California State University, East Bay

College of Education and Allied Studies

Department of Educational Psychology

MS in Counseling, Clinical Child/School Psychology Option
MS in Counseling, School Counseling Option
Pupil Personnel Services: School Counseling Option
Pupil Personnel Services: School Psychology Option

Committee on Academic Planning and Review (CAPR) Five-Year Report
November 2010

(A) Summary of Program Changes

The Pupil Personnel Services (PPS) Cluster consists of the School Counseling and School Psychology Programs. Since 2005, School Counseling has had one retirement and added two faculty; both tenured associate level professors; one as School Counseling Coordinator and the other as Marriage, Family, Therapy teaching faculty and Community Counseling Clinic Director. Since 2005, School Psychology has had three retirements and one new full-time faculty in the Program.

The new faculty have enabled a reformulation (the PPS Cluster) for greater collaboration in the delivery of courses and changes in the program. Faculty have worked to build a PPS Blackboard site for both School Counseling and School Psychology. A Facebook page is being developed to improve outreach to prospective students to maintain contact with program graduates.

Faculty are taking on heavier secretarial workloads due to the loss of support personnel in the budgetary crisis of 2008-10.

We plan to continue our development of our PPS Blackboard site, the PPS Cluster Facebook page, and our East Bay School Counselors igoogle website, as well as expand our recruitment efforts to maintain the number of diverse students who enter the program, and improve our tracking of program graduates. Currently students and graduates are able to join the East Bay School Counselor website by supplying faculty with their current email address. We hope the Facebook page will enable us to maintain contact with more program graduates as well.

(B) Curriculum and Student Learning

Program Assessment System

The PPS Cluster has a sequential and integrated assessment system that moves applicants into the program, students through the program, and graduates into their profession. The
Professional Dispositions and Clinical Aptitude Rubric helps orient our professionals-in-training to the expectations for professional school counselors and school psychologists working in the schools. Students conduct professional self-assessments each year they are in the program. Fieldwork Evaluations are completed each term by students’ fieldwork supervisors at the school sites where they are placed. All students develop Professional Practice Portfolios to document their activities in the program and in the schools. The Professional Practice Portfolio Rubric is used to assess students’ professional practice, interventions, and impact upon the schools where they are placed.

Summary of Program Evaluation Data

We have focused on Equitable Learning Outcomes as a necessary part of Social Justice and Democracy (i.e., placing students in very diverse settings and supporting their system-wide change projects). All candidates in School Counseling and School Psychology develop a Professional Practice Portfolio (PPPs) to show evidence of demonstrated knowledge and skills in their school contexts. PPPs are in both a notebook and an electronic format. School Counseling and School Psychology use a 1-4 Scale (1 Languishing, 2 Developing, 3 Proficient, 4 Exemplary). For School Counseling, in 2008-09, Mean 3.3-3.7; 2009-2010, Mean 3.3-3.7. For School Psychology in 2008-09, Mean 3.17; 2009-2010 Mean 3.30.

All graduates must take and pass the PRAXIS Exam. The national exams have different content and passing metrics by profession. School Counseling 2008-09 – 100% passing, 7/7 achieved a passing score of 600 or above; 2009-10 – 100% passing, 9/9 achieved a passing score of 600 or above. For School Psychology (PRAXIS II) 2008-2009- 100% passing, 15/15 achieved a score of 165 or above; 2009-2010- 100% passing, 12/12 scoring 165 or above. These scores are strong indicators of nationally recognized achievement.

School Psychology Intern candidates have demonstrated Implementation of research-based programs that achieve equitable learning outcomes for all students, as evidenced by high Internship Field Supervisor ratings of Program-level Data-Based Decision making and Leadership Skills. Ratings in these two areas were consistently high over four years. In spring, 2010, the mean for Program Data-Based Decision Making ratings was 4.9 (1-6 scale) with 91.7% receiving “highly proficient” ratings (5-6).

Recruitment and Orientation

We conduct six Prospective Student Orientations each year. We conduct outreach presentations in undergraduate courses where we are invited to speak about our program to students considering School Counseling and School Psychology as career options.
Prior to entering the program, our applicants complete their University and program applications, an essay, and the GRE; the most qualified candidates are invited for interviews conducted by two program faculty. A rubric is used to assess the interview (e.g., quality of scenario responses, depth of understanding about the profession, and clarity of communication).

