Indiana State University

2006 - 2007 Academic Annual Report

Department of CD & Coun, School, & Ed Psych

Vision Statement

<u>View/Modify Vision</u>

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

On October 1, 2006, through a faculty initiated realignment process the Departments of Communication Disorders, Counseling, and Educational and School Psychology became the Department of Communication Disorders and Counseling, School, and Educational Psychology (CDCSEP). During this academic year we have collaboratively developed a mission statement, a set of common values, and a diversity statement. We will be developing an integrated vision statement during the next academic year. Our mission and values statements are presented below. The vision statements from our three former departmental areas are also listed below. For now, these vision statements remain accurate for programs in each of these three general degree areas. Mission: To develop professionals to promote well-being, educate, and serve others. Values: 1. Excellence in Practice – demonstrated by reflecting on our practice, being creative and innovative in delivery, inquiring intellectually, and providing leadership. 2. Collegiality – demonstrated by creating collaborative relationships, demonstrating integrity in all we do, and having passion for and enjoyment of our roles and responsibilities. 3. Social Justice – demonstrated by embracing diversity, accepting differences, being socially responsible, and advocating for others. Program Area Vision Statements: Communication Disorders The programs in Communication Disorders provide our students with a broad body of knowledge and extensive clinical experiences reflecting current best practices in communication science and disorders. Our students are a community of active learners who understand and can apply the scientific method to theoretical and applied problems in communication science and disorders. Counseling The Counseling area aspires to be recognized for providing excellent, professional, graduate-level preparation in the areas of counseling psychology, counselor education, mental health counseling, and school counseling. Preparation in these areas responds to societal needs, reflects a commitment to excellence, involves collaboration with community agencies, and contributes to the quality of life in Indiana and other locales. Our graduates will effectively understand and apply human service principles in order to facilitate the development of human potential, well-being, and problem solving in a variety of individual, family, institutional, and community settings. They will assume positions as applied practitioners, trainers, leaders, and scholars who are prepared to use research, inquiry, and best practices to inform work in their respective disciplines. Educational and School Psychology The Educational and School Psychology area strives to achieve: -- high pedagogical standards that ensure quality learning outcomes for our students; -- experiential learning that permits our students to acquire knowledge and skills in authentic work settings; -- community engagement with partners throughout State of Indiana and beyond; -- advancement of the knowledge-base in psychology and education through the discovery of information and generation of original research; and -- exemplary service to the University, community, and professional organizations in psychology and education. Our vision is predicated on the belief that we live in a society with rich and diverse groups, whose unique cultural backgrounds enhance the teaching, learning, and practice of psychology.

Year in Review

<u>Accomplishments</u>

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

• Completed a faculty initiated realignment of three departments (Communication Disorders, Counseling, and Educational and School Psychology) into one: Department of Communication Disorders and Counseling, School, and Educational Psychology. Adopted a new department mission statement, set of values, and diversity statement. A revised vision statement is being developed. • Completed two successful tenure-track searches - one each in School Psychology and Counselor Education. • Annual re-accreditation reports were filed with, and accepted by, the American Speech-Language-Hearing Association (ASHA)(Speech-Language Pathology MS/MA), the American Psychological Association (Counseling Psychology Ph.D. and School Psychology Ph.D.), and the Council for Accreditation of Counseling and Related Education Programs (Mental Health Counseling M.S. and School Counseling M.Ed.). Two re-accreditation self-studies were conducted and submitted to APA in preparation for two fall 2007 reaccreditation visits for the Counseling Psychology Ph.D. program and the School Psychology Ph.D. program, respectively. • The School Psychology Ed.S. program received National Association of School Psychologists (NASP) re-accreditation through 2008. The School Psychology Ph.D. also received full NASP re-accreditation concurrent with APA accreditation. • Hosted (in collaboration with the COE, Admissions, Financial Aid, and the Indiana Secondary Market) the second annual Counselor Day on Campus with nationally known keynote speaker, Kathy Stevens, co-author of The Minds of Boys: Saving Our Sons from Falling Behind in School and Life. Forty-seven registrants participated in the day-long program. Free continuing education credits were provided and graduate credit was available. • Graduate students in clinical practice programs provided over 83,000 hours of supervised speech-language-pathology, school counseling, mental health counseling, counseling psychology, school psychology, counseling, and consultation services to our local, regional, and national communities. Services were provided in our campus-based clinics (the Rowe Center for Communicative Disorders, the Porter School Psychology Clinic, and the Counseling Clinic) and, through cooperative training relationships, in a number of schools, clinics, hospitals, correctional, and community service agencies. In the immediate Wabash Valley area and across Indiana, these services were provided in more than 25 school corporations (~100 different schools) and 65 agencies. • School Psychology Ph.D. students (7) and Counseling Psychology Ph.D. students (7) who applied for internships through the very competitive APPIC National Matching Service received year-long, paid, predoctoral internship training placements at APA-accredited or APPIC-approved training sites for 2007-2008. • Four faculty members (H. Ganapathy-Coleman, V. Hammen, B. Roberts-Pittman, C. MacDonald) received third round ISU Promising Scholar Grants.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Twenty tenure-track department faculty members reported* a minimum of 23 scholarly publications (peer reviewed journal articles, book chapters, manuscripts, reports, etc.), 19 peer reviewed professional presentations in local, regional, national, and international venues, and 8 book, journal or web page reviews. It has been a productive year, especially when we consider our heavy undergraduate and graduate clinical practice supervisory responsibilities, our many large-section

