

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

2022

*Report Completed by
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I. INTRODUCTION TO THE PROGRAM

The School Psychology Program at UWRf is *one* program with *two* degrees earned on the way to full program completion. This Assessment Plan addresses the M.S.E. degree portion of the program (34 credits), earned after the first two years of the four year program.

A separate Assessment plan and report address the Ed.S. Degree (32 additional credits), earned after the fourth and final year of the full program. Graduates cannot become licensed school psychologists until completing both degrees (66 total graduate credits).

The Department of Counseling & School Psychology includes the School Psychology Graduate Program and is part of the College of Education and Professional Studies (CEPS) through 2023 (CEBAH starting in summer 2023). The program is dedicated to providing graduate students with professional, specialist-level training, while providing regional schools with high quality school psychologists. The program is committed to providing comprehensive knowledge and skills, particularly in the areas of collaboration, data-based decision-making and culturally responsive practice; all on a foundation of the ten training domains required for fully accredited programs through the National Association of School Psychologists (NASP).

To those ends, 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 to complete the combined M.S.E./Ed.S. degrees). 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.

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 UWRF School Psychology Program is Nationally Accredited by the National Association of School Psychologists (NASP). In the fall of 2020, the program was re-evaluated by NASP and received FULL NASP re-approval for the longest period offered (7 years, until the end of the 2027 calendar year). As such, graduates of our program are considered graduates of a program offering the strongest level of school psychology graduate training possible. They are eligible for licensure in Wisconsin, Minnesota, and most other states. All graduates are eligible for the National Certified School Psychologist (NCSP) designation, making their degrees transportable to many parts of the country and world.

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 UWRF 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 a measure included in the program's Candidate Assessment System. The Candidate Assessment System is a set of evaluation tools developed by the school psychology program faculty, 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 UWRF 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 (**MEASURED BY: *Program Standards Met Checklist***).
 - Objective B: Graduates will be able to demonstrate emerging skills and characteristics related to diversity and socially just practices, as perceived by faculty ratings (**MEASURED BY: *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 (**MEASURED BY: *Program Standards Met Checklist***).
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 - Objective B: Graduates will be able to demonstrate emerging skills and characteristics related to collaboration, as perceived by faculty ratings (**MEASURED BY: *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 (**MEASURED BY: *Program Standards Met Checklist***).
 - Objective B: Graduates will be able to demonstrate emerging skills and characteristics related to assisting others' positive growth, as perceived by faculty ratings (**MEASURED BY: *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 (**MEASURED BY: *Program Standards Met Checklist***).
 - Objective B: Graduates will be able to demonstrate foundational school psychology skills, as perceived by faculty ratings (**MEASURED BY: *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. UWRP School Psychology M.S.E. Learning Outcome by Course Matrix










Learning Outcome	Primary M.S.E. Courses where Outcome Addressed (and associated NASP domain in parentheses)	Level of Learning	Specific Knowledge/Skills Addressed (External Stakeholder = NASP)	Assessment Measures (Artifacts) & Timing
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 651(N8) SPED 530 (N8)	Foundational knowledge	Equitable Practices for Diverse Student Populations (NASP #8)	Program Standards Met Checklist (<i>end of Year 2</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 651(N8) SPED 530 (N8)	Foundational knowledge	Equitable Practices for Diverse Student Populations (NASP #8)	Readiness for Practicum Evaluation (<i>Spring of Year 2</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 744 (N1) SPSY 745 (N1) SPSY 701(N5) SPSY 752(N5) SPSY 795 (N9) SPSY 798 (N9) SPSY 770	Developing skills	Data-based Decision Making (NASP #1); School-wide Practices to Promote Learning (NASP #5); Research & Evidence-Based Practice (NASP #9)	Program Standards Met Checklist (<i>end of Year 2</i>)

