

Annual Departmental Assessment Report

Department or Program: School Psychology Program (MS)

Academic Year of Report: 2019-2020

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Section 1: Learning Objectives Assessed for this Report

The School Psychology M.S. Program has adopted the competencies for graduate training set by the National Association of School Psychologists (NASP, 2010) in ten domains of school psychology practice. In this reporting period, we assess our goals related to the following objectives.

Learning Objective 4 (NASP Domain 4): Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

Learning Objective 5 (NASP Domain 5): School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Learning Objective 6 (NASP Domain 6): Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Section 2: Assessment Activities

The school psychology program uses a multi-method approach to assessing student learning throughout classes, field experiences (practicum, internship), and annual program evaluations. Methods of assessment include rubrics for case study assignments that are scored by program faculty, practicum evaluations (direct observations, performance rating scales) completed by program faculty and field supervisors, internship evaluations (direct observations, performance rating scales) completed by field supervisors, annual evaluations involving a portfolio review, and the Praxis School Psychologist Exam taken by interns in their final year of the program.

Data are discussed in several settings, as part of our ongoing program improvement processes. During the 2019-2020 academic year, we submitted a full self-study to NASP as part of our national re-accreditation process. As part of this process, we examined data from the last 7 years across all 10 NASP domains. As part of our annual student evaluations, faculty meet and collectively review each student's competency portfolio and progress toward degree and licensure requirements, and consider overall trends for the master's program. The practicum and internship coordinators review student assessment results from case study assignments,

supervisor evaluations of student performance, and Praxis Exams. Additionally, during practicum and internship, evaluations are discussed by students, field supervisors, and faculty at mid-year and year-end supervision meetings. The practicum and internship coordinators use assessment results to drive improvements in field-based training, and share results with the school psychology program director. The full school psychology program faculty meet twice per month, and this is another setting in which faculty discuss student outcomes and curriculum changes.

Below is a summary of student outcome data from key assessments.

Praxis School Psychologist Exam

One master's student took the Praxis School Psychologist Exam during the 2019-20 academic year. The Praxis is designed to assess knowledge across all 10 NASP practice domains. A score of 147 or higher is required to pass. 100% (N= 1) of students passed the Praxis exam in AY2019-20, with a score of 177. Data are examined by practice area; however, more detailed patterns of strengths and needs are difficult to glean due to N=1.

Learning Objectives 4, 5, 6: Performance-based assessment

Student performance was evaluated by the Practicum Performance Evaluation (field supervisor ratings), Intern Evaluation (field supervisor ratings), and the Praxis School Psychologist Exam. Intern Evaluations were completed by field supervisors at the end of the year, based on direct observations of the intern's behavior and work products over 1200+ hours. Practicum Evaluations that were typically done at the end of the year were waived, due to COVID resulting in placements being disrupted and moved remote, so field supervisors did not have the same opportunities to directly observe student work. We reviewed Practicum Evaluation mid-year data based on field supervisor observations of their practicum student's behavior and work products over 180+ hours; however, it should be noted that students are expected to earn scores of '3 – satisfactory' by the end of the year.

- Practicum Performance Evaluation: Practicum student competencies are rated on the following scale: (N/D) – no data, (1) – unsatisfactory, (2) – needs improvement, (3) – satisfactory, (4) – highly competent, (5) – exceptional. Practicum students are expected to earn a score of 3-Satisfactory ("student's performance in this area reflects sufficient mastery for practice at the pre-professional level, with appropriate supervision") or higher on each item by the end of practicum.
- Intern Evaluation: Intern competencies are rated on the following scale: (N/A) –not applicable, (1-NC) – not competent, (2-NS) – needs supervision, (3-EC) – entry-level competence, (4-AC) – advanced competence, (5-ExC) – exceptional competence. Interns are expected to earn scores of at least 3- EC "Entry level competence: Is knowledgeable about the area, can plan and conduct tasks sufficiently with scheduled supervision sessions" by the end of internship in order to pass internship.

Learning Objective 4 (NASP Domain 4): Interventions and Mental Health Services to Develop Social and Life Skills

Evaluation	Item/Rating	N	Average Score
Practicum Performance Evaluation (mid-year)	Overall rating of Domain 4	4	3 *2 ratings of "no data"
Intern Evaluation (year-end)	Overall rating of Domain 4 Knowledge	3	4.67
Intern Evaluation (year-end)	Overall rating of Domain 4 Skills	3	4.67

Learning Objective 5 (NASP Domain 5): School-Wide Practices to Promote Learning

Evaluation	Item/Rating	N	Average Score
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Practicum Performance Evaluation (mid-year)	Overall rating of Domain 5	4	3 *1 rating of “no data”
Intern Evaluation (year-end)	Overall rating of Domain 5 Knowledge	3	4.67
Intern Evaluation (year-end)	Overall rating of Domain 5 Skills	3	4.33

