	30
Graduates will be able to demonstrate a broad foundation of knowledge and skills that are aligned with the training domains of the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI)	8	13	9	0	0	0	30
NUMERICAL & PERCENTAGE RESULTS	34/120 (28.33%)	56/120 (46.66%)	29/120 (24.16%)	0/120 (0%)	1/120 (00.83%)	0/120 (0%)	120 (100.00%)

IV. ACTION PLANS

Where & How Performance is not Meeting Program Expectations

In totality, the data analyzed over the last three years suggest the program is meeting learner outcomes in at least a satisfactory and often a very strong manner. Multiple sources of data, as discussed throughout this report, support that conclusion. Students are learning new knowledge, developing skills, and they are making a positive impact on others during their field experiences. The program's recent national accreditation status through the year 2020 also reflects support of those conclusions.

Actions Needed to Maintain or Improve the Program

Specific needs identified through the M.S.E. assessment tools and the exit survey data include:

- Continue to emphasize progressive content in the program curriculum.
- Continue emphasis on recruitment and retention of a more diverse pool of students
- Continue the role of the advisory council
- Continue the role of technology in the program
- Involve students in field experiences earlier in the program (first two years) (OUT-OF-CLASSROOM LEARNING EXPERIENCES)

Table 4 reflects a summary of actions steps expected for the school psychology program as whole

Actions the Program is Taking to Enhance or Maintain Assessment

NA at this time.

Table 4. Action Plan Summary Table

Program Goal or Action Step	Based on What Assessment Data	Leadership	Timeframe	Date and Plan for Re-evaluation?
Continue to emphasize progressive content in the program curriculum. Meet with the program faculty to conduct a course x content matrix. Address gaps. Submit program and course change documentation to the university.	Exit Survey Feedback; Advisory Council Feedback	Program Director	2018-19 academic year (approval of any agreed upon changes by spring 2019)	Fall 2019
Continued emphasis on recruitment and	Cohort Data; Program	Program Director;	Ongoing; indefinite	Fall 2019

retention of a more diverse pool of students. Devise additional scholarships and other outreach plans	Learning Outcome Data	Advisor Council		
Increase diversity awareness in program documentation, materials, application, etc. (e.g., recognition of transgender applicants in terminology used)	Currently lacking	Todd Savage; Program Director; Department Chair	Fall 2018	Fall 2019
Continue the role of technology in the program (e.g., on-line coursework, integration of iPads in the curriculum, distance learning classroom at Hudson Center). Discussion options within the department and with other department leaders.	Exit Survey Feedback	Program Director; Department Chair	Spring 2019; indefinite	Fall 2019
Involve students in field experiences earlier in the program	Exit Survey Feedback; Readiness indicators	All faculty must explore opportunities in each class	Fall 2019; indefinite	Fall 2019

Appendix A
Portfolio Assessment Rubric

**UNIVERSITY OF
WISCONSIN** **River Falls**
School Psychology Program
Programmatic Portfolio Appraisal Rubric

Candidate Name: _____ Year completed: **2 3 4**

Reviewer: _____ Date: _____

PORTFOLIO EVALUATION CYCLE:

The portfolio will be evaluated at the completion of the master's degree year (2nd), the practicum year (3rd) and the internship year (4th). Portfolios must meet expected passing levels each time. Passing levels vary by year in program, as follows:

	<i>Domain Passing Level</i>	<i>TOTAL portfolio passing level</i>
<i>End of M.S.E., Year 2</i>	50% (2+)	50% (20+)
<i>End of Practicum, Year 3</i>	75% (3+)	75% (30+)
<i>End of Ed.S., Year 4</i>	100% (4)	100% (40)

RATING INSTRUCTIONS:

While passing levels will vary by year in the program, all ratings should be assigned with the expectations of the final intern portfolio in mind. Feedback should then be provided about the development of the current candidate portfolio relative to final portfolio expectations. Each NASP domain includes four total points. The total portfolio includes 40 total points. Reviewer ratings of these NASP domains also reflect perceptions of the Wisconsin DPI Pupil Services Standards, as demonstrated in the portfolio "NASP Domains by DPI Standard Matrix" (see www.uwrf.edu/csp).