<p>Objective B – Graduates will be able to demonstrate emerging skills and characteristics related to collaboration, as perceived by faculty ratings</p>	<p>SPSY 744 (N1) SPSY 745 (N1) SPSY 701(N5) SPSY 752(N5) SPSY 795 (N9) SPSY 798 (N9)</p>	<p>Developing skills</p>	<p>Data-based Decision Making (NASP #1); School-wide Practices to Promote Learning (NASP #5); Research & Evidence-Based Practice (NASP #9)</p>	<p>Readiness for Practicum Evaluation (<i>Spring of Year 2</i>)</p>
<p>LEARNING OUTCOME 3: Graduates will be able to demonstrate a positive impact on others.</p>				
<p>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</p>	<p>SPSY 744 (N1) SPSY 745 (N1) SPSY 622 (N4) SPSY 747 (N4) COUN 732 (N4) SPSY 770 (N6) COUN 790 (N6) SPSY 722 (N6)</p>	<p>Developing skills</p>	<p>Data-based Decision Making (NASP #1); Mental Health & Behavioral Health Services (NASP #4); Services to Promote Safe & Supportive Schools (NASP #6)</p>	<p>Program Standards Met Checklist (<i>end of Year 2</i>)</p>
<p>Objective B – Graduates will be able to demonstrate emerging skills and characteristics related to assisting others’ positive growth, as perceived by faculty ratings</p>	<p>SPSY 744 (N1) SPSY 745 (N1) SPSY 622 (N4) SPSY 747 (N4) COUN 732 (N4) SPSY 770 (N6) COUN 790 (N6) SPSY 722 (N6)</p>	<p>Developing skills</p>	<p>Data-based Decision Making (NASP #1); Mental Health & Behavioral Health Services (NASP #4); Services to Promote Safe & Supportive Schools (NASP #6)</p>	<p>Readiness for Practicum Evaluation (<i>Spring of Year 2</i>)</p>
<p>LEARNING OUTCOME 4: Grads will be able to demonstrate a broad foundation of knowledge/skills aligned with NASP.</p>				
<p>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</p>	<p>All M.S.E. courses – See Table 2</p>	<p>Foundational Knowledge & Developing Skills (needed prior to practicum during the Ed.S. degree)</p>	<p>All NASP graduation education domains (NASP #1 to NASP #10)</p>	<p>Program Standards Met Checklist (<i>end of Year 2</i>)</p>

Objective B – Graduates will be able to demonstrate foundational school psychology skills, as perceived by faculty ratings	All M.S.E. courses – See Table 2	Foundational Knowledge & Developing Skills (needed prior to practicum during the Ed.S. degree)	All NASP graduation education domains (NASP #1 to NASP #10)	Readiness for Practicum Evaluation (<i>Spring of Year 2</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)	End of M.S.E. Completion (May/June of graduation year)

Additionally, nearly every course in the UWRF M.S.E. Program is connected formally to a graduate education training domain required by the National Association of School Psychologists (NASP), the overseer of school psychology program accreditation. The entire program (the M.S.E. + the Ed.S.) is designed to comprehensively meet all of the domains. Specific M.S.E. assignments are assigned and collected in those classes to help measure the specific graduate education domains noted in Table 2. This process is described in more detail in the program’s NASP accreditation materials and Candidate Assessment System.

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

	1. Data Based Decision-Making	2. Consultation and Collaboration	3. Academic Interventions & Instructional Supports	4. Mental Health & Behavioral Health Services & Interventions	5. School-wide practices to promote learning	6. Services to Promote Safe & Supportive Schools	7. Family, School, and Community Collaboration	8. Equitable Practices for Diverse Student Populations	9. Research & Evidence-Based Practice	10. Legal, ethical, and professional practice	Credits
 = This course is a significant indicator of the NASP graduate education domain checked.											
SPSY 701: Intro to School Psychology											3
SPSY 651 Diversity, Social and Cultural											3
SPSY 622: Behavioral Assess & Intervent.											3
SPED 530: Exceptional Child											3
COUN 790: Counseling Micro-Skills											2
SPSY 745: Cognitive Assessment											4
SPSY 795: Research & Program Evaluation											3

SPSY 747: Mental Health Assess. & Interv.				✓			✓					3
COUN 732 Group Counseling				✓								3
SPSY 744: Academic Assess. & Intervent.	✓		✓									3
SPSY 752: Advanced School Interventions			✓		✓							3
SPSY 770: Pre-Practicum							✓					1
TOTAL for M.S.E. degree												34

Engagement with Internal Stakeholders

Data results are communicated to faculty at least 1x annually at a program faculty meeting (evidence noted in program meeting agendas), and more as needed when aggregated outlier data call for increased discussion or the potential need for program growth/change. Additionally, current students, alumni, and the public are kept informed about the program's assessment results in a dedicated [Program Assessment Results area](#) on the program webpage. Finally, for faculty and administrator access, all raw assessment data and reports of aggregated results are saved internally on the network password-protected T: drive.

