Self-Study Questionnaire/Report for Graduate Programs

Graduate Program (and degree(s)): (e.g., Special Education, MSE) School Psychology MSE/Ed.S.

Individual(s) Completing the Questionnaire/Report: Jim Larson

BACKGROUND INFORMATION

1. Please list the emphases and post-baccalaureate certificate programs offered by your graduate program.

   Emphases: School Psychology

   Certificates:

2. Provide the number of students (both FTE and headcount) and number of individuals who have completed their graduate degrees through your program during terms and years indicated.

   (Skip to Question #3. This information will be secured and filled in by the Campus Self-Study Coordinator)

   **Enrollment**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FTE</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1996</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Spring 2005</td>
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</table>

   **Graduates**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 96-97</td>
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</tr>
<tr>
<td>AY 97-98</td>
<td></td>
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<tr>
<td>AY 98-99</td>
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<tr>
<td>AY 03-04</td>
<td></td>
</tr>
<tr>
<td>AY 04-05</td>
<td></td>
</tr>
</tbody>
</table>

3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

   **Human Resources**

   Evaluate the general adequacy of the human resources (i.e., the # of faculty and instructional staff and their skills) relative to the graduate program’s ability to serve its student populations and achieve other programmatic goals. Do this by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).
In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The School Psychology Program functions very well when the full complement of three school psychology-trained faculty member are on staff. Personnel issues over the past three years have interrupted this to some degree, but with the successful completion of the current search, the situation should be back to optimum. The training and contributions of the non-school psychology-trained faculty members who teach in the program, from disciplines such as developmental, clinical, and social psychology, are exemplary and contribute significantly to the overall educational quality of our program.

Physical Resources
Evaluate the adequacy of the physical resources available to support the graduate program ability to serve its student population and achieve programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs). Consider such issues as office space, classroom space, supporting technology, lab space to support research and/or instruction, etc.

7 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Classroom and office space are very adequate, as are the technology resources available to students and faculty members. Most program faculty conduct research in the applied setting (e.g., public school) so “research space” in that regard is not a serious problem. However, at UW-W, a major instructional and research environment is lacking. When compared to other programs in the state, UW-Whitewater is one of the few without an on-campus clinic available for faculty and students. This is a major shortcoming and places limitations not only on the number and kind of research grants faculty may apply for, but is also a significant educational deficit in terms of quality of training experiences for students.

Fiscal Resources
While recognizing that every academic program would benefit from a larger budget, evaluate the adequacy of fiscal resources allocated to the program to serve its student populations and achieve other programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

2 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of key expenses, and key needs not being met or opportunities not being explored because of fiscal limitations.

The woeful amount of Graduate Assistant funding made available to our program places an enormous burden on our students and puts us in a seriously disadvantageous position when recruiting the top undergraduates from the state and region. With regard to student support, UW-W is at the very bottom among the 7 other school psychology programs in the state. If there is one glaring problem that stands out, it is this one.

4. In a paragraph or two, overview significant changes made in your graduate program or its curriculum since 1996 (i.e., the last North Central Association Accreditation Visit).

Since the last North Central Association visit, the School Psychology Program has achieved full accreditation from the National Association of School Psychologists and has added the Education Specialist degree as academic recognition for study and accomplishment beyond the master’s degree. The program has instituted a sequenced portfolio evaluation procedure with measurable outcomes linked to the Wisconsin Department of Public Instruction’s
Pupil Services Standards and the National Association of School Psychologists' Standards for Training Competency. These changes have required the program to design, write, and implement 5 new courses and make substantive revisions in others. A third faculty member was approved for hiring to support these changes.

In another paragraph or two, describe why these changes occurred.

School psychology is a very dynamic field. It has its essential foundation in many enduring elements and principles of psychology and education, but it is propelled by ongoing research and societal changes. Consequently, what was high quality education and preparation in 1996 is nine years out of date in 2005. This will, in all likelihood, continue to be the case. Because we have our students on campus for only two years and in an internship for one, our training must be highly focused and attuned to genuine changes and avoidant of less enduring "trends." To guide us in these ends, we look to the literature and to guidance from our licensing body (Wisconsin Department of Public Instruction) and our learned accreditation organization (National Association of School Psychologists). These changes occurred because the faculty members across the program recognize these facts and have been willing to do what is necessary to maintain the highest quality of graduate preparation for our students.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that the graduate program is planning or currently has underway, but has not yet completed.