EVIDENCE OF EMERGING KNOWLEDGE AND SKILLS:

A standard set of required artifacts must be included in the programmatic portfolio. This set of artifacts reflects evidence (i.e., clear data) of the candidate's *competency* in one or more of the NASP graduate education domains. Additionally, the candidate's reflection statement must also show evidence of emerging knowledge and skills yet recognition of needs for growth. Together, the artifacts and the reflection statement will be used by reviewers to evaluate Domain Knowledge and Emerging Skills, with the system on the following page.

Appendix A (Portfolio Assessment Rubric), continued

PORTFOLIO STATEMENTS RATING SCALE:

Rate the strength of the candidate's knowledge and emerging skills on the following scales.

1: Knowledge and emerging skills are below expectations at this time

2: Adequate knowledge and emerging skill at this time

3: Developed knowledge and emerging skills; nearing final expected levels for a program graduate

4: Proficient knowledge and emerging skills; at expected levels for a program graduate

NASP School Psychology Training Domains	<i>Domain Knowledge and Emerging Skills</i>	<i>Pass or Fail</i>
<i>(NASP #1) Data-based Decision-Making & Accountability</i>	1 2 3 4	
<i>(NASP #2) Consultation and Collaboration</i>	1 2 3 4	
<i>(NASP #3) Interventions & Instructional Support to Develop Academic Skills</i>	1 2 3 4	
<i>(NASP #4) Interventions & Mental Health Services to Develop Social and Life Skills</i>	1 2 3 4	
<i>(NASP #5) School-Wide Practices to Promote Learning</i>	1 2 3 4	
<i>(NASP #6) Preventive & Responsive Services</i>	1 2 3 4	
<i>(NASP #7) Family-School Collaboration Services</i>	1 2 3 4	
<i>(NASP #8) Diversity & Development in Learning</i>	1 2 3 4	
<i>(NASP #9) Research and Program Evaluation</i>	1 2 3 4	
<i>(NASP #10) Legal, Ethical, & Professional Practice</i>	1 2 3 4	
COLUMN TOTAL (40 possible points)		

REVIEWER COMMENTS:

RE: Artifacts:

RE: Reflection Statement:

Portfolio Reviewer Signature

Date

Revised March 2018

Appendix B
Readiness for Practicum Rubric

SCHOOL PSYCHOLOGY PROGRAM
UNIVERSITY OF WISCONSIN-RIVER FALLS
Readiness for Practicum and Ed.S. Program – Faculty Rating

School psychology faculty members and the Counseling & School Psychology Department Chair will each complete this form on behalf of each 2nd year School Psychology student. The results will be used to evaluate program progress and readiness for practicum. In some cases, the faculty may require the candidate to complete a Candidate Growth Plan before or during the practicum experience. In cases where significant improvement is required, a candidate may be denied access to practicum.

	Unacceptable	Needs Some Improvement	Adequate	Above Average	Exceptional	Cannot Rate
Initiative						
Dependability						
Verbal Communication						
Written Communication						
Flexibility/Adaptability						
Cooperation/Collaboration						
Independence						
Emotional Stability						
Leadership						
Organization						
Professional Ethics						
Willingness to work outside personal zone of comfort (i.e., desire to broaden experiences)						
Respect for Diversity						
Responsiveness to Feedback						
In your judgment, is this individual a good candidate for practicum? YES NO						
Recommendations:						
Candidate Name:						
Faculty Signature:			Faculty signature:			
Faculty Signature:			Faculty signature:			

Appendix C

M.S.E. Graduate Exit Survey

Please respond to the following questions with your perceptions of your experience of the UW-River Falls School M.S.E. degree (first two years in the program). It is expected this will take about 5 minutes to complete. Thank you!