Engagement with External Stakeholders

The school psychology program is committed to providing training that is aligned with the ten domains of graduate 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, across the M.S.E. and Ed.S. portions of the program. Candidates meet with their advisors each semester to discuss progress and plan for growth needs. The program faculty utilizes the data to assist students with both individualized progress and to make systematic program modifications, as needed.

Assessment Activities Related to Out-of-Classroom Activities

Most out-of-classroom field experiences (practicum and internship) in the School Psychology Program do not occur during the M.S.E. degree portion of the program. Instead, they occur during the Ed.S. degree portion of the program (Years 3 and 4 of the four-year program). However, in an effort to reinforce foundational knowledge and developing skills during the M.S.E. portion (first two years of the four-year total program), students experience numerous out-of-class opportunities and options that address all M.S.E. learning outcomes, including a new **SPSY 770 Pre-Practicum** Course, that requires students to participate in a service learning project with the faculty (e.g., a suicide education and risk assessment service provided to a local school). This course occurs in Year 2 of the M.S.E.

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). Other annual out-of-classroom experiences available to students include the National School Psychology Week guest presenter (sponsored by the program student group - Sigma Psi Tau), state and national professional conference travel, and student leadership opportunities in the program student group and through

state/national associations (WSPA, MSPA, NASP). Interaction with such these scholars and associations 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).

Changes in Learning Outcomes, Assessment, and Curriculum

Over the last three years, the program's stated learning outcomes have stayed the same. They are viewed as appropriate and reflective of the required national and state standards. Our Candidate Assessment System has evolved, based mainly on feedback provided through the 2020 accreditation process completed by the National Association of School Psychologists (NASP). As an example, the program eliminated the "Programmatic Portfolio," as NASP no longer requires one for graduate students in school psychology (aggregated student grade data suffice in meeting the required NASP standard). In lieu of keeping the portfolio for the PIP-PAR process, as has been used before, the program has created a "Standards Met Checklist." This checklist ensures students have completed/passed specific assignments, that are connected with specific course objectives and program learning outcomes (as well as NASP standards/training domains).

Minor changes to the curriculum have occurred in the last three years include the addition of a 1-credit *SPSY 770 Pre-practicum course*, and an increase in credits from 3.0 to 4.0 for the *SPSY 745 Cognitive Assessment course*. These changes increased the total M.S.E. from 32 to 34 credits.

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 M.S.E. students have passed the 2nd Year Standards Met Checklist requirements (previously the Programmatic Portfolio) 100% of the time over the last three years [**LO4, Objective A**]. This success provides a pathway for all those students to move into the 3rd Year practicum experience (and to begin the Ed.S. Program). See Appendix A for a copy of the new Standards Met Checklist. 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% of 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. With an increased focus on diversity, culturally competent practices, equity, and social justice; the current program student body and faculty have become increasingly diverse (with recognition that this must remain an important goal requiring continuous improvement). As of the fall of 2022, students of color represented 18% of the school psychology graduate students (9/49). Many more identify as members of the LGBTQ++ population. The program already has practicum sites for our students in diverse schools such as the Hmong College Preparation Academy (HCPA). Additionally, at the time of this report, the program faculty had identified a strategic/longer-term goal to develop a Hmong or Spanish

speaking School Psychology Certificate as an add-on to the UWRF School Psychology Program. Given the expanding Hmong and Spanish-speaking populations in our region, such a certificate would serve our region tremendously.

Innovation and Partnerships. During their progress toward the M.S.E. degree, pre-practicum students (SPSY 770) engage in a service-learning activity in partnership with an area school (e.g., Mounds Park Academy - St. Paul - in 2022). Those students help support a suicide prevention education and risk assessment process directly with students in the school, where extensive student collaborative problem-solving is expected [LO2]. Additionally, 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). Since the year 2008, the program student group (Sigma Psi Tau) has hosted several nationally known scholars in our field as well as many presidents of the National Association of School Psychologists as guest presenters. Interaction with such scholars adds to the learning of current students, alumni and other educators invited from our community.