We recently underwent our Five-Year re-accreditation exercise with the National Association of School Psychologists and were once again granted Full Accreditation. One area pointed out that was in need of further address was that of providing our students with a fuller preparation in the area of cultural competency. This area has always been a challenge for us, given in part to our geographical location. However, we are now initiating discussions among the faculty regarding how to better address this preparation competency. To date, we have encouraged all instructors to include cultural issues in their individual courses, and this has been successful. It is likely, however, that we will undertake an effort to systematize and articulate the preparation with better defined outcomes and the possible addition of a field experience.

6. Below are five “core values” the University identifies as central to its purposes. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your graduate program (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your program receiving more points).

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the pursuit of knowledge and understanding</td>
<td>20</td>
</tr>
<tr>
<td>Development of the individual</td>
<td>20</td>
</tr>
<tr>
<td>Personal and professional integrity</td>
<td>20</td>
</tr>
<tr>
<td>Commitment to serve</td>
<td>20</td>
</tr>
<tr>
<td>Commitment to develop a sense of community, respect for diversity, and global perspectives</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

7. Every academic program engages in planning. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your graduate program, particularly as it relates to your curriculum (i.e., take a hypothetical 100 points and distribute them among the planning variables, with those variables playing a larger role in your planning process receiving more points).

<table>
<thead>
<tr>
<th>Planning Variables</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of the University, the School of Graduate Studies, the department, or the graduate program</td>
<td>10</td>
</tr>
<tr>
<td>Academic assessment data/information relevant to student performance against learning outcomes</td>
<td>10</td>
</tr>
</tbody>
</table>
8. In 1997, the Graduate Council approved the following mission statement as one that characterized the overarching mission of graduate education at UW-Whitewater.

   The School of Graduate Studies at the University of Wisconsin-Whitewater oversees programs whose goal is to provide high quality, practitioner-oriented programs that use knowledge and skills acquired through baccalaureate degrees as a foundation for advanced preparation and professional development for careers in business and industry, education and human services.

   The graduate programs achieve this through provision of learner-centered processes which couple professional experiences with advanced knowledge and highly-refined analytic, communicative and functional skills such that their students are capable of performances that characterize the best practices of their profession.

   To that end, all master's level graduates will be able to:

   • comprehend and discuss advanced theoretical questions and current issues;
   • collect, analyze and interpret data applicable to complex questions and problems;
   • conceptualize, evaluate and implement solutions to complex problems;
   • use appropriate technologies as needed; and
   • synthesize and articulate multiple concepts in a clear, concise and persuasive manner

   Evaluate the extent to which this mission statement aligns with the purposes of your graduate program by assigning a “1” (has no alignment with the purposes of our program) to “9” (aligns closely with the purposes of our graduate program).

   9 1-9

   In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of how the Graduate Mission Statement diverges from the purposes of your graduate program.

   School psychology preparation involves the acquisition of a deep understanding of essential psychological and educational constructs and theories so as to be able to develop and implement prevention and intervention activities that are firmly rooted in research and enduring principles. To that end, in the first year, we require foundational and advanced course work in the theoretical principles of child development and psychopathology, psychometric theory, learning, research design, and behavior change as prerequisite graduate course work to the applied sequence that occurs in the second and third years. Competencies in these areas are assessed at the classroom level and through the portfolio assessment procedure in each semester of preparation. Through these procedures, we are assured that not only does the student understand the material, but can publicly articulate that understanding in writing and in front of a panel of faculty at the Comprehensive Portfolio Review that preceeds the degree bestowment. Subsequent course work in assessment, consultation, and therapeutic intervention have substantial applied components that call upon the student to demonstrate his or her competency in the professional setting.
9. Does your graduate program have a mission statement?

Yes X No

If you answered “yes,” please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.

http://www.uww.edu/gradstudies/schlpsych/schlpsych.html#Philosophy

The philosophical foundation of the Program is grounded solidly in the viewpoint that school psychologists are highly educated mental health professionals able to bring critical reflection, data-based decision-making, and applied skills to address complex problems which confront them as school practitioners. The Program stresses the need for school psychologists to understand the psychological, socio/cultural, environmental, political, and economic influences that shape the behavior and potentials of children, families, and school personnel. With this understanding, school psychologists can apply their training as an activist, data-based problem-solver within the school setting, taking a proactive stance in the best interests of children, families, and the individuals who serve them. The future school psychologist also needs to understand the vital influence that the teacher, the classroom milieu, the community, and the educational philosophy of the school have on the child. Foundational courses in psychology and education, and their associated field practica and internship combine to provide the student with the opportunity to examine and understand this ecological perspective on human development and functioning.

