

College of Education & Allied Studies
Department of Educational Psychology, CEAS
Clinical Child/School Psychology (CCSP) Program
Pupil Personnel Services (PPS) Cluster
CAPR Annual Report
February 2010

This report will describe this year's progress as related to NCATE Accreditation standards.

Standard 1. Candidate Knowledge, Skills, and Dispositions

In spring 2009, 100% of our Clinical Child/School Psychology (CCSP) intern school psychologists passed the rigorous Praxis II Examination prior to graduation. This exam is required for national recognition and certification of knowledge among school psychologists. This passing rate evidences exceptional professional knowledge.

Professional Portfolios of third-year intern school psychologists were evaluated in the spring of 2009. These summative evaluations give a picture of a students' overall performance before entering the field. Results indicated an average rating of proficient to outstanding on the review standards previously developed. *(See Table 1 for review data.)*

Standard 3. Field Experiences and Clinical Practice.

First-, second-, and third-year Field and University supervisor evaluations for School Psychology (CCSP) trainees, demonstrated consistently strong skills such as "Data-Based Decision Making" and "Home-School-Community Collaboration," and, strong Professional Dispositions such as Empathy and Social Justice and Democracy.

Standard 4. Diversity

Our PPS Credential Cluster intensified recruitment of diverse school counselors- and school psychologists-in-training. Specifically, the programs continued an undergraduate outreach program during winter, 2010, targeting freshman through senior students of color. The School Counseling and School Psychology (CCSP) Programs have continued efforts to increase the diversity of its candidates, and, in fall, 2009 50% of the incoming students for the CCSP Program were from under-represented cultural, ethnic, or language backgrounds. (Note: There was an evident increase from 2008- 29%.)

Our students continue to receive professional training in cultural issues in counseling and bilingual assessment in specially designed coursework.

Standard 5. Faculty Qualifications, Performance, and Development

The School Psychology program continues to seek ongoing training in clinical interventions, neuropsychology, and social emotional interventions. Further, Drs. Davis, Jennings, and Tran continue to present their areas of expertise- learning disability assessment, resiliency, and social emotional curriculum- at national conferences.

Standard 2. Assessment System and Unit Evaluation

In the spring of 2009, the PPS Cluster- School Psychology and School Counseling, successfully passed NCATE/CTC accreditation review of professional training. The CCSP program is currently reviewing Unit-level standards as a last requirement of the NCATE/CTC process. During the 2009-2010 academic year, CCSP has been preparing for another accreditation review by the National Association of School Psychologists (NASP). A comprehensive program folio is due in the fall of 2010.

Data

Professional Portfolio Evaluation

<i>Areas Assessed</i>	Spring 2007		Spring 2008		Spring 2009	
	Mean (n=7) (Range 1-4)	Percentage Highly Competent (3-4)	Mean (n=16) (Range 1-4)	Percentage Highly Competent (3-4)	Mean (n=) (Range 1-4)	Percentage Highly Competent (3-4)
Data-Based Decision Making	3.64	100	3.64	87.5	3.32	93.75
Intervention/ Wellness Promotion	3.71	100	3.42	81.25	3.18	87.5
Pre-Referral Intervention Consultation	3.36	100	3.43	100	3.1	100
Team Membership	3.36	85.72	3.41	93.7	3.19	87.5
Program Development / Evaluation	3.57	100	3.60	93.7	3.08	81.25
Total Score	17.79	--	17.5	--	15.87	

Ratings

**1= languishing; 3= Proficient;
2= Developing; 4= Exemplary**

The Professional Portfolio is a developmental product that represents skill, knowledge, and performance relevant to NASP Training Standards and CCSP Professional Dispositions and Clinical Aptitudes. The portfolio may include various logs and work samples (e.g., consultation notes or psychoeducational reports) that are illustrative of internship activities and projects throughout the year. Portfolio evaluation, based on the Program's Portfolio Rubric, is the essential measure of candidates' readiness for independent, professional work.

California State University, East Bay
APR Summary Data
Fall 2004 - 2009

Educational Psychology					
Item	Fall Quarter				
	2004	2005	2006	2007	2008
A. Students					
1 Undergraduate	0	0	0	0	0
2 Graduate	151	171	184	167	156
3 Total Number of Majors	151	171	184	167	156
4 FTES Generated	187.1	194.9	219.4	204.9	216.7
College Years					
B. Degrees Awarded					
	03-04	04-05	05-06	06-07	07-08
1 Undergraduate	0	0	0	0	0
2 Graduate	62	74	52	63	59
3 Total	62	74	52	63	59
Fall Quarter					
	2004	2005	2006	2007	2008
C. Faculty					
Tenured/Track Headcount					
1 Full-Time	9	9	12	12	12
2 Part-Time	6	5	3	2	0
3 Total Tenure/Track	15	14	15	14	12
Lecturer Headcount					
4 Full-Time	0	0	0	0	0
5 Part-Time	8	16	17	14	17
6 Total Non-Tenure/Track	8	16	17	14	17
7 Grand Total All Faculty	23	30	32	28	29
Instructional FTE Faculty					
8 Tenured/Track	12.8	12.3	14.0	12.5	12.7
9 Lecturer	2.5	4.6	4.7	5.2	4.1
10 Total Instructional FTEF	15.3	16.8	18.6	17.7	16.8
Lecturer Teaching					
11 % Lecturer/Total Instructional FTEF	16.5%	27.1%	25.0%	29.4%	24.6%
12 FTES Taught by Lecturer	30.9	55.1	61.1	49.3	57.2
13 % FTES Lecture/FTES Generated	16.5%	28.3%	27.9%	24.0%	26.4%
D. Student Faculty Ratios					
1 Tenured/Track	12.2	11.4	11.3	12.5	12.6
2 Lecturer	12.2	12.1	13.1	9.5	13.8
3 SFR By Level (All Faculty)	12.2	11.6	11.8	11.6	12.9
4 Lower Division	0.0	0.0	0.0	0.0	0.0
5 Upper Division	0.0	0.0	0.0	0.0	0.0
6 Graduate	12.2	11.6	11.8	11.6	12.9
7 Number of Sections Offered	59	64	72	74	74
8 Average Section Size	15	17	17	15	15

Source and definitions available at:

Headcount Enrollment					
	Fall Quarter				
	2004	2005	2006	2007	2008
Counseling					
1 Undergraduate	0	0	0	0	0
2 Graduate	111	120	115	114	114
3 Total Number of Majors	111	120	115	114	114
Special Education					
1 Undergraduate	0	0	0	0	0
2 Graduate	40	51	69	53	42
3 Total Number of Majors	40	51	69	53	42
College Years					
Degrees Awarded					
	03-04	04-05	05-06	06-07	07-08
Counseling					
1 Undergraduate	0	0	0	0	0
2 Graduate	54	61	47	53	54
3 Total Number of Majors	54	61	47	53	54
Special Education					
1 Undergraduate	0	0	0	0	0
2 Graduate	8	13	5	10	5
3 Total Number of Majors	8	13	5	10	5