Status of Action Plans Identified in Previous Assessment Report

At the time of the previous Assessment Report (2018), several action steps were developed and have been addressed over time. Those action steps are noted below, along with comments on action progress.

1. Continue to emphasize progressive content in the program curriculum (e.g., academic assessment/intervention: comprehensive crisis course; possible ADOS training built in; student self-reflection tool built into program).

PROGRESS: Identified as **COMPLETED**. A previous M.S.E. course (Intro to Multi-Tiered Systems of Support) was replaced with the current SPSY 744 Academic Assessment Course. The remaining portions of this Action Plan goal are primarily part of the Ed.S. degree portion of the program, but also considered COMPLETE (e.g., the 1-credit School Safety & Crisis Response course has indeed been adjusted to a comprehensive 3-credit course, purchase of new ADOS test materials for the SPSY 712 Early Childhood course).

2. Continued emphasis on recruitment and retention of a more diverse pool of students (e.g., additional scholarships, advisory council assistance, etc.)

PROGRESS: Identified as **IN PROGRESS**. The program continues to focus directly on recruiting and retaining students from diverse backgrounds. At the time of this report, 18% of current students identified as students of color and several more as members of the LGBTQ++ community. In the fall of 2022, the school psychology and counseling program directors met with Cathy Leaf and her team on campus to discuss program recruiting and marketing. Additionally, student program evaluation projects have helped explore recruiting issues and the program directors continue to identify recruitment as a high priority in graduate executive council and department chairs meetings. In response and as a result, new [diverse student testimonials](#) have been added to our webpage, students have reported increased comfort and

perceptions of safety with the faculty and their cohort peers, and many diverse prospective students have reported their interest in the program was based on positive “word of mouth.”

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

PROGRESS: Identified as **IN PROGRESS**. The program faculty values use of pronouns and land acknowledgement statements in email signature lines, at the beginning of professional development provided, and in other forms of writing (e.g., letters of recommendation). As importantly, the program faculty continues to focus on life-long learning, and modeling of personal/professional growth for our graduate students. As previously noted, in recent years, many program students have directly reported increased comfort and perceptions of safety with the faculty and their cohort peers. Updates to the application materials have been somewhat superficial at this point, due in part to some aspects being controlled by the “UW-system” (e.g., the general application form).

4. Continue the role of technology in the program (e.g., on-line coursework, integration of iPads in the curriculum)

PROGRESS: Identified as **SIGNIFICANT PROGRESS MADE; ONGOING**. The COVID-19 pandemic forced the hands of many, and the school psychology program is no exception. We have made tremendous strides in our ability to meet students where they are. While we still describe our program as “mostly in-person” we have adopted strategies that make most of the program courses hybrid in nature. Some program content is still quite hands-on and is best done through in-person course sessions; however, the faculty mantra is “if it can be taught well online; do it.” Of specific note, the program faculty has continued to use Canvas and Zoom to bring in nationally known guest speakers to classroom sessions, provide opportunities for distance interns to participate in seminars, and have found ways to complete scholarly work (e.g., professional development for educators) via online options.

5. Involve students in field experiences earlier in the program (e.g., pre-practicum course)

PROGRESS: Identified as **COMPLETED**. In the fall of 2021, the program began a new SPSY 770 Pre-Practicum course for M.S.E. students. The course was designed for students to get oriented to moving into the practicum experience in Year 3, and ultimately into the internship in Year 4.

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

Program Standards Met Checklist (Formerly Portfolio Rubric). At the close of Year 2, second-year students are evaluated with the Program Standards Met checklist, to ensure they have successfully passed all key M.S.E. course assignments, all linked to a broad foundation of course objectives, and national standards/graduate education domains through NASP (See Appendix A for the checklist). For the last three years, 100% of second-year students have passed all of those

designated M.S.E. assignments (TOTAL *N* for the 2020, 2021, 2022 cohorts = 38). The aggregation of this cohort data reflect the program's and students' ability to successfully meet foundational standards necessary to begin emerging as future school psychologists (i.e., they have the basic and knowledge and skills to move into the Ed.S. degree portion of the program).