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your graduate program's planning and/or decision-making, particularly as it relates to the curriculum.

The competency of “data-based problem-solver” expressed in our philosophical foundation permeates all of the course work in school psychology. Our students often come to us with strong ideas about what is “best” for children in the school setting, and it is the role of the faculty to help them learn to apply the scientific method to those ideas. They learn to recognize that one of their major roles in the school setting is to understand what the research says about the myriad influences on student learning and adjustment and seek to advocate for those methods and programs that are “data-based” and not merely attractive to others on some other merit. Consequently, the instructors must always teach and model the appropriate decision-making methodologies and the curriculum must always reflect a “best practices” model that is both current and firmly rooted in the strongest research base.

GRADUATE QUALITY

10. In the 1996 Report of a Visit filed by the visiting accreditation team, the lone “concern” mentioned in the report related to graduate programming. The Report recommended that “Existing graduate programs should be carefully reviewed with attention given to issues such as: inclusion of scholarship, opportunities for a true graduate experience, elimination of a number of dual-level courses, and faculty loads.”

Evaluate the extent to which having students engaging in scholarly activity relates to the student learning outcomes (or the process of achieving the student learning outcomes) of your program by assigning a “1” (student scholarly activity plays no role in our graduate student's achieving our program’s learning outcomes) to “9” (student scholarship is essential to achieving the student learning outcomes of our program).

9 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of why and how student scholarship does and/or does not play a role in student learning in your graduate program.

Student scholarship is integral to the graduate experience in the School Psychology Program. In literally every course, a scholarly paper is required, and in most courses, a classroom presentation of that scholarship is also required. As noted above, the program
places high value on student competency in understanding and synthesizing extant scholarly research and theory in all areas of preparation. Students must not only learn to be effective consumers of others’ research, but must also learn to produce scholarship of their own. To that end, they all must demonstrate competency in Psych-715 - Research Methods and Program Assessment in School Psychology. This course helps to provide the insight and skills necessary for their required Specialist Project. The Specialist Project is a student-designed research project utilizing quantitative or qualitative methodology to answer an applied research question in some area relevant to school psychology and is a necessary prerequisite for the Education Specialist Degree. The finished project is bound and maintained in the program library. In the Internship, students must complete a program evaluation of an existing program at their internship site to demonstrate competency in this area of scholarship.

In a paragraph or two, define how your program defines a “true graduate experience,” addressing, in particular, how graduate-level learning differs from undergraduate-level learning. (You may choose to address the difference in terms of the three conceptual differences identified by the Graduate Council: Content: What content areas of the course will graduate students explore with greater depth, and/or what additional content areas will graduate students examine? Intensity: What are the unique course requirements for graduate students—in terms of additional readings or assignments, different requirements in assignments, different role expectations, and/or different evaluation methods and/or standards—that reflect greater intellectual intensity and rigor? Self-Directed: What outside-of-class activities are required of graduate students, including research, and how do they reflect a greater degree of self-directed learning?)

For students in the School Psychology Program, a “true graduate experience” is multi-faceted. It starts with our requirement that all students must be "in residence" on campus for at least one year, and no student may at anytime be at less than half-time status. In reality, approximately 90% of our students are full-time for their entire preparation. This allows the students to become immersed in the experience of graduate education and have the opportunity to engage one another and their professors on a more frequent basis. We presuppose that all of our students want to be in our program and all of our students want to do their absolute best. We conceptualize the graduate level learning experience in the School Psychology Program as compared to an undergraduate experience as varying on the three planes of content, intensity, and self-directedness in the following manner: Our content is much more focused, thus the capacity for the student to probe more deeply in the time alloted is there. For instance, we require our students to have taken an undergraduate course in abnormal psychology so that when they come to us, they can focus their learning exclusively on childhood psychopathology in Psych 740. We require that they take an undergraduate course in statistics so that they can focus on understanding and applying data analysis in the research methods class. The learning is more intense in that the students must learn to utilize original research to bolster their arguments or support their positions when submitting written work, often a new experience for some. For much of the content, the students need to move beyond passive understanding and stand before their classmates and professors in a teaching role through required presentations, responding to questions and being evaluated by peers and instructors. There is a high expectation for self-directed learning and the acquisition of self-sufficiency as a learner. The fund of knowledge and skills as a school psychologist is so broad that no student could hope to learn it all in the brief few years they are in our program. Consequently, significant emphasis is placed upon helping the students learn to “know how to know” or how and where to find out what is necessary to be an effective data-based problem-solver. This is a developmental process that involves learning to use internet technology, hard copy resources, personnel expertise, and the knowledge that comes through constructing personal experiments and engaging in professional collaboration. Although each course demands some of this level of self-directedness, the Specialist Project is the student’s opportunity to refine these skills and demonstrate competency in a defined area.

