Institutional Effectiveness

2020-2021

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.

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 (CAEP, 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 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 and Fall 2020, Spring 2021, and Summer 2021 semesters.

Overall Outcomes	Fall 2020 (Unit--IDEA Averages)	Spring 2021 (Unit-IDEA Averages)	Summer 2021 (Unit-Idea Averages)
Progress on Relevant Objectives	4.2--4.1	4.3--4.1	4.5--4.1
Excellence of Teacher	4.6--4.3	4.7--4.3	4.7--4.3

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Excellence of Course	4.6--4.2	4.6--4.2	4.6--4.2
Summary Evaluation	4.4--4.2	4.5--4.2	4.6--4.2

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

COVID-19 continued to impact the university during the Fall and Spring semesters. To maintain the quality of online instruction, faculty continued to use the Zoom and/or Teams platforms for their courses. These platforms allowed for additional student engagement in courses and office hours. Faculty meeting on campus utilized Kaltura recording software; those classrooms were modified for additional social distancing (e.g., any extra chairs or tables were removed, so students and faculty could maintain an appropriate distance). As faculty began migrating back to campus, we added HEPA air cleaners to their offices and classrooms; we've purchased new replacement filters for the current year, as well.

PG 3: Maintain sufficient student enrollment

The number of students enrolled in graduate studies in the department has been gradually increasing over the last four years. 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 maintaining CACREP standards. Enrollment in the counseling programs has reached capacity until more licensed counseling faculty are brought onboard.
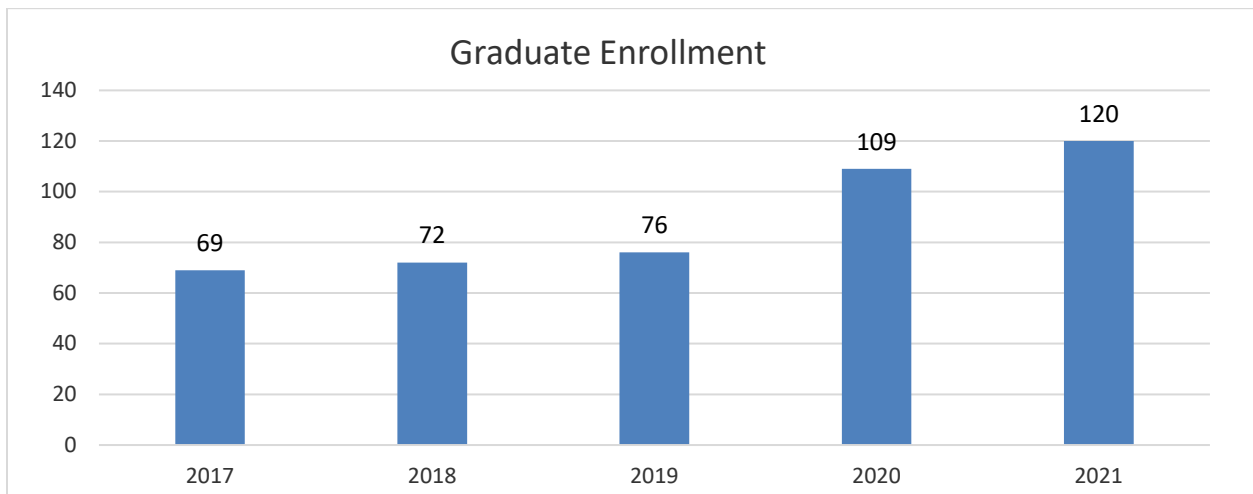
SLO 2: Produce competent professionals

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

Year	Number TTU Students Taking Exam	TTU Average Score	National Average	Qualifying Score	TTU Pass Rate
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%

We did not have any students complete the Comprehensive Exam last year, after a particularly large 2019-2020 cohort. We anticipate 4 students will complete their Comprehensive Exam this Fall 2021.

Comprehensive Exam results

Year	Number Taking Exam	Pass Rate
2017-2018	2	100%
2018-2019	3	100%
2019-2020	5	100%

Modifications for Improvement:

SLO 1: This last year, we began discussions to improve and standardize the essay portion of our Comprehensive Exam. As faculty create their own essay questions for students, there are individual differences across the grading procedures and tested content. In this upcoming year, we will continue to work on standardizing the grading of these Exams across faculty.

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.