

Institutional Effectiveness

2019-2020

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 in 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

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. This Fall, the mean student evaluation score for our unit was 53, while the IDEA average was 50; in the Spring, the mean student evaluation score for our unit was 56, while the IDEA average was 50. External evaluations of the graduate programs have been positive and have led to both CAPE accreditation and CACREP accreditation.

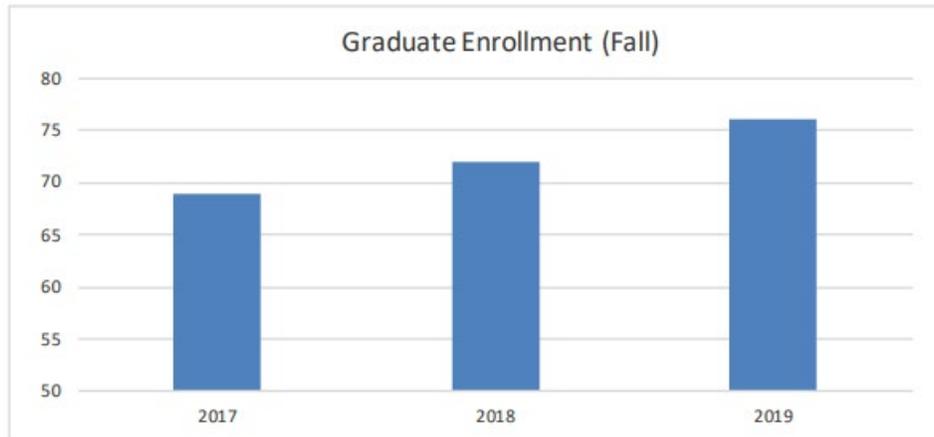
PG 2: Maintain appropriate facilities and equipment

There have been reports this past year of high humidity and mold in faculty offices. This information has been shared with facilities and a study was done with outside consultants to evaluate air quality in one of our buildings. The results indicated significant problems with mold throughout the building. HEPA air cleaners were brought in as well as extensive work to identify and correct sources of moisture in the building.

ITS routinely identifies computer systems every year that do not meet minimum specifications for the University that are housed in the department. This year as the COVID-19 pandemic hit, the department upgraded all faculty to laptop computers with office docking stations so that they would be ready to work remotely.

PG 3: Maintain sufficient student enrollment

The number of students enrolled in graduate studies in the department has been gradually increasing over the last three years. This increase is associated with three changes we made including: The implementation of a new Fast Track program for undergraduates; a new "careers in psychology" course; and alignment with CACREP standards. Enrollment in the counseling programs has reached capacity until more CACREP counseling faculty are brought onboard.



SLO1: Produce competent professionals

The graduate programs continue 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 over the last three 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%

* Based on last exam taken

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%

Modifications for Improvement:

EDPY prefixes were changed to PSY in order to better delineate between the counseling and psychology programs for the purpose of improving and clarifying professional identity among the majors. The proposal was approved at our Executive Leadership Council on February 26, 2020 and at University Curriculum Committee on March 26, 2020.

Effective this year, students enrolled in the 60-hour MA in Clinical Mental Health Counseling can now earn an EdS in School Counseling for an additional 18 credit hours; this will set them up for dual-licensure.

SLO 1: Produce competent professionals

Recent candidates completing EDPY-7170 – Consultation in the Educational Setting have indicated that “Circle Time” has provided them with practice in dealing with stressful situations as the expert. In Fall 2019, “Circle Time” was initiated in EDPY-7170 – Consultation in the Educational Setting to teach candidates how to act as behavioral consultants in school and home settings, and to train candidates to confidently act as “experts” in their fields when delivering consultative services. “Circle Time” will continue to be a large component of EDPY-7170 to improve confidence and professional autonomy.

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.