Readiness for Practicum Rubric. Annually, in the spring, the program faculty makes school-based practicum placement decisions for the second-year students, to ensure they each have at least two school sites to complete 600 hours of field-based school experiences the following year, in Year 3. Prior to placements being made, faculty advisors complete a 14-item Readiness for Practicum evaluation (See Appendix B). This evaluation includes dispositional behavioral such as initiative, dependability, ethical decision making, respect for diversity, etc. From those individual items, an overall readiness decision of YES or NO is made by the advisor (and in collaboration with the other faculty members, as needed). The results of that analysis from the last three cohorts were *100% YES ratings* (TOTAL *N* for the 2020, 2021, 2022 cohorts = 38).

Additionally, the results provide opportunities to provide specific strength and growth feedback to the students as well as a method to see overall trends in readiness specifics. For example, for the last three cohorts (2020, 2021, 2022), students were rated with an overall item of 3.2 (where 2 = adequate, 3 = above average, 4 = exceptional), and no item for any of these students was rated lower than a 2. As such, as a general trend, these ratings suggest the second year students have mostly an above average level and at least an adequate level of readiness for practicum, across several dispositional ratings. For those three combined, *Ethical Decision Making* (3.42) and *Independence* (3.39) were rated as the most well developed skills. Leadership (2.79) and Verbal Communication (2.84) were rated as the least well-developed, though still adequate and nearing above average.

The data reported here match anecdotal evidence often discussed by the faculty. Most of our graduate students have strong foundations of basic and emerging dispositional skills (e.g., ethics, independence). All are being encouraged, and are still working on behaviors related to experience and confidence (e.g., leadership, speaking up). The latter are expected to develop more fully during practicum, the internship in Year 4, and during the early career years of the school psychologist.

Indirect Assessment Results

M.S.E. Student Exit Survey. Select data from a consistent annual M.S.E. Exit Survey are summarized here for the 2020-2021-2022 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 2020-2022 cohorts (n = 26 returned surveys from 38 graduates, with some questions including missing data). When asked about the four learner outcomes, the following data resulted:

- **LEARNING OUTCOME 1:** 83% (19/23) reported “agreeing” or “strongly agreeing” to feeling ready to engage in culturally responsive practices (with the four other individuals indicating “slightly agree”).
- **LEARNING OUTCOME 2:** 100% (23/23) reported “agreeing” or “strongly agreeing” to feeling ready to collaborate successfully with a variety of individuals in schools.
- **LEARNING OUTCOME 3:** 96% (22/23) reported “agreeing” or “strongly agreeing” to feeling prepared to begin a supervised practicum and contribute to a positive impact on others (with the one other individual indicated “slightly agree”).
- **LEARNING OUTCOME 4:** 91% (21/23) reported “agreeing” or “strongly agreeing” to feeling prepared to begin a supervised practicum in alignment with the ten graduate training domains (i.e., standards) aligned with NASP and the Wisconsin DPI (with the other two individuals indicating “slightly agree”).

There were numerous other Exit Survey questions included. The following results reflect data from “core questions”:

- **CORE QUESTION 1:** 100% (26/26) of responders reported the UWRF M.S.E. degree program either met or exceeded their expectations.
- **CORE QUESTION 2:** 26/26 (100%) reported they would apply to UWRF again, if they were applying to a School Psychology Program again.
- **CORE QUESTION 3:** 25/26 (96%) reported they either “mostly” or “very much so” felt prepared with a foundation for beginning practicum.

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 34 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 34 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 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.

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 2027 also reflects support of those conclusions by external stakeholders.

