

Institutional Effectiveness

2021-2022

Program: Counseling and Psychology EdS

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

Contact: Stephanie Kazanas

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.

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 (CAEP, CACREP).
2. Student Credit Hours (SCH) generated by 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 CAEP 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

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 exceed IDEA averages across all four major outcomes each year.

Overall Outcomes	2019-2020 (Unit---IDEA Averages)	2020-2021 (Unit---IDEA Averages)	2021-2022 (Unit---IDEA Averages)
Progress on Relevant Objectives	54---49	56.3---49	54.7---49
Excellence of Teacher	55.3---50	56.3---50	54.7---50
Excellence of Course	56.3---51	57.3---51	54.7---51
Summary Evaluation	55.3---50	57---50	55---50

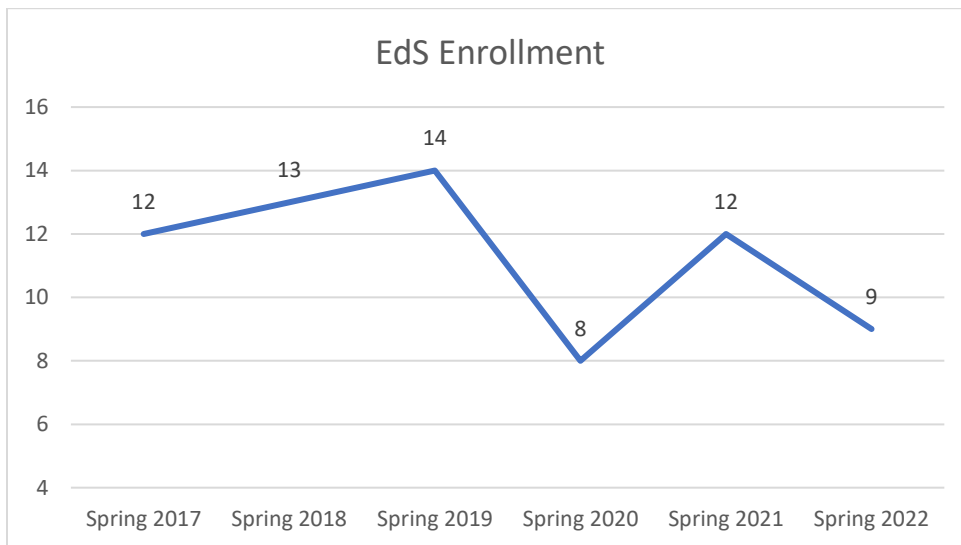
In addition, external evaluations of the graduate programs have been positive and have led to both CAEP accreditation and CACREP accreditation.

PG 2: Maintain appropriate facilities and equipment

Graduate faculty have migrated from TJ Farr to Matthews-Daniels, such that the entire Department of Counseling and Psychology can now be housed in a single building. Faculty offices are larger and all Gas have their office spaces and collaborative meeting rooms. We have painted the new faculty and GA offices and purchased new HEPA air cleaners for their offices. We are also changing air filters in our classrooms and will secure new replacement filters for the upcoming years, as well.

PG 3: Maintain sufficient student enrollment

The number of students enrolled in graduate studies in the department has been gradually increasing in recent years. EdS students fluctuate to some degree, but the graduate programs are generally increasing in size. This increase is associated with changes we made, including: The implementation of a new Fast Track program for undergraduates; a new "careers in psychology" course; and strategically maximizing our enrollment across the graduate programs, all while maintaining CACREP standards. Enrollment in the counseling programs has reached capacity until more licensed counseling faculty are brought onboard. This upcoming year, we anticipate hiring two new faculty members: one to support the School Counseling program (both MA and EdS students) and another to support the School Psychology program (both MA and EdS students).



SLO 1: Produce competent professionals

The graduate programs continue to meet all requirements for accreditation by CAEP and CACREP.

Results from the Tennessee Praxis exam for School Psychology indicate that 100% of our students have passed the licensing exam over the last four years.

PRAXIS Exam – School Psychology

<u>Year</u>	<u>Number TTU Students Taking Exam</u>	<u>TTU Average Score</u>	<u>National Average</u>	<u>Qualifying Score</u>	<u>TTU Pass Rate</u>
2017-2018	2	156.5*	168.9	147	100%
2018-2019	4	163.3	167.8	147	100%
2019-2020	6	162.3	167.5	147	100%
2020-2021	1	171	167.3	147	100%
2021-2022	4	166.5	165.05	147	100%

We did have 5 students complete/pass the Comprehensive Exam last year, after a year without any graduating students. We continue to maintain our 100% pass rate.

Comprehensive Exam results

<u>Year</u>	<u>Number Taking Exam</u>	<u>Pass Rate</u>
2017-2018	2	100%
2018-2019	3	100%
2019-2020	5	100%
2020-2021	0	---
2021-2022	5	100%

Modifications for Improvement:

SLO 1: This last year, we had aimed to improve and standardize the essay portion of our Comprehensive Exam for School Psychology EdS students. The reasoning behind this was, as faculty create their own essay questions for students, there are individual differences across the grading procedures and tested content, and we do wish to minimize that variability. Those discussions slowed when the School Psychology program coordinator retired this year.

PG 1: In the interim, we have an adjunct covering EdS coursework. In this upcoming year, as we search for a permanent School Psychology hire, one of their aims will be to standardize the grading of these Exams across faculty. We also anticipate some additional streamlining of the School Psychology MA and EdS programs of study, which will likely impact the content we test in those essay questions. We aim to maintain those 100% passing rates, despite these changes.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

Program: School Psychologist (EdS)	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
Course & Assignment										
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.