- 1) Overall, the UWRF school psychology Master's program
 - Exceeded my expectations
 - Met my expectations
 - Was somewhat below my expectations
 - Was far below my expectations

- 2) Now that I have completed my M.S.E. degree, I feel prepared with a foundation for beginning practicum
 - Very much so
 - Mostly
 - Somewhat
 - Very little

- 3) If I were starting a graduate program in school psychology again I would apply to UWRF.
 - Yes
 - No

- 4) As a whole, the timing of M.S.E. courses met my needs (e.g., time of day, terms offered, part-time course sequence)
 - Very much so
 - Mostly
 - Somewhat
 - Very little

- 5) Regarding class meetings on the main UWRF campus, I would have preferred to:
 - Have more courses there
 - The number of courses there was about right for me
 - Have fewer courses there
 - Have no courses there

6) Regarding class meetings at the Hudson Center, I would have preferred to:

- Have more courses there
- The number of courses there was about right for me
- Have fewer courses there
- Have no courses there

7) Regarding on-line or web-based work associated with program courses, I would have preferred:

- More on-line work
- The amount of on-line work was about right for me
- Less on-line work
- No on-line work

8) As a whole, the M.S.E. courses addressed critical knowledge and skills necessary for practice as a school psychologist

- Almost Always
- Often
- Sometimes
- Never

9) As a whole, the program materials required for M.S.E. courses (e.g., textbooks, journal articles, technology) helped facilitate learning.

- Almost Always
- Often
- Sometimes
- Never

10) Comments about my perceptions of the overall program structure:

11) The library services (e.g., access to needed resources, librarian support) were:

- Very Good
- Good

- Fair
- Poor
-

12) The bookstore services were

- Very good
- Good
- Fair
- Poor

13) The financial assistance support was

- Very good
- Good
- Fair
- Poor
- NA

14) The admissions process was

- Very good
- Good
- Fair
- Poor

15) The career services support was

- Very good
- Good
- Fair
- Poor

16) My experience with parking on the main campus was

- Very good
- Good

- Fair
- Poor

17) Comments on your perceptions of your experiences with non-program university services:

18) I have been encouraged by program faculty members to get involved in professional opportunities beyond the classroom (e.g., leadership activities, conference attendance, school psychology awareness week activities).

- Almost Always
- Often
- Sometimes
- Never

19) As a whole, program faculty members have encouraged and promoted multiple academic and theoretical perspectives

- Almost Always
- Often
- Sometimes
- Never

20) As a whole, program faculty members have encouraged and promoted diversity, inclusion, and social justice in the program

- Almost Always
- Often
- Sometimes
- Never

21) As a whole, program faculty members held high expectations for my overall academic performance.

- Almost Always
- Often
- Sometimes

Never

22) As a whole, program faculty members were prepared for teaching the M.S.E. courses.

Almost Always

Often

Sometimes

Never

23) As a whole, the professional involvement and connectedness of the program faculty members enriched my learning (e.g., with NASP, WSPA, MSPA, MDE, PREPaRE)

Almost Always

Often

Sometimes

Never

24) As a whole, program faculty members treated me with respect.

Almost Always

Often

Sometimes

Never

25) As a whole, program faculty members served as positive role models for program students.

Almost Always

Often

Sometimes

Never

26) As a whole, program faculty members offered useful feedback on my class performance.

Almost Always

- Often
- Sometimes
- Never

27) Comments about my perceptions of my experiences with program faculty members:

The following statements reflect specific program learning outcomes and objectives. Having experienced the M.S.E. program in its entirety, please choose the option that best reflects your preparation.

28) I feel prepared to engage in culturally responsive school psychology practices under supervision during practicum.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

29) I feel prepared to collaborate successfully with a variety of individuals, under supervision, during practicum (e.g., with teachers, administrators, parents, other educators).

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

30) I feel prepared to begin my supervised practicum and engage in skills that contribute to a positive impact on the students, parents, teachers, and others who are served.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

31) As I begin my supervised practicum, I feel prepared to engage in practices aligned with the training domains of the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI).

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

32) Comments about your perceptions of your ability to meet program learning outcomes: