DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
T E X A S   A & M   U N I V E R S I T Y

ACADEMIC PROGRAM REVIEW
Self Study Report
November 6-8, 2011

EDUCATION
& HUMAN DEVELOPMENT
TEXAS A&M UNIVERSITY

Academic Program Review

2011

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Academic Program Review

November 6-8, 2011

Texas A&M University

College of Education & Human Development

Department of Educational Psychology (EPSY)

Dr. Victor Willson, Department Head

Table of Contents

Department of Educational Psychology External Review

APPENDICES (all are provided as pdf files on the associate CD)

    A. Department of Educational Psychology Doctoral Program Review Self-Study Report January 25-28, 2004
    B. American Psychological Association Counseling Psychology Program Self-Study 2010
    C. American Psychological Association School Psychology Program Self-Study 2010
    D. Program Materials
        a. Bilingual Education: Undergraduate and Graduate
        b. Special Education: Undergraduate and Graduate
        c. Learning Sciences: Graduate
    E. Southern Association Learning Outcomes Documents (WEAVE online)

Executive Summary

Self-study is the central mechanism for productive change under many models of management, including Total Quality Management perspectives adopted informally over the years by Texas A&M University and the Department of Educational Psychology, in theory if not always in practice. The following document is intended to characterize the department at it presently is organized and functions with respect to three of its five programmatic emphases, Bilingual Education, Learning Sciences, and Special Education. There is awkwardness in ignoring the two professional programs, counseling psychology and school psychology, yet their extensive reviews in 2010 provide meaningful descriptions and understanding of their role in the department. Also, the presentation of department structure in this document captures their programs as well in how the department functions.

The information presented in this document has been prepared for a team of external reviewers who have been charged by the Associate Provost for Graduate Studies to evaluate the academic programs of Educational Psychology. The External Review Team includes Dr. Robert Floden of Michigan State University, Dr. Lee Kern of Lehigh University, Dr. Frances Lawrenz of the University of Minnesota, and Dr. Sharon Ulanoff of California State University, Los Angeles. The Department of Educational Psychology thanks these distinguished professionals for their contributions to this process.

Major Findings

Resources

Although the department received a permanent 10% budget reduction as of the current academic year, faculty, staff, physical resources, and funding options are in place to continue to develop programs for national levels of prominence.

Inputs and Outputs

Current national rankings support consideration of the department as a nationally visible entity for its various programs. There is a concern about Learning Sciences structure, limitations in breadth of offerings in cognition and development areas.

The transition in the faculty composition over the last decade has seen a general increase in productivity of EPSY faculty in publications and external funding. Mentorship of graduate students with respect to research training and preparation for the professoriate and professional positions is an ongoing process of development.

Undergraduate programs are fulfilling their missions with respect to graduation of high quality students who enter their professional fields in bilingual and special education. Graduate programs are producing doctoral graduates for regional universities and some Tier 1 institutions but can greatly improve in this area. Quality of doctoral students and their placement in Tier 1 institutions remains the major goal to be met across graduate programs being reviewed.

Letter from the Department Head

Dear Review Team:

On behalf of the faculty in the Department of Educational Psychology at Texas A&M University, I would like to thank you for providing your invaluable professional service as a member of a highly qualified program review team. The review team will help us to assess our current programs and, most importantly, how the department needs to adapt to the future. More specifically, we need your help with the following two questions that are embedded in the review process:

(1) What should be our principle to support five different programs in a period of budget stress?

(2) How do we maintain or regain national prominence for program areas reduced in faculty resources?

We have prepared a comprehensive Academic Program Review (APR) document online that provides information about our department, faculty, and students as well as assesses the strengths and challenges of our department. You will also have an opportunity to meet with faculty, students and administrators during the review team's onsite visitation to gain more in-depth information. However, as you review materials, please let me know if you would like any additional information.

Once again, I would like to thank you for your service on this review team. We are looking forward to your visit and welcoming you to Aggieland. If you need any assistance in preparation for your visit, please do not hesitate to contact me.

Sincerely,

Victor L. Willson, Head and Professor

Department of Educational Psychology

Overview of Previous Program Review in the Department of Educational Psychology (EPSY) 2004

In many ways, the previous Program Review for EPSY is irrelevant, given the changes in the department, the focus of that review only on doctoral programs, and the change in structure of higher education in Texas. Nevertheless, the areas discussed in that report, available as Appendix A, will be helpful to contrast with current conditions.

Since no undergraduate programs existed then except as supports for certifications available to teacher trainees in other departments of the College of Education and Human Development, only tangential reference was made in the document to undergraduate education, primarily since doctoral programs supported them through graduate student and faculty instructional loads.

The EPSY doctorate in what was then called Educational Psychology Foundations (now Learning Sciences) was characterized as of high quality in comparison to some of ten identified high quality national programs. External funding was discussed as a weakness compared to nationally prominent programs for the EPF faculty. Composition of the faculty was discussed, particularly with respect to an aging faculty with few younger assistant professors to provide continuity. Finally, it was concluded that additional prominent faculty would be needed to achieve a "top-ten" status in educational psychology programs.

The Special Education program was discussed in relation to its doctoral program in EPSY. Primary weaknesses noted were a small tenure-track faculty and few full-time doctoral students pursuing academic careers rather than administrative positions. It was recommended an EdD program be considered.

