Institutional Effectiveness

2018-2019

Program: Counseling and Psychology EdS

College and Department: College of Education – Department of Counseling & Psychology

Contact: Barry Stein

Mission: The Department of Counseling and Psychology has the primary mission of offering strong academic programs in counseling and psychology that serve the community and public school system. The graduate program is designed to prepare people for careers in a variety of helping professions. Instruction is a major component of the academic mission of the department in the graduate programs. A committed faculty serves the programs through instruction, scholarly activity, and service aimed at providing high quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity. The department also serves the wider University Community, Upper Cumberland region, State, and Nation through research and public service.

Program Goals:

PG 1:   Maintain adequate faculty with appropriate expertise to deliver a quality program.

PG 2:   Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.

PG 3:   Maintain sufficient student enrollment at the graduate level to ensure the viability of the program and course offerings.

Student Learning Outcome:

SLO 1: Provide appropriate training to produce competent professionals in the concentrations we offer to meet State and national standards.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1:   Maintain adequate faculty

1. Faculty credentials - One measure is that faculty credentials meet SACS/COC standards and standards appropriate for other accrediting agencies that evaluate our program (CAPE, CACREP).

2. Student Credit Hours (SCH) generated by psychology courses.

3. IDEA teaching evaluations - An indirect measure of student perceptions of teaching effectiveness is the IDEA system. We would expect teaching effectiveness to meet or exceed the University and National average if we had adequate faculty with appropriate expertise delivering a quality program.

4. Delaware Cost Study - A fourth measure of adequate faculty to maintain a quality program is based on analysis of Delaware Cost Study data involving comparisons educational expenditures per Student Credit Hour SCH in the department to national expenditures is similar programs. The Delaware Cost Study findings also provide a way to compare the research productivity of faculty as measured by the amount of external funding generated across faculty in the department in comparison to national data for similar departments.

5. External Evaluations of Graduate Programs - Our programs are externally reviewed by CAPE and CACREP for accreditation. These external reviews examine the detailed relationship between our courses and the professional standards in the fields our curriculums are designed to prepare students to pursue.

PG 2:   Maintain appropriate facilities and equipment

1. Assessment of Facilities – There are a variety of means both internal and external to the department including the University evaluation of the condition of every building on campus and plans for maintenance and renovation on a regular schedule. Instructional Technology Services (ITS) sets minimum standards for computer equipment used by faculty and students at the University. Equipment that does not meet this minimum standard in the department is disconnected and replaced. The Departmental faculty are also encouraged to evaluate the facilities, available equipment, research and testing material and services, and identify needs. External program evaluations are also conducted approximately every four years.

PG 3:   Maintain sufficient student enrollment

1. Number of majors

2. Number of graduate degrees

SLO 1: Produce competent professionals

1. *School Psychology Praxis Exam* – ETS test that measures candidate's knowledge and professional practice in School Psychology.

2. *Comprehensive Exam* – a written examination administered by the candidate's advisory committee—typically composed of three faculty members—measuring the candidate's knowledge gained from various program coursework

Results:

PG 1:   Maintain adequate faculty

All faculty credentials for courses taught in this discipline have met SACS/COC standards. These results suggest we are using appropriately qualified instructors in our courses. Student evaluations of teaching in the program generally meet or exceed institutional and national averages when comparing the students' progress on relevant course objectives. The mean student evaluation score for our graduate classes (6000 level and above) is 56 while the TTU average for graduate classes (6000 level and above) is 51.

External evaluations of the graduate programs have been positive and have led to both CAPE accreditation and CACREP accreditation. The Delaware Cost Study findings comparing the department to a similar national comparison group reveal insufficient support for the programs. The direct instructional expenditure per SCH is 48% of the national average as reflected in the most recent 2018 report. This expenditure is the lowest in the College of Education. Our interpretation of these findings is that faculty productivity is quite good, but that the University expenditures per SCH are well below the national average for similar programs and indicates that more faculty are needed.

*PG 2:   Maintain appropriate facilities and equipment*

There have been reports this past year of high humidity and mold in faculty offices. This information has been shared with facilities but it is not clear that corrective action has been taken.

ITS routinely identifies computer systems every year that do not meet minimum specifications for the University that are housed in the department. Several faculty computers were upgraded. Currently all computers meet minimum specifications.

Department technology and travel needs are being met through a student fee on upper division psychology and graduate courses.

PG 3:   Maintain sufficient student enrollment

The number of students enrolled in graduate studies in the department has fluctuated over the last five years, and can vary as a function of several factors including the availability of jobs for professionals in these fields, the State licensing requirements, the economy, and public school incentives for advanced degrees. The department's graduate program is one of the larger programs at the University but has seen declines in enrollment over the past 5 years. The implementation of a new Fast Track program for undergraduates and a new "careers in psychology" course seem to be having a positive effect. In addition, our alignment of all counseling programs with CACREP standards is attracting more student interest.

