

Indiana State University

2004 - 2005 Academic Annual Report

Department of Educational and School Psychology

Year in Review

Accomplishments

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 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?

Departmental accomplishments for the 2004-05 academic year included: -- The department developed and approved a position statement on diversity; -- Two successful faculty hires in educational psychology for next year; -- The successful search for a new support staff member; -- Extensive outreach services to a variety of community agencies and schools throughout West Central Indiana (see section below on Experiential Learning); -- External funding, via grants and contracts, exceeding \$130,000; -- Increasing community engagement (see section below on Community Engagement); -- The faculty's scholarly productivity (see section on Research and Scholarship); -- Strong participation by faculty in governance (four faculty senators, one faculty member as Secretary, College of Education Congress); -- Student accomplishments on internships (five doctoral students received internships, three at APA-approved sites).

Research and Scholarship

What is your assessment of accomplishments in the area of research and 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?

The number of papers, manuscripts, reports generated by faculty and students is indicative of a very productive year.

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?

The department was very productive during the past year in terms of grants and contracts. Drs. P. G. Aaron and Alisha Ford, in collaboration with Dr. Elizabeth O'Laughlin (Psychology) received a grant (@ \$17,000) from Instruction Research and Technology Services to investigate assessment practices used diagnose attention-deficit/hyperactivity disorder. Drs. Michael Bahr and Lisa Bischoff received continued funding (@ \$100,000) from the Division of Exceptional Learners, Indiana Department of Education, for Training Alternatives for Psychologists in Schools, a distance-based approach to addressing the state shortage of school psychologists. The School Psychology Program received a grant (@ \$10,000) for psychological assessment and treatment materials from the Psychological Corporation, and it developed a contract (@ \$8,000) to deliver psychological services to a charter school in Sullivan County.

Best Practices

Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?

The educational psychology faculty developed a mission statement and policy on appointing a program director/area coordinator. They also continued to offer a variety of courses via alternative delivery systems, including IHETS, web-based formats, and hybrid courses (combining on-campus classes with web-based instruction).

Student Credit Hours

What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?

In Fall 2005, the department averaged 134 SCHs per actual faculty FTE faculty, and 511 SCHs for the full-temporary faculty members. The department successfully conducted two searches for tenure-track faculty members this year. The new faculty members will be assigned primarily to the undergraduate courses filled by the two full-time, temporary faculty members, who produced an average of 511 SCHs. Thus, we expect our SCH production to rise well beyond 134 next year.

Budget

Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.

Our department continues to participate on initiatives with the other ISU professional psychology programs--the Counseling Psychology Program and the Clinical Psychology Program. We share resources and expenses for guest speakers/continuing professional development.

Outreach

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

Our outreach services are extensive: The Porter School Psychology Center broadened service delivery by increasing treatment for children with autism and implementing the READ Program during both fall and spring semesters. The number of outside agencies served by the department has increased significantly and include Head Start, Even-Start, Vigo and Clay County schools, a charter school, Indianapolis public schools, PDS schools, alternative schools, Gibault School, Riley Hospital for Children, Marshall and Charleston IL schools, Hamilton Center, HYTE Center, 14th and Chestnut Center, and the Terre Haute Big Brother/Big Sister Program.

Assessment

For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.

The School Psychology Program has a fully-implemented Unit Assessment System whereby student performance is evaluated by faculty or supervisors in the community. This information is used to provide feedback on student performance and to general program-level data for evaluation purposes. Several courses in educational psychology refined performance-based assessments for teacher education majors. The performance of these students was captured via submission of their work/performance through LiveText, a software program designed to aggregate unit-level data.

Strategic Initiatives

Development Activities

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

We continue to contact our alumni, who are frequent contributors to our development efforts. We also are in the process of endowing the Bonnidell Clouse Award, a new scholarship honoring one of our distinguished emerita faculty members. Assuming that the endowment is completed next year, our department will have created three new endowments in a 7-year period.

Experiential Learning

Please provide examples of experiential learning in which your department was engaged in 2004-2005.

The School Psychology Program has extensive experiential learning via the Porter Clinic and practicum/internship placements in schools and community agencies. Over the past year, students in the program completed practica that delivered psychological services totaling 8027 clock hours. Interns completed 16,800 clock hours. Together, these total 24,827 hours at 25 different practicum/internship sites. Courses in educational psychology also require experiential learning. Sites that provide access to undergraduate students include the ISU Child Care Center and the Vigo County Public Schools.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

Next year, the faculty in educational psychology hope to unveil a Master's Degree in Educational Accountability (note: the master's in educational psychology is currently banked). This degree will focus on training school professionals for executive positions in their districts, and it will target practicing professionals. The potential for experiential continues is very high. The School Psychology Program has applied for continuation of the TAPS grant (@ \$142,000), and this would continue to be a cutting-edge, innovative approach to training psychologists. As a department that currently has extensive experiential learning in place, we look forward to our work assisting the University in recognition as a pre-eminent institution.