The Bilingual Education program was discussed with respect to doctoral education. Strength was seen in the needs nationally in the field for research and for expertise. Weaknesses focused on an understaffed program at that time.

As readers will see, some of these areas were addressed, while others simply disappeared in the shifting priorities of the University and demands of the various fields. Some areas of concern remain.

SECTION 1: History

History of Texas A&M University Prior to 2004

Texas A&M was the first public university proposed and approved by the State of Texas. In 1876 Reconstruction had just been relinquished by the United States. Maps of Texas showed West Texas as Indian Territory. The "faculty" of Texas A&M College consisted of one mathematician and one. Faculty member designated to teach agricultural chemistry and scientific agriculture. Science as a discipline and education in the classical form at the new land-grant institution were disapproved of by the governor and state legislators, whose concept of the land-grant college was limited to teaching practical applications and job skills. Science and mathematics existed merely to supply instruction to applied fields. This was a new concept to higher education; so new that when the president of the college, Thomas Gathright, and the faculty were unable to meet these objectives, they were relieved of their duties - after only three years of service. Gradually, the College developed a more comprehensive curriculum over the rest of the century. It remained a military school in character for almost a century.

Texas A&M was a college until the 1960s, and as such, it had "schools" rather than colleges. In 1924, it's School of Arts and Sciences was established with four distinct subject areas: liberal arts; business administration; preparation for teaching; and science. Chemistry and physics were actually within departments in the School of Engineering. After World War II more students sought training in the science and engineering. This effort was aided by the success of the Texas A&M Research Foundation, established by President Gibb Gilchrist in 1944. The Texas A&M System was established in 1948, and University designation given in 1963. The system currently includes 11 universities, 7 state agencies, and the Health Science Center with a medical school and other units. Information about the System is available at http://www.tamus.edu/.

Currently, Texas A&M is one of the largest single campus universities in size, with over 50,000 students as of Fall 2011, is a member of the Association of American Universities, is one of the largest annual external funding, and is known for its rich traditions and remarkable history. No other university in the U.S. has had a greater change in the last four decades; from a 6,000 member military school to major Tier I research institution. It is one the first four designated Land, Sea, and Space Grant institutions. A bit more is at http://www.tamu.edu/about/facts/history.html.

Recent History of TAMU 2004-2011

In 2003 Dr. Robert Gates, TAMU President, implemented an ambitious expansion of the number of faculty at the University in a targeted process, termed the Reinvestment Program. The intent was to add approximately 2000 new faculty to the University to reduce average class size and increase research prominence of the University through superior faculty additions. This program took place over a 4 year period, but with extensions, failures of searches, and other time-consuming activities, extended almost to 2010 in some colleges. Dr. Gates resigned in December 2006 to assume the position of Secretary of Defense of the United States. With the installation of a new president, Dr. Elsa Murano, in 2008, and her subsequent removal just 18 months later, the program no longer had significant political or administrative support. In 2010 a new president, Dr. R. Bowen Loftin, was installed.

For much of the 2004-2010 period there were a series of gaps in the TAMU administrative team, with an interim Provost position for several years, a similar situation with the Vice President for Research, and various other university level positions in flux. These voids in key leadership positions have had a paralyzing effect on desired changes for much of this time. In particular in the area of external funding and research, only in the last year has a resolution to research administration across different TAMU System units been made, but it is still in implementation. The results of

these long-term inconsistencies have had a significant negative impact on both research grant submissions and administrative support on programs in EPSY. Poor support at the university level is an ongoing concern of faculty submitting proposals and managing ongoing grants. These grant-related concerns will be discussed in detail in the section on department research. Other areas that have been problematic to faculty in EPSY have been financial limitations in recruitment and graduate student support without the capability to waive tuition due to State law and recent intrusions by external political entities into characterization of faculty productivity solely by student evaluations. These remain to be resolved in functional ways.

The overall mission of TAMU has for the last decade been oriented in operation around Vision 2020.

Vision 2020: Creating A Culture of Excellence

In 1999 TAMU adopted a vision document intended to guide it to national prominence over a 20 year period (see http://vision2020.tamu.edu/). Twelve areas were identified with benchmarks to achieve the intended goals. These are (slightly abbreviated):

1. Elevate faculty teaching, research, and scholarship

2. Strengthen graduate programs

3. Enhance the undergraduate academic experience

4. Build the Letters, Arts, and Sciences core

5. Build on the tradition of professional education

6. Diversify and globalize the TAMU community

7. Increase access to knowledge resources

8. Enrich the campus

9. Build community and metropolitan connections

10. Demand enlightened governance and leadership

11. Attain resource parity with the best public universities

12. Meet the commitments to the State of Texas

A midterm review of the progress was conducted in 2008-09, with a report to be completed May 2011 (not yet completed at time of writing this) (see http://vision2020.tamu.edu/). College and department vision and mission statements as well as strategic goals follow from this document. These will be considered in detail in later sections.

History of the College of Education and Human Development (CEHD)

The College of Education and Human Development originated in 1969 and first opened its doors to students on Sept. 1 of that year. 2009 marked the 40th Anniversary of the college. Student enrollment has grown to 4,070 undergraduate students and 1,323 graduate students in Fall 2010.

The College of Education currently is home to 107 tenured and tenure track faculty and 80 clinical and instructional professorial-rank non-tenure track faculty as of Fall 2011. The number of tenured and tenure-track faculty was 120 in 2009, indicating the effect of recent budget cuts. In addition, a significant number of lecturers with long-term contracts were redesignated instructional assistant, associate or full professors since 2009. These occurred primarily in the Health and Kinesiology Department for their performance and skills physical education faculty, but all departments changed titles for some faculty. These are intended as full-time teaching positions with no research responsibilities, unlike clinical faculty positions, which include some level of research requirements in their job descriptions. All departments also currently have clinical faculty.

US News and World Report in 2012 ranked the college 34th among all professional schools of education and 24th among public schools. In 2011 71 faculty were engaged in externally funded projects, resulting in $13.6 million in expenditures. The College had $11.5 million in new grant and

contract. Funding agencies include NSF, NIH, US Department of Education, numerous state agencies and private foundations. The College also is home to 11 endowed chairs and professorships supported by endowments totaling over $11 million.

Five deans have led the college since its establishment in 1969. They include:

Frank W. R. Hubert 1969-1979

Dean C. Corrigan 1980-1989

Jane A. Stallings 1990-1995

Jane Close Conoley 1996-2005

Doug Palmer 2006-Present

The College transitioned from Dean Jane Conoley, who left to assume deanship at the University of California- Santa Barbara in 2005. Dr. Douglas J. Palmer was selected as Dean as of May 2006, having served previously as interim dean and as executive associate dean from 2003.

The College retains the same four-department structure it had from 2000 onward. The College-level leadership includes four Associate/Assistant Deans (see http://www.cehd.tamu.edu/articles/administrators) and a College staff organized into a series of offices that support different initiatives (see http://www.cehd.tamu.edu/articles/college_offices). The four department heads, the College deans and office leaders, and representatives of various College constituencies comprise a Dean's Council that meets monthly, the organization that formally proposes and approves procedures for the College. In addition smaller subsets meet monthly for targeted strategic and tactical purposes: Dean Palmer with Heads; Deans and Heads.

The standing committees of the College include the Graduate Instruction Committee, the Faculty Advisory Council, Clinical Faculty Advisory Committee, Council on Teacher Education, Council of Principal Investigators, Tenure and Promotion Advisory Committee, Staff Advisory

Council, Lecturer and Instructional Professor Advisory Council, Technology Council, and Sustainability Campaign Committee. See http://www.cehd.tamu.edu/articles/college_committees for more detailed descriptions.

History of the Department of Educational Psychology 2004-2011

The history of the department from 1969 to 2003 is available in the appended pdf self-study the department prepared for the 2004 doctoral review in Appendix A. What follows is the more recent history of the department.

After a failed search in the 2002-03 Academic Year, Dr. Victor Willson was appointed interim Department Head in July 2003 through June 2004. A search during the 2003-04 Academic Year resulted in the appointment of Dr. Michael Benz, Professor of Special Education and formerly at the University of Oregon in a similar position, as Head for a 4 –year term. Dr. Benz requested at the end of his term not to be reappointed and to return to the faculty role, having served continuously in administrative posts for 12 years. The Dean of CEHD required an internal candidate search for a new Head, and Dr. Victor Willson was selected and appointed in July, 2008, for a 4 year term. An interim 2 year evaluation by the faculty, staff, and students in EPSY produced a favorable recommendation for continuation through the term. An end-of-term evaluation will be conducted in the spring of 2012 related to possible reappointment for a second 4-year term. In general TAMU and the College have required mandatory limitation of 8 years for Dean and Head positions.

For the Reinvestment Program, three major areas were targeted in the College of Education and Human Development, two of which were largely centered in the Department. These focused on children, youth and family and on special needs and diverse populations. In the first year of implementation the Department had 9 new positions allocated to it, with a further 8 to be allocated in the succeeding two years. The special education program was greatly expanded to a current membership of 11 tenured or tenure-track faculty, and four clinical faculty (a clinical professor is a

nontenured but continuing appointment position that evolved in the late 1990s to focus on instructional activities). At that time planning was conducted to implement a separate undergraduate special education degree under the university's interdisciplinary degree process. This followed earlier mandates that the university not offer any undergraduate degrees in education per se, and that all education certification-focused students obtain a degree in a specific field of study. With the extensive requirements for teacher certification, however, a practical compromise was developed for elementary and pre-high school certification (pre-school through grade 8) under the umbrella of interdisciplinary studies. The special education B.A. degree was approved by the Texas Higher Education Coordinating Board upon application by the university in 2008.

The Bilingual Education program also expanded from a single faculty member to its current size of four tenured or tenure-track faculty and one clinical faculty member. In a process like that for SPED, the undergraduate degree program was developed and approved in 2008.

The Educational Psychology Foundations program, renamed two years ago as Learning Sciences, increased its faculty membership by four tenure-track faculty as well as two lecturers not part of the Reinvestment program, between 2004 and 2008. Several senior faculty members retired in 2008, however, and were not replaced as lines were all retained at the College level for review and assignment or to meet demands of a 10% permanent budget reduction demanded by the University in 2010 for the 2011-12 Academic Year and beyond.

The School Psychology (SPSY) and Counseling Psychology (CPSY) programs, although not reviewed as part of this document, experienced changes as senior faculty retired and new faculty were hired. In particular, SPSY gained several faculty initially as part of the reinvestment program, only to lose several to moves and retirements. CPSY experienced a similar change. These have had implications for teaching and mentoring students, as well as inter-program cooperation and interactions. These will be discussed in more detail later.

The total number of faculty consisting of tenured or tenure track professors and PhD level clinical faculty reached 47 by the fall of 2009. In June 2010 the University required a budget reduction for all departments of 10%. to take effect beginning with the 2011 Academic Year starting in September 2011. It ultimately reduced faculty size, between the loss of two faculty due to resignations and four due to retirements, to 42 as of Spring 2011, of which 36 are tenured or tenure-track. The losses have differentially affected programs, which will be discussed under the program descriptions. No new positions are currently targeted to any Department programs for the 2011-12 academic year by the College administration.

Changes in programs during the 2004-2011 period included introduction of separate undergraduate programs in bilingual education and special education that were previously only certification options for undergraduates in the Teaching, Learning and Culture Department of the College; introduction of master's degree programs in bilingual education and special education as separate degree listings, previously master's degrees in educational psychology; and abeyance in admissions to the School Counseling master's degree program due to lack of faculty with expertise and interest in maintaining the program and abeyance in admissions to the Educational Technology master's programs due to faculty loss. It is possible both master's programs will be re-developed in the future, as formal termination of programs makes it very difficult to gain approval to develop related degree programs from the Texas Higher Education Coordinating Board.

Rankings The department was ranked 14th by U.S.News and World Report in 2012 among departments of educational psychology. While all understand the limitations of such rankings, it does reflect a significant improvement in the department from a small, teaching-oriented department in the 1970s to a large, robust department. The special education program was ranked 17th in a related evaluation. The School Psychology program has consistently been ranked in the top 5

programs nationally for at least a decade. No other programs have yet been considered by outside

ranking groups.

SECTION 2: Vision and Goals

University Goals

Vision 2020: As part of this process, in 2008-09 an Academic Master Plan-Accelerating Excellence

was developed to align the university teaching missions with Vision 2020. This can be found at

http://provost.tamu.edu/initiatives/academic-master-

plan/AMP_DRAFT_092409_MASTERrev.pdf/

As another response, in particular to the economic crisis of the State of Texas, an evaluative process

was conducted by the University in 2010-11, resulting in the Action 2015 Education First Strategic

Plan FY11-15. The latter produced 6 goals (see

http://provost.tamu.edu/initiatives/strategic-planning-2010) under the Action 2015 section.

2015 Precept 1 - Fulfill our flagship mission

Goal 1 Maintain the current on-campus enrollment and increase the number of students who

graduate annually, ensuring that Texas A&M's learning environment prepares students for a

highly competitive and rapidly changing world and professional workforce, and for

responsible civic engagement in a diverse society.

Goal 2 Elevate the impact of our scholarship to effectively advance the state, the nation and the

world in meeting societal challenges and opportunities.

Goal 3 Diversify the resource base of Texas A&M University by expanding external funding from

public and private sources through competitive, philanthropic and commercialization

activities.

2015 Precept 2 - Practice intelligent stewardship of resources entrusted to Texas A&M

Goal 4 Recognize and strengthen the contributions and value of a diverse community of faculty,

staff and administrators who serve Texas A&M and the State of Texas.

Goal 5 Create clear processes and effective resource utilization to maintain health, safety and sound

infrastructure throughout Texas A&M University.

Goal 6 Ensure public trust in Texas A&M through open accountability mechanisms that

demonstrate efficient resource utilization and effective programmatic outcomes.

These documents have been the basis for planning in the College over the last few years as a strategic plan process was required for each college with annual reports of progress.

College of Education and Human Development: Vision and Mission

The College Vision and Mission statements are on the web at

http://www.cehd.tamu.edu/articles/vision_and_mission

To reflect the TAMU Provost's mandate for colleges to have strategic plans that advance the goals of Vision 2020, the CEHD developed and/or revised their 2 and 5 year goals. The four strategic initiatives identified by the college are

- Production of work that is of **high quality and impact**

- Promotion of **synergy** across teaching, research and service activities

- Establishment of a **collaborative, supportive and diverse learning community**

- Enhancement of access to **fiscal, technological and facility-related resources** to support excellence

These strategic initiatives were operationalized most recently in a2010-2015 plan with four areas of emphases:

- Undergraduate Education

- Graduate Education

- Research

- Engagement

Each was linked to Vision 2020 and can be found at

For each area a set of goals was developed and prioritized for completion:

Undergraduate Education

- Increase undergraduate diversity as defined by race, ethnicity, gender and first-generation status through improved recruitment and retention to 20% in two years and 25% in five years.

- Create a climate that fosters and supports the retention and development of students from diverse backgrounds.

- Ensure all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.

Graduate Education

- Prepare doctoral students for the professoriate

- Create a climate that fosters and supports the development of students and faculty of diverse backgrounds through research and instruction

- Prepare Ed.D. and M.Ed. students for success as practitioner-leaders

Research

- Increase external funding

- Increase faculty dissemination of findings in top-tier publications

Engagement

- Support and enhance P-16 research and engagement initiatives

- Increase use of technology-mediated instruction to facilitate access to high quality programs

Specific goals associated with each area are listed in the April 29 pdf listed above. The College goals are reviewed annually by the College leadership team, with department report with respect to progress on the goals made annually.

Department of Educational Psychology

Vision

The Department of Educational Psychology, comprised of programs with different missions themselves, has continued to adhere to Vision 2020 imperatives in the context of its implied missions for the programs and missions assigned it.

Mission

Undergraduate programs

For undergraduate education the development of both special education and bilingual education certification and responsibility for the Interdisciplinary Studies degree formerly in the Teaching, Learning and Culture Department were directly the result of both State-level and Regents' intent to increase the number of TAMU graduates in those areas. The mission to produce high quality graduates was embedded in the program proposal to the University Undergraduate Curriculum Committee, Faculty Senate, President, and Board of Regents, in that order.

The Special Education program states in the Undergraduate Student Handbook,

"The purpose of degree programs in Special Education is to prepare professional educators to teach students with disabilities in grades EC (Early Childhood)-12. The degree prepares professional educators to become critical consumers of research and practitioners utilizing best practices."

The Bilingual Education program states:

"The Bilingual Education Programs at Texas A&M University is designed to prepare biliterate educator practitioners to serve as competent, ethical, and caring professionals. Our program prepares teacher leaders in bilingual education to address the cognitive, linguistic and affective needs of English Language Learners. Our graduates are committed to the implementation of evidence based practices, bilingual pedagogy linked to strong instructional design, and assessment that informs instruction. They understand the importance of collaboration and partnerships with the community, with families, and with their colleagues. We support each student in developing professional goals and the habits of a reflective practice for continued professional and personal growth."

Graduate programs

Mission

The graduate education programs in SPED, BIED, and LS have developed within the last six years. The mission statements for master's level programs in SPED and BIED emphasize leadership and teaching in public or private pre-college schools.

For doctoral programs, missions have been articulated for each of the programs. For those under review, the statements are found on the department website at

http://epsy.tamu.edu/ .

Special education:

"The Special Education doctoral program is a full-time course of study designed to prepare students for academic positions in universities and research institutions. The program offers challenging coursework grounded in the field's most current evidence and the latest advancements in research methodologies. Doctoral students receive valuable vita-building research and teaching competencies that provide a competitive advantage upon graduation."

Bilingual education:

"The Bilingual Education Doctoral Program prepares students for professional leadership positions at universities and in field settings. Our doctoral program reflects the nation's increasingly diverse K-12 student population and the national movement toward greater inclusion. The doctoral program is non-categorical, focusing on K-12 students who are at-risk or have mild/moderate disabilities. Our program emphasizes applied research, and its use for program improvement. Thus, program content is based on empirically-supported skills and strategies."

Learning Sciences:

"The Learning Sciences program is designed to expand our understanding of these crucial issues and to prepare the Learning Scientists of the future. With the ever increasing cognitive demands and constantly accelerated pace of change of the modern world, understanding and improving learning and development become increasingly vital and challenging. Graduate study in Learning Sciences is based on the **Apprentice Scholar** *model, in which students not only become immersed in the literature outlining what is known, but in the process of exploring what is yet to be learned. Learning Sciences students actively participate in research designed to advance our understanding of these issues, and in the development and evaluation of applications based on theory and research in the learning sciences. Through these experiences, together with the courses that support them, students acquire the knowledge, skills, and experiences they need as university faculty, researchers, and leaders in schools, business, and industry. Learning Sciences enables students, with the guidance of faculty mentors, to build a program of study that meets their individual needs and professional objectives."*

Department Goals

2010-2011 Departmental Goals

Undergraduate Education

- Increase undergraduate diversity as defined by race, ethnicity, gender, and first generation status through improved recruitment and retention. Increase diverse student enrollment to 20% in two years and 25% in five years

- Create a climate that fosters and supports the development of students with diverse backgrounds

- Ensure that all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.

Graduate Education

- Prepare doctoral students for the professoriate

    - Create a climate that fosters and supports the development of students and faculty of diverse backgrounds through research and instruction

    - Prepare Ed.D. and M.Ed. students for success as practitioner-leaders

Research

- Create a climate that fosters development and growth for faculty research success in obtaining external funding.

- Elevate our Faculty and Their Research and Scholarship

Engagement

- Support and enhance P-16 research and engagement initiatives

- Increase use of technology mediated instruction to facilitate access to high quality programs, professional development, and engagement activities.

Although these follow directly from the College 2010-2011 goals, variations in emphasis at the department and program level are inevitable. Discussion of indicators and evidence of success in meeting these goals is presented in Sections 3 and 5.

Each goal is formally linked to the College Strategic Plan and to Vision 2020. This linkage was developed by the College Leadership Team through annual retreat and follow-up processes.

SECTION 3: Departmental Overview

Administrative Structure of Department

Department Head. The department head (DH) is charged with full budget and personnel administration responsibility. Within this structure the DH has full assignment and approval authority over curricular and student matters for the programs authorized for the department. Faculty governance has been outlined only with respect to tenure-track faculty hires and department head appointment, although both the department culture and university expectations have moved toward greater faculty input and assumption of important facets of faculty life, but formal department head approval remains for many decisions, even if pro forma. EPSY has chosen over the years to create a governance structure based on a multi-level model of distributed authority.

Program Coordinators. Each of the five current academic programs is administered by a Program Coordinator (PC), voted by the faculty of that program for a two-year assignment. PCs are expected to chair regular faculty meetings, manage program-specific activities and requirements. This includes scheduling courses, developing program mission statements, developing learning objectives and processes, supervising any graduate students assigned to administrative support, attending monthly EC meetings, and responding to DH requests for information and reports. PCs receive administrative stipends, a course release over the year, and graduate student assistantship support. Some of this support has been reduced significantly due to the recent budget reduction required for the 2011-12 biennium.

Executive Committee. The DH assumes administrative leadership with an Executive Committee (EC) centered on identified programs. Each program is represented on the council by the program coordinator elected by that faculty every two years. In addition, a representative of the assistant professors attends, as does a graduate student representative, the directors of the Counseling and

Assessment Clinic and Educational Research and Evaluation Laboratory, a staff representative, Academic Advisor, College Graduate Instruction Council representative, College Faculty Council representative, and Faculty Senate representative. Often, a faculty member may serve in several capacities on the Executive Committee. Formally, routine matters, including budget allocations and expenditures, are discussed and approved by the EC. An agenda is prepared by the DH prior to each meeting, to which any member may propose adding an additional item or items subject to DH review.

Departmental Faculty Committee of the Whole. Department bylaws of activity are considered by the EC or through committee of the whole. EC can decide that any issue should be reviewed and voted on by the entire faculty. Any matters affecting all faculty are reviewed and approved for discussion and vote by the entire faculty of the department, defined as all full-time tenured and tenure-track professoriate faculty (34), clinical professoriate faculty (6), instructional professoriate faculty (1), and full-time lecturers (1). Both EC and faculty meetings occur monthly during the academic year but not routinely during the summer. All matters related to curriculum, student instruction and evaluation, and faculty evaluation, are approved through the bylaw system that requires a first reading at a faculty meeting and vote at the following meeting. Ordinary Roberts Rules of Order are followed for such matters. The Head prepares an agenda prior to a meeting and requests items and topics to be added. These may be referred to Executive Committee for review.

Standing Committees. The department has few standing committees. The most significant is the Tenure and Promotion Committee (T&P), which consists of all tenured faculty with full or primary (51% or greater) appointment in the department. Currently no faculty have split department appointments except for 0% budget appointments in other departments intended as expertise appointments. For decisions about tenure and promotion to Associate Professor, all T&P members deliberate and vote, while for promotion to Full Professor only T&P full professors deliberate and

vote. Only members who attend the scheduled T&P meeting may vote, and technology-based meetings using methods like Skype are permitted for faculty not physically available to attend the meeting. Typically, faculty on development leave do not participate, although there is no prohibition as long as they are able to review materials beforehand. In the last year a significant series of changes has been made to improve significantly access of T&P materials provided by candidates, making these available through the internet on secure sites. Also, faculty not present at meetings have attended via audio communication, and it is expected audio/video attendance will become common shortly for those out of town who can participate.

Other standing committees include the Awards Committee, which provides nominations for various TAMU and College student scholarship, teaching, research, and staff awards. It consists of previous award winners, undergraduate and graduate student representatives, and the DH

Within programs, standing committees, usually of the whole, are charged with graduate student applicant selection. For the undergraduate programs in SPED and BIED a faculty committee reviews candidates with upper level (junior) standing.

Scholarship Committee, consisting of the DH, graduate advisor, and a faculty member considers and awards various scholarships and grants for undergraduates and graduates using department funds. A significant increase in scholarship funding is expected due to changes in tuition structure, termed differential tuition, for distance education courses. Twenty percent of all differential tuition collected is reserved for competitive scholarships by university rules.

A standing committee consisting of the PCs, graduate advisor, and EREL and CAC directors along with the DH annually reviews and selects graduate students for the approximately 20 department graduate assistantships. These are all job-specific, either for undergraduate teaching, graduate assistant support for large courses, Educational Research and Evaluation Laboratory and

Counseling and Assessment Clinic support, or administrative positions for psychological training, graduate advising, or department administration.

Ad hoc Committees. The DH, EC, and committee of the whole periodically charge time-limited subcommittees with specific tasks. Recent examples are an Information Committee and Program Planning Committee, both established by the committee of the whole following a faculty retreat in Fall 2010 that identified areas of need to address.

During the Spring 2011 semester changes to graduate appointment review approved by the College Administration moved reappointments back to departments. A new standing committee in EPSY was to be created in Fall 2011.

Academic Programs

Undergraduate Programs
Bilingual Education (BIED)). The undergraduate bilingual education program was originally established in 1987 in the then-department of Curriculum and Instruction (now Teaching, Learning and Culture or TLAC) as a certification program. In 2000 BIED was moved to EPSY, and in 2008 was changed to a separate bachelor of arts degree program, also in response to Legislative and Regents declarations of increasing the number of bilingual teachers in the state. The program currently has about 60 students with a goal of approximately 100 students. It admits about 15 students per year. The program focuses on Spanish-speaking bilingual education. The primary limitation on size is recruitment and acceptance of sufficient numbers of students, as well as a much smaller faculty than in SPED.

Students in elementary teaching areas can receive certification in English as a second language through courses and passing a state examination in the TLAC program. This further limits the pool of potential undergraduate BIED students at TAMU, as well as does the BIED

requirement that student be proficient in Spanish in order to enter the program. Students are evaluated for their verbal and written competency in Spanish upon application in the spring prior to their junior year. Students can graduate in 4 years with appropriate advising and progress in their lower division courses. Lower division students can receive advising from both the TLAC advising offices and the BIED advisor to ensure progress and appropriate prerequisites to enter the program their junior year. Program requirements, applications, and recent information on applicants and graduates are provided in Appendix D.

Resources for the bilingual education undergraduate degree

The BIED program has 5 tenured faculty: (3) and tenure-track (2) professors and one clinical assistant professor. The latter and equivalent of 1.5 FTEs of the tenure appointment faculty are devoted to the undergraduate program. In addition, there are several instructors and graduate students who teach in the UG program when faculty have external funding from contracts and grants. Facilities for the BIED undergraduate program include a suite of offices on the first floor of Harrington Education Building. All faculty are housed in this suite, which also has meeting rooms, peer advisors, and informational materials. The undergraduate academic advisor's office is on the 7th floor of Harrington Education Center Tower.

Student fellowships available to BIED undergraduate students include University and College awards and department awards (to be implemented by Fall 2012).

Student access to materials and hardware/software are available at the program offices in the first floor suite in Harrington Education Center Tower; University computer labs located across campus; and Evans Library, including a curriculum library.

Special Education (SPED). Historically, EPSY provided training for education majors even prior to the formation of the College, when teacher training was housed in the College of Agriculture.

Special education training was part of EPSY upon formation of the department. State certification was awarded in 1977, NCATE soon after. A separate undergraduate degree program and training for special education was awarded to EPSY in 2008 in response to demands by the Board of Regents to expand the production of special education teachers, itself a response to the Legislature. The program has currently capped its size at approximately 300 students, with 60 students (30 students each academic semester) admitted per year. This number is largely due to the limitations of potential placements in schools for field-based experiences and student teaching components of the program. While the program has previously permitted long-distance placements with approved local supervisors (Dallas metroplex, Houston, San Antonio, for example), recent changes in cost-recovery of fees has reduced the available funds for these placements. As a result of these cuts, all student teaching placements are currently made within about 50 miles of campus to permit on-campus supervisors to observe, instruct, and meet with students. SPED students on average spend about 600 hours in public or private school classrooms by the time they graduate. Program requirements, applications, and recent information on applicants and graduates are provided in Appendix D.

In Spring 2011 the SPED undergraduate certification program was evaluated by the Texas Education Agency under its periodic review process. Although it had previously been reviewed in 2009, changes to the program resulted in an early re-review. The program was reaccredited with no deficiencies. In fact it was cited as exemplary in the procedures and outcomes. The SPED self-study report presented to TEA, along with the TEA letter and response by the program, are provided as pdf documents with this report.

Students can graduate from the program in 4 years, although the current average is closer to 4.5 years, primarily due to students' voluntary extension of their program through fewer class hours in the lower division semesters. Much of this can be made up with summer courses. A new program, Accelerate to Graduate (A2G) was initiated in the summer of 2011 to provide online courses to

undergraduate education majors that could reduce their total university time to 4 years. Since students are not accepted into the program until their junior year, advising in their first two years occurs both from the Teaching, Learning, and Culture (TLAC) advising offices as well as the SPED advisor to assist students in progressing without loss of time.

Resources for the special education undergraduate degree

The program has 3 full-time clinical faculty along with 11 tenured (8) and tenure-track (3) professors. Undergraduate instruction requires the equivalent of about 3 faculty work-load equivalents (FTE). The program also has a number of post-graduate and graduate instructors, who teach and supervise in the undergraduate program, primarily due to external funding of faculty who would otherwise teach undergraduate courses.

Facilities for the undergraduate program include a suite of offices on the 7th floor of Harrington Building to house the undergraduate academic advisor, clinical and lecturer faculty, and peer mentors.

Student fellowships available to SPED undergraduate students include two designated scholarships: Andrea E. McKenna "08 Memorial Scholarship; and Glenn G. & Sharon L. Gibson Scholarship, and additional scholarships to be supported by differential tuition, estimated to be initiated in Fall 2012.

Student access to materials and hardware/software are available through campus computer laboratories, a curriculum collection at the Evans Library, and faculty holdings. In the spring semester 2010, the 60 undergraduate SPED students in the first two semesters of upper-level coursework were provided with iPads to use in conjunction with their classes at A&M, in their field-based placements, and for personal use. These iPads were made available to the students through the CEHD Dean's office. Additionally, upon admission into upper-level coursework, undergraduate SPED students are helping to pilot an electronic portfolio system, LiveText. Beginning in the fall

2011 semester, select courses will be taught in an updated classroom fitted with a Smart Board and moveable tables and chairs (opposed to the attached tables in the present classroom). This flexibility will allow for demonstrations and teamwork. In the spring semester 2012, all upper-level SPED courses will be offered in this designated classroom.

Graduate Programs to be Reviewed

Bilingual Education. The graduate programs in BIED were placed under the EPSY degree specializations in 2000 when the program was moved from the then-Curriculum and Instruction Department (now TLAC). Graduate students then studying in that program were given the option of remaining in the C&I program or changing to EPSY. All new admissions thereafter were to EPSY. The program expanded from a single faculty member, Dr. R. Lara, to its current 5 tenured and tenure-track faculty and one clinical assistant professor. MS and MEd degrees in Educational Psychology with a Bilingual Education emphasis were approved in 2009.