Advisement

Each spring we offer a New Student Orientation to help our admitted students feel some connection to the University prior to the beginning of the fall term. Prior to the beginning of the fall term, we offer a Fall Orientation that involves all the cohorts in the PPS cluster. Second year students organize a potluck and first year students are introduced to the learning community.

Retention

We provide individual advising, conduct annual interviews, and most importantly, we have weekly faculty meetings where we talk about ways we might encourage or help students experiencing challenges in the program.

During the program, each year students complete a self-assessment of their work and professional relationships using the Professional Dispositions and Clinical Aptitude Rubric. They then meet with a faculty advisor to review their self-assessment and to receive feedback from the faculty who serves as an outside observer who shares his or her perceptions and judgment about the student’s demonstrated dispositions and clinical aptitude.

Potential for program growth

The School Counseling program was doubled in size since 2006. Efforts to highlight the fact that the School Psychology program is the only NASP accredited program in the Bay Area might attract more students. School Counseling is considering CACREP accreditation as a way to align the program with nationally accredited school counselor education programs.

(C) Faculty

In 2010, the Community Counseling Clinic (CCC) was awarded its first grant in its 30 years of community service. Subsequently, the CCC has expanded counseling services by over 300% for poor families who cannot afford such services! To maintain this level of community stewardship in mental health the CCC needs a half time professional to administer, supervise, and to write grants to support the work being done in the CCC.
Given the loss of secretarial support, and increasing specificity in School Counseling and School Psychology training and accreditation requirements, significantly more secretarial support is needed.

**Proposed Positions**

2011-2012
CCC needs half-time faculty to serve as Clinical Director in charge of administration, outreach, and grant writing. This would improve professional training, alignment with revised BBS requirements, reduce financial liability, and improve outreach and services provided at the CCC.

The PPS Cluster is applying for a federal grant. If we are awarded the competitive grant, we will need an Assistant Professor to teach the courses for the faculty who will be grant administrator.

2012-2013
Assistant Professor
Teach courses and supervise professionals-in-training in School Counseling and School Psychology programs. Substance abuse specialist would help address need in both the PPS program and the MFT program, as well as improve grant funding opportunities.

2013-2014
Possible FERP
Although this is not set, faculty considering retirement might be placed in a mentoring position to help new faculty develop program.

(D) **Resources**

Unique resource needs of the pupil personnel programs include: Costs of field supervision, costs of travel reimbursement for field supervisors, acquisition of evaluation instruments for K-12 students, examples of K-12 instructional materials adapted for universal access, staff costs to administer TaskStream. There are additional costs in both faculty and staff time to maintain CTC and NCATE accreditation.
(E) **CAPR Website Five-Year Data**

Please go to the CAPR website and click on “Dept 5 Year Statistics”

(1) **CEAS Template**

Click on the tab for “EPSY” – the Department of Educational Psychology

(2) **University Enrollment and FTES by College and Department**

Look at data for “Educational Psychology”

(3) **University Enrollment and FTES by College, Dept, and Program Major**

Under “CEA,” look for data for “Educational Psychology”

(4) **University Enrollment and FTES by College**

Find data for the college under “CEA”

(5) **Enrollment by Ethnicity**

Look for data under “Counseling”

(F) **Additional, Internal CEAS Data**

<table>
<thead>
<tr>
<th>Table F-1</th>
<th>Credential Program Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td>School Counseling:</td>
<td>47</td>
</tr>
<tr>
<td>School Psychology:</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table F-2</th>
<th>Department of Educational Psychology Enrollment, Student Credit Units (SCU), Fall 2009 and Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>SCU</td>
<td>3164</td>
</tr>
</tbody>
</table>
Total Headcount of All Faculty: 28
Total Full-Time Equivalent Faculty (FTEF): 14.07
Percent Full-Time, Tenure-Track, in FTEF: 10.0/14.07, 71%

Total Course Sections: 41
Excludes supervision, independent study, project/thesis sections

Percent taught by tenure-track faculty: 32/41, 78%
Average class size, all sections: 26.12
Average class size, tenure-track: 39.27
Average class size, lecturer: 19.25
WTU of supervision covered by lecturers: 26.12

Capr1010pps