In a paragraph, discuss the role that dual-level (i.e., 300/500; 400/600) courses play in your graduate curriculum.

In the School Psychology Program, we have only three courses that are 400/600-level. One, 424/624 Human Learning, is in the process of being re-written and will become a 700-level class in the coming fall when it is next offered. 420/620 Foundations of Professional School Psychology will remain available to advanced undergraduates who are exploring the profession as a possible career option. It typically draws no more than three
undergraduates. The final course, 480/680 School Violence and Crisis Management will remain available to undergraduates because of the number of teacher education majors who have an understandable interest. Both courses have distinct requirements for graduates and undergraduates that vary along the planes of content, intensity, and self-directedness.

Does having responsibility for teaching graduate-level courses in your program alter the teaching load of your program’s faculty?

Yes  No X

If “yes,” take a paragraph to describe how faculty teaching load differs, and why such adjustments are made.

STUDENT LEARNING & ASSESSMENT

11. List the student learning outcomes for each of the emphases areas and post-baccalaureate certificate programs identified in question #1.

See Attached Appendix

12. Complete the grid below by listing the emphasis areas and post-baccalaureate certificate programs from question #1 across the top row (and indicated by the example). Then, under each emphasis and certificate program, place an “x” indicating which data collection methods are used to assess the extent to which the student learning outcomes are achieved (evidence that students know and can perform against the objectives). Mark, where relevant, both “direct assessment methods” (efforts that directly evaluate student performance) and “indirect assessment methods” (efforts that evaluate student performance based on perception of student, alumni, etc.).

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th></th>
<th>School Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Example)</td>
<td></td>
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<tr>
<td></td>
<td>Knitting (Emphasis)</td>
<td></td>
</tr>
</tbody>
</table>

**Direct Assessment**
- Curriculum-Embedded Exams/Tests  X  X
- Curriculum-Embedded Essays  X
- Curriculum-Embedded Projects  X
- Capstone Project Review (thesis, comprehensive exams, etc.)  X  X
- Portfolio Review  X
- Reviews by External Evaluators (e.g., intern supervisors)  X  X
- Placement Test Scores  
- Performance on Post-Bac. Exams (e.g., GRE, GMAT, CPA)  X
- Other (describe: Praxis II)  X

**Indirect Assessment**
- Exit Interview/Questionnaire  X  X
- Advisory Board  X
- Alumni Survey  X
- Other (describe:  )

Please list specific data/information sets relevant to the graduate programs academic assessment efforts that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

- NASP Accreditation Folio
13. Indicate specific changes to the department’s operation or planning, if any, that have resulted from the collection and use of the data/information identified in the preceding question. Place an “X” in the appropriate box in the far right hand column for any of the following changes that have occurred.

<table>
<thead>
<tr>
<th>Programmatic Changes</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Learning Outcomes (e.g., changes in what students should learn in the program)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum (e.g., revisions to sub-major, change in pre-requisites, addition of new courses, deletion or combining of coursework, changes in existing course content, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Scheduling (e.g., when courses are offered, etc.)</td>
<td></td>
</tr>
<tr>
<td>Departmental Procedure (e.g., changes in advising)</td>
<td></td>
</tr>
<tr>
<td>Instructional Methods (e.g., shift to hybrid courses)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Delivery Methods (e.g., online programming)</td>
<td></td>
</tr>
<tr>
<td>Changes in Assessment Procedures (e.g., addition of specific assessments, creation of Advisory Board)</td>
<td>X</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

In a paragraph, discuss your graduate program’s use of academic assessment data/information as chronicled in the table above. Discuss, in particular, how these changes have improved or stand to improve student learning.