service course contributions, our professional service responsibilities within the college, and our faculty members' active participation in the retooling and team buildings efforts related to our realignment efforts. Our scholarly and research contributions, across the department, are reasonably balanced reflecting diversity in faculty members' expertise in various styles of scholarship and inquiry. Several faculty members, especially those most closely affiliated with our doctoral programs, have identified a desire/need to engage more consistently in disciplinary research but find that such endeavors do not fit well into the everyday life of the department given the heavy teaching and supervisory requirements of our applied practice programs and the very high service expectations (both internal and external to the university) associated with professional school programs. *Digital Measures is the data source. Note that faculty activity reports may not be complete for the first half of the 2007 calendar year given that the last required posting period was for calendar year 2006. Therefore, Digital Measures data is likely incomplete and under represents actual faculty activity for the 2006-2007 reporting period.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Grants and Contracts: Faculty members report contributions to 40* grants, contracts, or sponsored research efforts. Highlights of recent faculty efforts include the following: Pre-tenured faculty members have attended one or more grant/contract writing workshops and have submitted or are in the process of developing grant/contract proposals to support their clinical, research, educational, or service provision activities. Faculty members have received internal seed/start-up grants from the Instructional Technology Mini-Grant program (H. Ganapathy-Coleman – Achieving Improvements in EPSY 202 through Small-Group Research Projects; D. Leggett – Using Website Technology to Teach about Interpersonal Violence) and the Experiential Learning and Community Engagement grant program (C. MacDonald – Sullivan County CAPE Grant: A Connected Life-Long Learning Community Grant; L. Sperry [with K. Liu] – Early Childhood Program Environment and Child Readiness Assessment for Quality Improvement Project). Five faculty members have received awards from the Promising Scholars Grant program: E. Hampton (with S. Gruenert) – AYP and Social Capital, $11,830 V. Hammen – Voice Problems in Beginning Teachers, $14,984 H. Ganapathy-Coleman – At the Interface of Beliefs, Resources, and School Networks: Family Perspectives on Educational Outcomes, $15,000 B. Roberts-Pittman & C. MacDonald – ISU Student Experiences of Bullying, $12,617 Counseling area programs have secured ~ $80,000 in external contract funding to support 8 doctoral students in community-based clinical practice assistantships (Midwest Center for Rural Health, IVY Tech College, SMWC, and RHIT) and associated fee waiver contributions. Two program areas are in the final phases of projects funded by the Indiana Department of Education, Division of Exceptional Learners, to address the state shortage of speech-language pathologists (SLP Hybrid Distance Education Project 2006-2007) and school psychologists (Training Alternatives for Psychologists in Schools [TAPS], respectively. A revised and updated alternative training program for school psychologists, based on experience with the TAPS program, is in development. D. Krug & P.G. Aaron (Co-PIs) have submitted a proposal for a major USDOE grant on Computer-based Assessment of Reading Comprehension ($508,810) Professional Service: Faculty report participating in a minimum of 21* off-campus professional service activities. This number does not include local and national consultancy relationships or program evaluations. (Digital Measures does not currently capture consultation relationship in the off-campus service category.) Faculty members provide leadership as officers and board or committee members for local, regional, and national professional organizations (e.g., Indiana Counseling Association, Indiana School Psychology Association, American Speech Language and Hearing Association [ASHA], Indiana Speech-Language Hearing Association, Association for

Women in Psychology, American Psychological Association, Compas II, Indiana Civil Rights Commission, International Dyslexia Society), serve on editorial boards of professional journals, and provide consultation and program evaluation services. Department faculty members are generally satisfied with our levels of activity in grants, contracts, and off-campus professional service. Our extensive service involvements nationally bring strong visibility to ISU. Our high on-campus service expectations, however, (e.g., faculty governance committees, college operational committees, and program committees) are experienced by many faculty members as challenging their ability to dedicate larger amounts of concentrated time on grant development and expanded scholarly research/writing activities. *Digital Measures is the data source. Note that faculty activity reports may not be complete for the first half of the 2007 calendar year given that the last required posting period was for calendar year 2006. Therefore, Digital Measures data is likely incomplete and underrepresents actual faculty activity for the 2006-2007 reporting period.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

Service courses are provided in a variety of delivery modalities (traditional, online, hybrid, IPTV) to serve the needs of a growing body of students. Faculty members continue to integrate technology applications (e.g., BlackBoard, Breeze) into their on-campus, distance, and hybrid course delivery efforts. The possible application of digital video technology and real-time online video tracking as aids to clinical supervision are being explored. Hybrid master's programs in school psychology and speech-language pathology (SLP) have been offered, with the assistance of external grants, to meet the statewide need for professionals in these areas. Students taking advantage of these programs are typically employed full-time in various locations throughout the state. The SLP program will terminate this year – program faculty are insufficient in number to sustain the hybrid graduate program as well as the existing on-campus graduate and undergraduate programs. School Psychology program faculty plan to revise the hybrid program in their area, based on previous experience with the TAPS program, and hope to recruit students for admission into the revised program beginning in 2008. Faculty members in the School Counseling and Mental Health Counseling programs continue to assess the potential advantages and challenges associated with web-based technology and digital video technology as aids to providing live clinical supervision to counselors-in-training at sites distant from campus.

Course Scheduling/Enrollment Management

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

Program faculty work collaboratively with students (and in the case of service courses with external program coordinators) to intentionally plan students' schedules of study. Program faculty are also noted for engaging in good advisement practices both during identified advisement periods and as needed during our students' tenure in our programs. Nearly all program admissions are cohort based which allows program faculty to plan course offerings on a regular basis. Cohort enrollment targets generally exceed minimum undergraduate and graduate class sizes. In the case of the Counselor Education doctoral program that was initially designed to admit smaller classes, a course rotation plan was developed (every other year or every third year) to maximize section sizes in the few courses dedicated to that program. In the School Psychology doctoral program, faculty have examined course content and advised cross-over enrollments (with Counseling Psychology students) to limit small sections sizes and what had become an unacceptably large number of individual independent study offerings for School Psychology graduate students. The Counseling Psychology doctoral program faculty also experimented with alternate year course offerings which created larger

sections. This experiment contributed to fewer low enrolled classes but created section sizes that exceeded the recognized limits for appropriate supervision of clinically-based classes. The current rotation schedule must be reexamined. The department works closely with program directors in other departments to schedule service classes that meet the time and rotation needs of those units. The Educational Psychology area provides a large number of service courses (e.g., research, statistics, developmental psychology) each semester with robust enrollments in several undergraduate and graduate sections. The inability to replace a late 2005-2006 resignation in the Educational Psychology area has contributed to section sizes in some classes that are larger than optimal for appropriate instructional and learning experiences from the perspectives of faculty and student alike. Our six graduate level clinical practice programs, five of which are nationally accredited, require small (4-6)) section sizes in several supervised practicum classes. To date, the department has been awarded sufficient part-time temporary (PTT) funds to hire appropriately licensed supervisors/clinical instructors from the local community to cover these sections such that course availability has not been a challenge for timely graduation. Reductions in PTT funding could impact our ability to provide adequate (in number and quality as defined by our national accrediting boards) supervised practice opportunities to students.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

The approval of discipline area workshop courses (e.g., Course 500W) that can be associated with conference or other professional development activities provides an alternate route for practicing professionals to receive official university credit for conference/workshop attendance in conjunction with an identified course assignment. Several School Counselors took advantage of this opportunity during the 2007 Counselor On-Campus Day. During summer 2007, an online course on Resiliency in the Schools is being offered for School Counselors and other school personnel who need to earn university credit for license renewal. Such opportunities provide a service for school personnel but typically result in limited enrollments – the offerings are seen as expensive by many potential enrollees. With the assistance of grants from the IDOE Division of Exceptional Learners, the department has been involved in providing a master's and an educational specialist's program in a hybrid format to meet the needs of employed school personnel who wish to achieve licensure as speech-language pathologists or school psychologists. Department faculty members have decided to terminate the SLP program due to insufficient full-time faculty to adequately deliver the program while maintaining quality campus-based undergraduate and graduate SLP programs. School Psychology faculty members are currently developing a proposal to revitalize an improved hybrid Ed.S. program to assist with the shortage of licensed school psychologists in the state. Possibilities are also being explored with school psychology faculty at Valparaiso University to develop a collaborative relationship, possibly involving hybrid or distance programming, between their Ed.S. and our Ph.D. programs. The Educational Psychology area offers a number of courses in non-traditional format on a regular basis (e.g., EPSY 221, 302, 612, 620, 621). A number of course sections (EPSY 621 & 612) are offered in the summer in a 10-week format, both in class and online, to better meet students needs. When programs request that a course be offered in an alternative format, we work with the area to be responsive to student needs. Timely communication from the programs requesting service and timely student enrollments, when requested courses are offered, would be helpful. Occasionally, requested course offerings are scheduled but then do not meet required enrollment targets and must be cancelled. The Counselor Education Ph.D. program was designed as an innovative part-time and alternative delivery program. The Program Prioritization evaluation process required this program to suspend recruitment efforts until late this spring. In light of recent decisions made by the national counseling accrediting agency (CACREP), the need for specifically prepared Counselor Education Ph.D.s is expected to escalate in the next four years. This

program is well poised to meet that market need.

<u>Assessment</u>

Please share your stated student learning outcomes.

Please see the attachment submitted to Dean Balch that details responses to each of these questions for each of the 7 degree program areas in the department.

Strategic Initiatives

<u>Community Engagement I</u>

Please summarize your faculty's efforts in community engagement this year.

The nature of our clinically based undergraduate and graduate programs in speech-language pathology and our graduate programs in the human services areas of school psychology, counseling psychology, mental health counseling, school counseling, and counselor education requires that our faculty members develop and maintain close working relationships with community partners in school, agency, hospital, college, and correctional settings. All of our students participate in community-based clinical practice placements which provide not only community engagement but high-level supervised experiential learning that provides much needed services to members of the Wabash Valley, Indiana, and national communities. During the 2006-2007 academic year, undergraduate and graduate students in clinical practice programs provided over 83,000 hours of faculty supervised speech-language-pathology, school counseling, mental health counseling, counseling psychology, school psychology, counseling, and consultation services to our local, regional, and national communities. Services were provided in our campus-based clinics (the Rowe Center for Communicative Disorders, the Porter School Psychology Clinic, and the Counseling Clinic) and, through cooperative training relationships, in a number of schools, clinics, hospitals, correctional, and community service agencies. In the immediate Wabash Valley area and across Indiana, these services were provided in more than 25 school corporations (~100 different schools) and 65 agencies. Those settings include but are not limited to Vigo and Clay county schools, Indianapolis Public Schools, local and regional hospitals, PDS Schools, Covered Bridge Special Education District Services, Gibault School, Hamilton Center, Hyte Center, 14th and Chestnut Center, RHIT, SMWC, Ivy Tech, and state correctional facilities. Faculty members are also engaged with doctoral students on a number of dissertation research projects that are conducted in a variety of community settings in collaboration with staff members in those settings. Many of the projects are located in schools and are designed to address questions specifically raised by practicing educators. Examples of those projects include topics such as the following: Response to Intervention approaches as predictors of children's success on No Child Left Behind assessments; effectiveness of different reading interventions for student with Autism Spectrum Disorder; effectiveness of discrete trial learning for nonverbal communication techniques for students with severe Autism Spectrum Disorder; effectiveness of teaching preschool teachers to manage behaviorally challenged students; effectiveness of teaching self-monitoring techniques to students with Attention Deficit Hyperactivity Disorder; program evaluation of a therapeutic play-based preschool program for students with emotional difficulties. Faculty members are also involved in community settings as External Program Evaluators (one example this year includes L. Sperry's work with the Parke-Vermillion Even Start Program in Family Literacy). School Psychology faculty members have completed the necessary documentation for the Porter School Psychology Center to be part of the Vigo County Family Connections/Community Mapping Project. This project is designed to provide a comprehensive web-based listing of services and providers for children within Vigo County. The School Psychology faculty plans to begin a Center for Autism Assessment and Treatment, as part of the Porter Center activities, during fall 2007 given the rapidly growing need for this service in our community.

<u>Experiential Learning</u>

What is your vision for experiential learning in your department?

Supervised experiential learning will remain a stable aspect of our human services preparation programs. These opportunities allow students in our programs and classes to "experience their future" "more from day one" in hands-on real-life service provision settings. Supervised clinical practice with actual clients is a cornerstone requirement in all of our human service professional practice programs - the culmination of which is eligibility for state or national licensure.

<u>Fundraising Activities</u>

What steps have you taken to support fundraising activities in your department? How can your efforts be supported?

We routinely update our alumni contact listings and participate in professional conference Alumni Events to help maintain program visibility and alumni connections with ISU. Current students are made aware of our endowed awards during public award ceremonies in order to demonstrate the ways and reasons others have supported our programs and to help develop a culture of 'giving back' to one's degree program or department. School Psychology faculty members are exploring contract options with community agencies that would support additional graduate assistantships for Ed.S. and Ph.D. students in school psychology. Possibilities are under consideration for developing an endowed award related to an upcoming faculty retirement.

Quality

<u>Quality</u>

Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.

• Retention of faculty is important to excellence in each of the programs in the department. Faculty turnover is damaging to the ongoing efforts of the unit. An investment that addresses the current realities of salary compression would be wise. • Support a tenure-track hire in the Educational Psychology area for a faculty member with expertise in multicultural education. • Support a tenure-track hire in the Counseling Psychology area to maintain appropriate student:faculty ratios in that program. This would replace a late resignation during 2006-2007. • Support hiring doctoral-level faculty with expertise in public school speech-language pathology to insure quality of the undergraduate and graduate academic and clinic programs in the Communication Disorders area. • Graduate faculty resignations received from licensed clinical faculty members late in the academic year create significant challenges in covering classes and supervisory assignments. Prompt notification of PPT funds associated with these lost positions would be appreciated. • Provide information on graduate assistantship/fee waiver funding to programs much earlier so that the resources can contribute to recruitment efforts. Receiving the information in March is very late in the recruitment cycle for our nationally competitive master's and doctoral programs and has contributed to the loss of top applicants. • Additional funding for graduate student recruitment activities. • Provide additional assistance, guidance, communication, and personnel support to address NCATE accreditation issues (e.g., documentation, unit assessment coordination). • Examine service expectations (e.g., size and number of governance committees given overall decrease in the size of tenure-track faculty since the initial formation of those committees). • Identify ways to consistently and equitably recognize significant on- and off-campus service as part of faculty members' load.

<u>Feedback</u>

This section is to allow you to share your ideas for enhancing enrollment, dealing with budget and other challenges facing the university community.

Although there have been recent efforts to enhance entry-level faculty salaries, the salaries of faculty members hired in the COE prior to this year have been low and contribute to compression. Adjustments to those salaries for our dedicated and productive pre-tenure faculty would be appropriate and likely decrease the likelihood of losing these individuals to more lucrative positions elsewhere. Increasingly faculty members are asked to take on responsibilities in "middle management" positions within the university as center, project, or larger realigned department directors/chairs. When this happens, the faculty members' instructional or supervisory responsibilities within the department are often shifted to others in the department. A careful analysis of instructional and supervisory needs in an area is recommended to insure that programs receive or maintain the resources they need to deliver their programs when one of their members is identified to provide leadership within the university. Assistantship support for graduate students permits our students to participate in and contribute to the important instructional, supervisory, and research work of faculty. These opportunities are critical to mentoring and developing future members of the professoriate. Our assistantships must be competitive with other universities, be sufficient in number to support many deserving students, and be announced in sufficient time to assist with recruitment. The efforts of the Admissions office in undergraduate recruitment have been more visible this year. Continue to centralize the organization of undergraduate admissions efforts. Resource allocation (see the HLC criterion 'Preparing for the Future') needs to be more transparent at the university level. Faculty morale is low and ongoing requests for faculty members to identify ways to improve their work without tangible reinforcement for the good work that is already being done is experienced by faculty members as, at best, tiresome. Administration and faculty governance leadership need to collaboratively examine the service demands on faculty time given the reduced number of faculty members on campus now, as compared to when the faculty governance committee structure was established, and the increased work load expectations in the areas of teaching, scholarship, professional service, and community engagement.