Graduate Enrollment (Fall)

Graduate Program Degrees
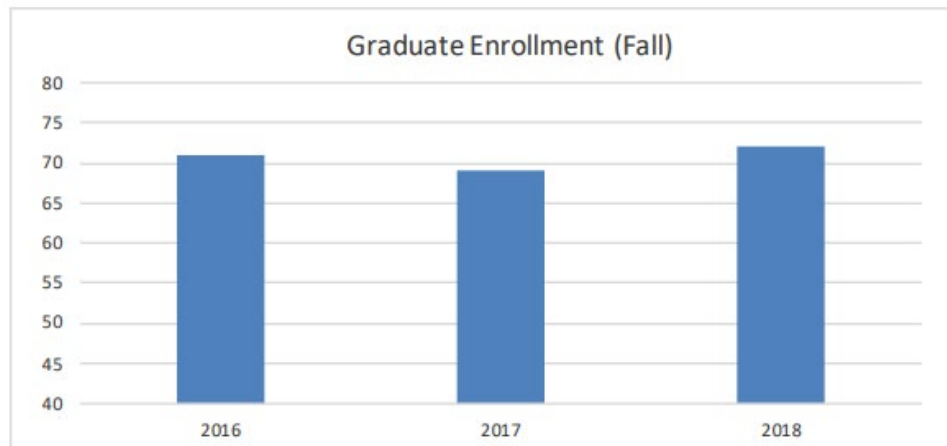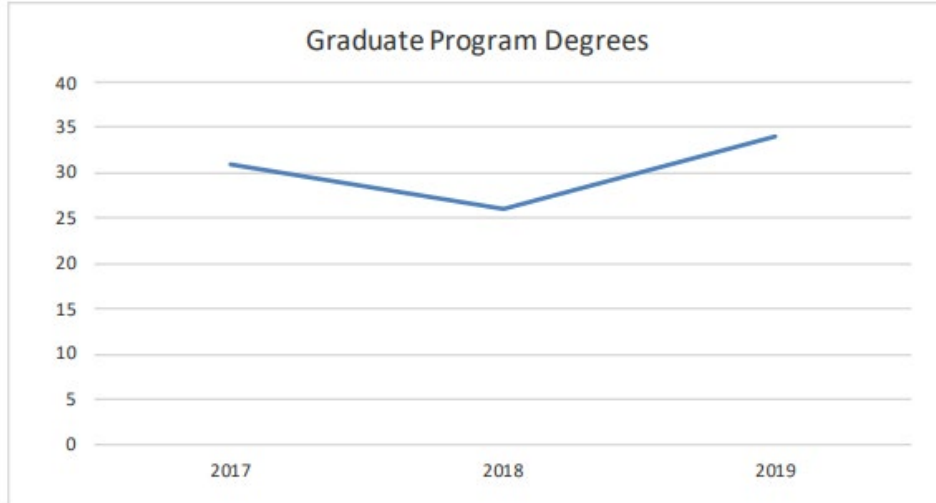
SLO 1: Produce competent professionals

The graduate program continues to meet all requirements for accreditation by CAPE and CACREP.

Results from the Tennessee Praxis exam for School Psychology indicate that 100% of our students have passed the licensing exam this past year which is an improvement over the previous year.

Praxis Exam – School Psychology

Year	Number TTU Students Taking Exam	TTU Average Score	National Average	Qualifying Score	TTU Pass Rate
2017-2018	2	156.5	168.6	147	50%
2018-2019	4	163.3	167.8	147	100%

Comprehensive Exam results

Year	Number Taking Exam	Pass Rate
2017-2018	2	100%
2018-2019	3	100%

Modifications for Improvement:

SLO 1: Produce competent professionals

Candidates have indicated difficulty with professional autonomy, specifically their confidence and ability to respond in high stress decisions involving students. To support candidates to feel as experts in their field, EDPY-7170 – Consultation in the Educational Setting is initiating an activity called "Circle Time".

"Circle Time" is an intensive role-playing and encounter exercise that was expanded from a minor class activity to a major course component, following a qualitative review of its effectiveness in desensitizing candidates to the stresses often associated with the delivery of expert systems. The consultation course has a two-fold purpose: 1) to teach candidates how to act as behavioral consultants in school and home settings, and 2) to train candidates to confidently act as "experts" in their fields when delivering

consultative services. In "Circle Time" candidates act in chorus as a single consultant working with a consultee (the course instructor). Realistic role-playing and real-time reactions of the consultee require the consultant(s) to respond appropriately and cogently to real-world behavioral situations. Expanding this exercise to the second-half of every class post-midterm acts to desensitize and reprogram the candidates over time, hopefully resulting in improved confidence and autonomy in dealing with behavioral issues.

Appendices
1. Curriculum Map

Appendix 1: Curriculum Map

Program: School Psychologist (EdS) ***Course & Assignment***	**Alignment to Standards of the National Association of School Psychologists (NASP)**									
	Data Based Decision Making	Consultation and Collaboration	Interventions and Instructional Support	Interventions and Mental Health Services	School Wide Practices	Preventive and Response Services	Family-School Collaboration	Diversity in Developm. And Learning	Research and Program Evaluation	Legal, Ethical & Professional Practice
Required Courses:	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	**2.7**	**2.8**	**2.9**	**2.10.**
EDPY 7170 Consultation in the Educational Setting	**X**	X	X			X				
EDPY 7310 Advanced Educational Statistics	X								X	
EDPY 7610 Intro to Personality Assessment	X			X						
EDPY 7910 Assessment & Intervention I	X			X	X	X				X
EDPY 7920 Assessment & Intervention II	X			X	X	X				
EDPY 7950 Internship in School Psychology*	X	X	X	X	X	X	X	X	X	X
CUED 6010 Curriculum Development and Evaluation					X		X		X	
FOED 7020 Philosophy and Public Policy					X					
EDPY 7900 Independent Study in Educational Psychology	X									

*Two courses of three semester hours each, taken over two semesters, for a total of 1200 clock hours.