In 2002, a survey of all alumni from the previous 10 years was undertaken to assist program faculty in their efforts to better understand the needs of practitioners and to receive input into efforts to improve program content. The results of this survey caused the program to place greater emphasis on providing our students with additional general counseling skills to support the more narrowly focused interventions that were currently being taught. The Program has an Advisory Group comprised of local practitioners who meet regularly to provide input into training needs from a field perspective, review curricular and policy changes, and to generally provide “fresh eyes” to our training efforts. Most recently, the Advisory Group was central in assisting our efforts to reframe our field evaluations to bring them in a closer alignment with our training domains. Field supervisor evaluations are obtained during practicum and internship, and the internship evaluations are summarized for Program improvement discussions. The data clearly indicate competent preparation, with strengths in the areas of commitment and relationships with staff and pupils. This indicated to us that, from an interpersonal skills perspective, we were accepting the right kinds of students into the program and adequately helping them refine their abilities. Although clearly competent, the scores for professional skills were lower, and that gave us some concern. We re-designed our Internship Evaluation to more closely reflect the kinds of skills that we are now training and will be assessing these data in the ensuing semesters. Portfolio evaluations are used to monitor individual student progress through the curriculum. Since our recent NCATE evaluation, we have developed a more useful scoring system that will allow us to aggregate the results. This will allow us to examine larger trends in student performance outcomes and provide feedback to faculty regarding necessary curricular or other programmatic changes.

14. In the box below, indicate the extent to which you think your graduate program has fully implemented its academic assessment program, with 100% representing a fully-implemented program. Consider the extent to which the department has developed clearly stated learning outcomes, systematically collects data/information that informs the extent to which the outcomes are achieved, and uses the data to make changes to the curriculum, etc.

90 % to which academic assessment program is fully implemented
If you've indicated a percentage other than 100%, please list actions that remain to be completed before implementation of the assessment program is complete.

We are still gathering data on the revised Practicum and Internship Field Supervisor Evaluation forms and will be considering the need for curricular changes when we have a strong enough data set. We have another Alumni Survey scheduled for 2005-2006.

If you've indicated a percentage less than 100%, what are the biggest obstacles to your graduate program fully implementing its assessment program? Consider such items as: faculty and instructional staff involvement, time, budget, understanding of academic assessment and the process, etc.

No obstacles.

15. Describe any initiatives on behalf of your graduate program (and its faculty) that have specifically promoted enhanced student understanding of issues related to diversity and inclusion.

We have encouraged all instructors to include cultural issues in their individual courses, and this has been successful. Much of the curriculum in school psychology is devoted to the understanding and effective inclusion of children with diverse learning and behavioral needs, so our students receive significant amounts of curricular content and field experience on this issue. All of our students are engaged in a mentoring relationship with a local child with diverse behavioral or learning needs. Our students and faculty have participated in systematic sensitivity training and this experience is scheduled again for this year. As pleased as we are with our efforts, it is likely that we will undertake an effort to systematize and articulate the preparation, creating better defined outcomes and the possible addition of a field experience.

EXTERNAL CONSTITUENCIES

16. Describe in a paragraph or two your graduate program’s relationships with constituencies external to the university (alums, employers or potential employers, advisory boards). What role, if any, have these groups played in (re)directing curriculum development specifically, and departmental planning generally?

Our most influential external constituencies are our Practicum Field Supervisors and our Advisory Board. These two groups meet regularly with program faculty to provide feedback and feed-in to program improvement and development.

17. Does your department generally, or faculty or student groups specifically, offer special programming (e.g., non-credit workshops) or provide services (e.g., consulting services, project support) for constituencies external to the university?

 Yes X No

If “yes,” please provide a list of these initiatives and the constituencies they serve.

- Training and Consulting: Milwaukee Public Schools Violence Prevention Program and Milwaukee Public Schools Problem-Solving Initiative
- Straight Talk Mentor Program: Whitewater Unified School District
- Continuing Professional Development Outreach: Psych 790 - Current Topics in School Psychology (Workshop offered every other years for local practitioners)

18. Related to the preceding question, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

 Yes X No
If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- The data are not systematic. We did a program evaluation of the Straight Talk Mentor Program that is available as Specialist Project in bound form and course evaluations from the outreach course.

19. Does your graduate program offer any service-learning courses, or do any of your faculty use service-learning as a teaching method?