Learning Objective 6 (NASP Domain 6): Preventive and Responsive Services

Evaluation	Item/Rating	N	Average Score
Practicum Performance Evaluation (mid-year)	Overall rating of Domain 6	4	3 *2 ratings of “no data”
Intern Evaluation (year-end)	Overall rating of Domain 6 Knowledge	3	4.67
Intern Evaluation (year-end)	Overall rating of Domain 6 Skills	3	4.33

Conclusions drawn from these data:

- All students passed the Praxis School Psychologist Exam, demonstrating expected knowledge across all NASP practice domains, including domains 4, 5, and 6.
- Learning Objective 4 Interventions and Mental Health Services: Across field experiences, supervisor ratings indicated that practicum students who had opportunities to demonstrate competencies in this area prior to COVID-related school closures were performing at the expected (“satisfactory”) level, and all interns met or exceeded expected level of knowledge and skills. Some anecdotal feedback indicated that students may be more skilled in practices related to social behavior interventions, and less skilled in practices related to mental health services.
- Learning Objective 5 School-Wide Practices: Across field experiences, supervisor ratings indicated that practicum students who had opportunities to demonstrate competencies in this area prior to COVID-related school closures were performing at the expected (“satisfactory”) level, and all interns met or exceeded expected level of knowledge and skills. Some anecdotal feedback indicated that a strength may be knowledge of practices related to school-wide multi-tiered systems of support.
- Learning Objective 6 Preventive and Responsive Services: Across field experiences, supervisor ratings indicated that practicum students who had opportunities to demonstrate competencies in this area prior to COVID-related school closures were performing at the expected (“satisfactory”) level, and all interns met or exceeded expected level of knowledge and skills. Some anecdotal feedback indicated that students may benefit from more exposure to threat/risk assessment and school-wide crisis prevention programs.

Section 3: Actions Taken Based on Assessment Analysis

As a result of the publication of new NASP graduate training standards in June of 2020, the school psychology program is in the process of updating case study assignments, rubrics, and field evaluations (PPE, Intern Evaluation) to align with new standards. This will impact all learning objectives for our master’s and doctoral programs.

We are developing a new course titled, “*School-Based Mental Health Prevention and Promotion*.” This will strengthen our curriculum in the areas of interventions and mental health services (LO4), school-wide practices to promote learning (LO5), and preventive and responsive services (LO6). The course will be first offered in Fall 2021.

We have introduced a new assignment in SPSY 632 Advanced Consultation in which students work collaboratively in small groups to apply the PREPaRE framework for crisis prevention and response to a school-based crisis scenario. This is designed to strengthen preparation related to preventive and responsive services, since we've learned that not all students will have access to this type of experience during field training (LO6).

Section 4: Other Efforts to Improve the Student Educational Experience

As part of our ongoing program improvement efforts, the school psychology program faculty has been collaborating with students to identify ways we can better (a) recruit and support faculty and students of color, and (b) train/prepare students to directly address systemic racism that impacts the children and families we serve. In July of 2020, we created three SPSY program committees comprised of diverse students and faculty, tasked with ongoing program improvement activities addressing diversity and equity in recruitment/admissions, retention and promoting an inclusive program community, and curriculum/graduate education. We expect these activities to result in a continued focus on the ways we address diversity, equity and social justice within our classes, field activities, and program-related professional development sessions. Specifically,

- The Admissions & Recruitment committee focuses on recruitment of diverse candidates, planning and coordinating interview activities, coordinating campus recruitment visits, and maintaining a focus on recruitment of diverse students throughout admissions-related activities.
- The Inclusive Community committee conducted a student climate survey this past summer addressing program climate, community, and social justice. Major goals were to better understand student experiences, in particular for students of color, and to identify strategies for promoting an inclusive program climate to support/retain diverse SPSY students. The committee used results to summarize program strengths and generate recommendations for improvement, and to plan quarterly professional development sessions addressing topics aligned with student needs (e.g., self-care, implicit bias).
- The Curriculum & Graduate Education committee supports program faculty with the 2020-21 *COE Curriculum Equity Review Process*. This committee is also tasked with analyzing and the SPSY curriculum in relation to the 2020 NASP Graduate Preparation standards and newly drafted Oregon TSPC standards for school psychologist licensure and program approval.

Section 5: Plans for Next Year

In the next academic year, we will begin assessing learning objectives using the new 2020 NASP standards.

LO1 Data-Based Decision Making

LO2 Consultation and Collaboration

LO3 Academic Interventions and Instructional Supports

We will continue to assess student outcomes using the same data collection procedures described in our assessment plan. Key actions (described in Section 3 & 4 above) include updating assignments, rubrics, and evaluations to align with new training standards, and implementing a new course on School-Based Mental Health Prevention and Promotion. We will review the outcomes of our program committees, and continue their work next year.