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 emphasis on recruitment and retention of a more diverse pool of students
- Increase emphasis on student and faculty self-care, connectedness, and social/emotional/well-being supports.
- Continue the role of technology in the program, as a means to reach a more diverse and modern student pool
- Enhance leadership development opportunities for MSE students

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 2023-2025

Program Goal or Action Step	Based on What Assessment Data	Leadership	Timeframe	Date and Plan for Re-evaluation?
Continued emphasis on recruitment and retention of a more diverse pool of students. Devise additional scholarships and other outreach plans	Cohort Data; Program Learning Outcome Data	Program Director in collaboration with SPSY faculty	Ongoing; indefinite	Fall 2025
Increase emphasis on student and faculty self-care, connectedness, and social/emotional/well-being supports.	Mostly anecdotal observations since the COVID-19 pandemic; some Exit Survey data	Program Director in collaboration with SPSY faculty	Ongoing; indefinite	Fall 2025
Continue the role of technology in the program (e.g., on-line coursework best practices)	Exit Survey Feedback	Program Director; Department Chair	Ongoing; indefinite	Fall 2025
Enhance leadership development opportunities for MSE students	Exit Survey Feedback; Readiness indicators	All faculty must explore opportunities in each class	Ongoing; indefinite	Fall 2025

Appendix A

Program Standards Met Checklist

This checklist shows how UWRf School Psychology Program courses are connected to NASP Graduate Education Domains and to which UWRf School Psychology Program degree. A full summary of the specific course objectives met by specific assignments is available in a longer document upon request.

UWRf School Psychology Program Courses	NASP Standards (“Domains”) Met by This Course	M.S.E. or Ed.S.	Semester Completed
SPSY 745 Cognitive Assessment	NASP DOMAIN 1 – Data-based Decision Making	M.S.E.	
SPSY 744 Academic Assess/Interv.	NASP DOMAIN 1 – Data-based Decision Making	M.S.E.	
SPSY 769 School Consult & Collabor.	NASP DOMAIN 2 – Consultation & Collaboration	Ed.S.	
SPSY 798 Independent Research	NASP DOMAIN 2 – Consultation & Collaboration	Ed.S.	
SPSY 744 Academic Asses/ Interv.	NASP DOMAIN 3 – Academic Interventions & Instructional Supports	M.S.E.	
SPSY 752 Advanced Interventions	NASP DOMAIN 3 - Academic Interventions & Instructional Supports	M.S.E.	
SPSY 747 Ment. Health Asses/Interv.	NASP DOMAIN 4 – Mental Health & Behavioral Health Services & Interventions	M.S.E.	
SPSY 622 Behavior Asses/Interv.	NASP DOMAIN 4 – Mental Health & Behavioral Health Services & Interventions	M.S.E.	
COUN 732 Group Counseling	NASP DOMAIN 4 – Mental Health & Behavioral Health Services & Interventions	M.S.E.	
SPSY 701 Intro to School Psych	NASP DOMAIN 5 - School-Wide Practices to Promote Learning	M.S.E.	
SPSY 752 Advanced Interventions	NASP DOMAIN 5 - School-Wide Practices to Promote Learning	M.S.E.	
SPSY 770 Pre-practicum	NASP DOMAIN 6 - Services to Promote Safe & Supportive Schools	M.S.E.	
COUN 790 Counseling Microskills	NASP DOMAIN 6 - Services to Promote Safe & Supportive Schools	M.S.E.	
SPSY 722 School Safety & Crisis Resp.	NASP DOMAIN 6 – Services to Promote Safe & Supportive Schools	Ed.S.	
SPSY 622 Behavior Assess/Interv.	NASP DOMAIN 7 - Family, School, and Community Collaboration	M.S.E.	
SPSY 712 Early Childh. Assess/Intv.	NASP DOMAIN 7 – Family, School, and Community Collaboration	Ed.S.	
SPSY 651 Diversity, Social, & Cultural	NASP DOMAIN 8 – Equitable Practices for Diverse Student Populations	M.S.E.	
SPED 530 Exceptional Child	NASP DOMAIN 8 - Equitable Practices for Diverse Student Populations	M.S.E.	
SPSY 795 Research & Program Eval.	NASP DOMAIN 9 – Research & Evidence-Based Practice	M.S.E.	
SPSY 798 Independent Research	NASP DOMAIN 9 – Research & Evidence-Based Practice	Ed.S.	
SPSY 701 Intro to School Psych	NASP DOMAIN 10 - Legal, Ethical, and Professional Practice	M.S.E.	
SPSY 740 Legal & Ethical Issues	NASP DOMAIN 10 - Legal, Ethical, and Professional Practice	Ed.S.	
SPSY 742 Advocacy/Public Policy	NASP DOMAIN 10 – Legal, Ethical, and Professional Practice	Ed.S.	

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: