

**College of Education and Allied Studies  
Department of Educational Psychology**

**M.S. in Counseling  
Clinical Child/School Psychology Option  
School Counseling Option  
Marriage and Family Therapy Option**

**Pupil Personnel Services: School Psychology Credential  
Pupil Personnel Services: School Counseling Credential**

**Committee on Academic Planning and Review (CAPR) Annual Report  
May 2012**

**1.0 Program Status**

**(A) Summary of Program Changes**

The Pupil Personnel Services (PPS) Cluster consists of the School Counseling and School Psychology Programs. Since 2010, the PPS Cluster has maintained five full-time tenure track faculty. (NOTE: The special education programs in the Department of Educational Psychology have completed a separate annual report.)

Faculty have reformulated the PPS Cluster for greater collaboration in the delivery of courses and changes in the program. Faculty have worked to maintain a PPS Blackboard site for both School Counseling and School Psychology. A Facebook page has been developed to improve outreach to prospective students to maintain contact with program graduates. PPS Cluster faculty have collaborated with Diana Wakimoto, the Instruction Librarian, in teaching students to develop ioogle professional practice portfolios. School Psychology is piloting an electronic quarterly evaluation using Survey Monkey to gather results; the format will enable faculty to quickly analyze results. Faculty have developed an East Bay Helping Professionals ioogle site that houses model portfolios and materials that would be of use to program graduates who do not have access to BB.

Faculty continue to labor with heavier secretarial workloads due to the loss of support personnel in the budgetary crisis.

Recruitment efforts continue to target the number of diverse students who enter the program. Currently students and graduates are able to join the East Bay School Counselor ioogle website by supplying faculty with their current email address. The site also houses the ioogle professional practice portfolios of School Counseling graduates, with their permission.

The School Counseling and School Psychology programs have dramatically expanded the range and intensity of community services through the Community Counseling Center from 2011 to the present. Specifically, graduate trainees provide the following counseling-related services as part of a cluster of grants: Child Therapy, Parenting Skill Training Groups, Play Therapy, "Watch, Wait, and Wonder" (a group for parents to

increase attachment and connection with their infant children), Family Therapy, and Couples Therapy. These services provide support to Hayward families who often cannot afford high-quality counseling. Additionally, graduate counseling trainees receive invaluable counseling experience and feedback from supervisors toward their future professional expertise.

## **2.0 Summary of Assessment Results**

### **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 orients 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. The School Psychology program is piloting the use of an electronic format for Fieldwork Evaluations used by site supervisors. All students develop Professional Practice Portfolios to document their activities in the program and in the schools. The Professional Practice Portfolio Rubric is used in guiding the assessment of students' professional practice, interventions, and impact upon the schools where they are placed.

### **Results for 2010-2011**

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 (PPP) 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 2010-11, Mean 2.54-3.23. For School Psychology in 2010-2011 overall mean evaluations indicated Proficiency ratings for the Professional Portfolio in all areas: Data-Based Decision Making; Intervention/Wellness; Pre-Referral Intervention; Team Membership; and Program Development. Mean ratings ranged from 3.08 to 3.32 on a 4-point scale.

All graduates must take and pass the PRAXIS Exam. The national exams have different content and passing metrics by profession. School Counseling 2010-11 – 100% passing, 13/13 achieved a passing score of 630 or above. For School Psychology (PRAXIS II) 2010-2011- 100% passing, 14/14 achieved a score of 165 or above. These scores are strong indicators of nationally recognized achievement.

### **Changes Assessment System**

The Fieldwork Evaluation instruments for both School Counseling and School Psychology were revised for 2011-12. School Psychology has developed an electronic format that will improve data analysis and ease for site-based supervisors.

**California State University, East Bay**  
**APR Summary Data**  
**Fall 2006 - 2010**

<b>Educational Psychology</b>					
<b>Item</b>	<b>Fall Quarter</b>				
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>A. Students Headcount</b>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	184	167	156	168	191
4. Total Number of Majors	184	167	156	168	191
<b>College Years</b>					
<b>B. Degrees Awarded</b>					
	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
1. Undergraduate	0	0	0	0	0
2. Graduate	52	63	59	72	64
3. Total	52	63	59	72	64
<b>Fall Quarter</b>					
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	12	12	12	12	11
2. Part-Time	3	2	0	0	1
3a. Total Tenure Track	15	14	12	12	12
3b. % Tenure Track	46.9%	50.0%	41.4%	41.4%	50.0%
<b>Lecturer Headcount</b>					
4. Full-Time	0	0	0	0	0
5. Part-Time	17	14	17	17	12
6a. Total Non-Tenure Track	17	14	17	17	12
6b. % Non-Tenure Track	53.1%	50.0%	58.6%	58.6%	50.0%
7. Grand Total All Faculty	32	28	29	29	24
<b>Instructional FTE Faculty (FTEF)</b>					
8. Tenured/Track FTEF	14.0	12.5	12.7	9.2	10.2
9. Lecturer FTEF	4.7	5.2	4.1	5.5	3.8
10. Total Instructional FTEF	18.6	17.7	16.8	14.7	14.0
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	158.3	155.6	159.5	128.3	226.0
11b. % of FTES Taught by Tenure/Track	72.1%	76.0%	73.6%	60.4%	80.7%
12a. FTES Taught by Lecturer	61.1	49.3	57.2	83.9	54.2
12b. % of FTES Taught by Lecturer	27.9%	24.0%	26.4%	39.6%	19.3%
13. Total FTES taught	219.4	204.9	216.7	212.2	280.2
14. Total SCU taught	3291.0	3073.0	3251.0	3183.0	4203.0
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	11.3	12.5	12.6	13.9	22.1
2. Lecturer	13.1	9.5	13.8	15.4	14.2
3. SFR By Level (All Faculty)	11.8	11.6	12.9	14.5	20.0
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	11.8	11.6	12.9	14.5	20.0
<b><i>E. Section Size</i></b>					
1. Number of Sections Offered	72.0	74.0	74.0	70.0	93.0
2. Average Section Size	16.8	14.8	15.3	16.0	23.2
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	16.8	14.8	15.3	16.0	23.2
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	48	53	50	41	58
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	25	22	24	29	35

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

	Fall Quarter				
	2006	2007	2008	2009	2010
<b>Headcount Enrollment</b>					
<b><i>Counseling</i></b>	0.0	0.0	0.0	0.0	0.0
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	115	114	114	130	133
4. Total Number of Majors	115	114	114	130	133
<b><i>Special Education</i></b>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	69	53	42	38	58
4. Total Number of Majors	69	53	42	38	58
	College Years				
	05-06	06-07	07-08	08-09	09-10
<b>Degrees Awarded</b>					
<b><i>Counseling</i></b>					
1. Undergraduate	0	0	0	0	0
2. Graduate	47	53	54	63	47
3. Total Number of Majors	47	53	54	63	47
<b><i>Special Education</i></b>					
1. Undergraduate	0	0	0	0	0
2. Graduate	5	10	5	9	17
3. Total Number of Majors	5	10	5	9	17