

College of Education and Allied Studies
 Department of Educational Psychology
 School Counseling Program
 CAPR Annual Report
 April 2010

This report will describe key points in this year’s progress as related to our NCATE Accreditation standards.

Standard 1. Candidate Knowledge, Skills, and Dispositions

In spring 2009, 100% of our School Counseling students passed the rigorous Praxis Examination prior to graduation. This exam is required for national recognition and certification of knowledge among school counselors.

Professional Portfolios of second-year intern school counselors were evaluated in the spring of 2009. Evaluations indicated an average rating of proficient to outstanding on the review standards previously developed.

Standard 3. Field Experiences and Clinical Practice.

The first- and second-year supervision evaluations for School Counseling recently aligned with changing ASCA National Model and CACREP standards are continuing to be used in Fieldwork. For school counselors-in-training, evaluation questions align with the ASCA National Model Domains, Themes, and Functions. Relationships with Fieldwork sites continues to develop; the challenge continues to be finding sites in high needs schools where professional performance expectations are aligned with the ASCA National Model.

Standard 4. Diversity

Our PPS Credential Cluster (Integrated School Counseling and School Psychology Programs) continues to recruit diverse school counselors- and school psychologists-in-training. The School Counseling Program have increased the diversity of its candidates and has increased admitted students from under-represented cultural, ethnic, or language groups. The PPS cluster, overall, has increased the number of Latino-American, and Asian-American candidates over the last two years. The number of African-American candidates increased from zero in 2008 to three in 2009. The number of male students lags but we are targeting increasing the number of admitted male students for fall 2010.

School Counseling Diversity Data

Ethnic Identity	2006 N=7	2007 N=7	2008 N=9	2009 N=13
African American	14%	14%	0	23%*
Latino	14%	0	44%	37%*
Middle Eastern	14%	0	0	7%
Asian/Pacific Islander	14%	43%	22%	15%
European American	43%	43%	33%	23%
Native American	0	0	0	0

*Note over 100%; one student identifies as African American and Latino

Gender	2007 N=7	2008 N=7	2009 N=9	2010 N=13
Male	14%	16%	22%	15%
Female	86%	84%	88%	85%

Professional Portfolio Evaluation

The School Psychology (CCSP) and School Counseling Programs continue to use rubrics revised in 2006. The Professional Portfolio Rubrics based on (1) the American School Counselor Association (ASCA) National Model, and the Council for Accreditation for Counseling and Related Programs (CACREP); and (2) the National Association of School Psychologists (NASP) Training Standards, respectively. Portfolio domains were aligned with the National Model, CACREP, and NASP Standards, and rubric anchors were used to help show professionals-in-training their strengths and weaknesses. Current innovation efforts involve using i-Google web sites as professional platforms for enabling students to post electronic portfolios online.

Disposition and Clinical Aptitude Dialogical Evaluation

The School Psychology (CCSP) and School Counseling Programs disposition rubrics to continue to guide a dialogical developmental process where professionals in training visit, reflect, and revise their disposition work at key points during the program. Central disposition evaluations emphasize: 1) Collaboration, support, and leadership; 2) Appropriate risk taking and acceptance of learning challenges; 3) Ability to interact with others without inappropriate intrusion of person ego needs; and 4) Understanding of cultural diversity factors.

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: <http://www.cse.edu/academic/apr>

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