Yes x No

If "yes," please list specific courses and faculty.

- The Straight Talk Mentor Program is integrated into Psych 620- Foundations of Professional School Psychology and grants credit through Psych 792- Field Experiences in School Psychology

20. List and prioritize no more than three primary strengths that have emerged in your graduate program efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your graduate program do very well? What good things do people say about your graduate program? How has your graduate program aided the campus in meeting its mission? In what ways has your graduate program "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to graduate program performance, trend data from the Office of the Registrar or Institutional Research, special recognition from external agencies, etc.

1. **Specific Strength:** Comprehensive training of school psychologists at the highest professional standards

   - **Supporting Evidence:** Full Accreditation from the National Association of School Psychologists, NCATE unit accreditation, Wisconsin Department of Public Instruction certification, 100% passing scores on the Praxis II Examination in School Psychology, and 100% placement of all graduates over the period in question.
2. **Specific Strength:** Working with high risk children in the local public schools on a volunteer basis through the Straight Talk Mentor program, a two year commitment for each graduate student

   - **Supporting Evidence:** Personnel from the The Whitewater Unified School District voice regular and laudatory appreciation for the efforts of these students, efforts that reflect well on the students themselves and the university as a whole.

3. **Specific Strength:**

   - **Supporting Evidence:**

### Concerns

21. List and prioritize no more than three primary concerns that have emerged in your graduate program’s efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider:

   - What could be improved?
   - What is done poorly?
   - What do we, as a graduate program, avoid doing, even though we know it’s important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data available from the Registrar or Institutional Research, information gathered from accreditation visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your graduate program has already underway, actions being planned, or preliminary thinking about how to address the area of concern.

1. **Specific Concern:** The aforementioned lack of financial support for the students in the program is our largest concern. The program is extremely challenging from an academic perspective and becomes even more so when students need to be juggling their work hours at places like Sears, Pizza Hut, and elsewhere. It also makes us less competitive in attracting the best and the brightest, especially those who may come from lower socio-economic backgrounds and who may have the potential to offer increased diversity to our program and the profession. Additionally, the graduate experience is enhanced when students are able to work as research assistants in the program or in the department.

   - **Supporting Evidence:** Available from the Office of Graduate Studies

   - **Recommended Actions:** The Office of Graduate Studies is proposing an increase in the number of available positions. This is a positive and appreciated step, but it remains to be seen if it os more than a temporary "fix." It is our belief that a university’s commitment to graduate education must include a parallel commitment to student support. This is an issue that needs to find a much louder voice at Budget and Finance.

2. **Specific Concern:** Observed needs to increase preparation in cultural competency and increase the number of students from diverse cultural backgrounds.

   - **Supporting Evidence:** Feedback from the National Association of School Psychologists accreditation team and student demographic data available from the Office of Graduate Studies
• **Recommended Actions:** The Program Coordinator should convene a meeting of the School Psychology Committee to discuss options for addressing these concerns. Among the training and preparation possibilities: (1) In consultation with the Field Supervisors, add a Cultural Diversity experience to the Practicum Protocol (the document that defines the student’s field practicum experience); (2) Examine the possibility of a short additional field experience in a school district with a high number of children from diverse cultural backgrounds (e.g., Milwaukee or Madison); (3) Provide students with a self-directed program of options for addressing this competency that may include field experiences, outside workshops, readings, and other learning experiences; (4) Survey school psychologists serving culturally diverse students in the region to obtain input on essential learning outcomes. The final plan should be articulated in writing and made official policy of the program.

• The program needs to be more aggressive in recruiting of minority, economically, and culturally diverse students. Although this concern is a nationwide one, the program should become more active in seeking out students from diverse backgrounds who have the potential and the desire to become school psychologists, both from here at UW-W and at other institutions. Working more closely with other universities with higher numbers of targeted undergraduate students, such as UW-Milwaukee, should be considered.

3. **Specific Concern:** Lack of an on-campus psychoeducational clinic for training and research purposes. The program has been approached by student support programs on campus to provide psychological services, but our lack of an officially sanctioned facility has prevented action.

• **Supporting Evidence:** There is no clinic.

• **Recommended Actions:** The program should initiate discussions with the College of Education to explore the possibility of a combined clinic on campus. Issues of supervision, administration, and faculty release time will be major topics of discussion.