Initially part of an administrative unit labeled Special and Bilingual Education (SABE), which included SPED faculty, BIED grew in size, and its faculty requested a separate administrative structure, which was approved by EPSY faculty and instituted in 2007. The program admits masters and doctoral students annually. The doctoral degree is in Educational Psychology. An online master's degree (Med) program was approved in 2009 and is considered to have significant potential to become a valuable resource to the state in its need for more bilingual Spanish-speaking teachers.

English as a second language (ESL) remains in the Teaching, Learning, and Culture Department (TLAC), but has suffered a decline in faculty number. Given potential duplication in coursework between BIED and ESL, a joint committee has been established to coordinate and streamline offerings across both departments to reduce duplication and inefficiencies. Further close coordination is expected.

Master's students are expected to complete their program in 1.5 to 2 years. Doctoral students (post-masters) are expected to complete their program in 4 years, although with full-time year-round study it can be completed in 3 years. The BIED program accepts 2-3 doctoral students per year.

The doctorate within the BIED program is awarded in Educational Psychology. The BIED faculty have developed the course requirements and other expectations leading to a 75 hour post-master's PhD. The program core requirements are listed in Appendix D.

Special Education. The graduate programs in special education fell under the EPSY degree upon establishment of the department as specializations within the MS, MEd, and PhD degrees established in 1969. The faculty grew from a single professor in 1969 to 5 full-time faculty by the early 1980s. The program remained at this level until 2003, when it was targeted for enlargement with the demands by the State and Regents to increase the undergraduate program, and selection of the program as an area for significant faculty and programmatic increase due to the Signature Hires Program initiated by Dr. Robert Gates, then President of the University. Currently the program has 11 tenure and tenure-track faculty and 3 clinical faculty as well as an instructional associate professor (part-time), lecturers, visiting assistant professors, and a number of other professional staff.

The program initiated online MS and M.Ed degrees in SPED in 2009, its first separate degrees from EPSY. While there has been discussion of developing a PhD in SPED, it has not yet been proposed to the university. The master's online program appears to be a viable program for practicing professionals who cannot easily continue their study while maintaining their positions. Master's degree students are expected to graduate in 1.5 to 2 years of study.

The doctorate within the SPED program is awarded in Educational Psychology. The SPED faculty have developed the course requirements and other expectations leading to a 64 hour post-

master's PhD. As the faculty rapidly increased in number after 2004 due to the Reinvestment program, the program has begun to emphasize full-time doctoral study with a focus on developing graduate students for the professoriate. This shift has been slow, primarily due to the difficulty in attracting full-time students with prior school experience in special education, essential a fiscal problem for applicants. Even with significant external funding secured by the faculty over the last 7 years this has continued to be a challenge. The program has admitted about 6 doctoral students per year. Doctoral students (post-masters) are typically expected to complete their degree in 4 years.

Admission of doctoral students in SPED is limited to available financial support by decision of that faculty. While the SPED program has been quite successful in gaining external support, this still limits the number of admissions.

The program core requirements are listed in Appendix D.

Graduate student resources for SPED students are available in many locations. The SPED program is largely housed on the 6th floor of the Harrington Building, including a suite of administrative offices. Program resources have been developed largely through external funding.

Other resources for SPED graduate students are listed after the program listings.

Learning Sciences. This program renamed itself in 2008, and was listed previously as Educational Psychology Foundations. Historically the graduate program was initiated in 1973 with emphases on educational applications of learning and development as well as in measurement and research methodology. Begun with 2 faculty, several of the original EPSY faculty in counseling also taught courses in the specialty areas. Additional faculty were added in the late 1970s through 1990, with a few additions afterward by changes in faculty interests from other departments. The program currently has 9 tenured (8, including the department head) and one tenure-track faculty, along with one instructional associate professor, and one full-time lecturer. The program has lost 6.5 FTE

faculty over the last 4 years that have not been replaced. These were positions related to child and adolescent development (.5), gifted and talented (1), instruction and learning (1), research, measurement and statistics (2), and educational technology (2). One faculty member (Dr. L. Stough) changed program areas from SPED to LS in the CCID program and teaches qualitative research methods.

LS lists three program areas: cognition, creativity, instruction, and development (CCID); educational technology (EDTC); and research, measurement, and statistics (RMS). This is currently undergoing review and has been revised (although the university graduate catalog has not yet been changed due to timelines for submission) given the significant faculty losses in some areas.

For CCID the important issue is sufficient expertise to advertise it, provide sufficient instructional and research support for doctoral students in the area, and maintain and develop a nationally significant research presence. Educational technology was effectively eliminated in Spring 2011 as it now has only a single faculty member with that area as a teaching and research emphasis. Drs. Liew and Juntune currently teach in the area of child development, although there are faculty in the LS and SPSY program with related expertise and interests. The difficulty at present is an insufficient teaching resource for additional courses in the area given Dr. Liew's need to teach courses for the requirements of the APA-accredited school psychology (SPSY) program. Dr. Liew's initial hire under the Signature Hire program was in an interdisciplinary field titled Children, Youth, and Families, and was intended to support SPSY through that field on the order of 50%. At present Dr. Liew teaches one course per year associated with school psychology needs in psychosocial development. Dr. Michael Ash had a split appointment between LS and School Psychology. He taught doctoral courses in child development. Upon his retirement the LS appointment was not replaced.

In the area of cognition only Dr. Goetz has been primarily associated with it for teaching and research, although several other faculty have related backgrounds but teach in other areas. Dr. Goetz has tried to develop a motivation course with limited success at this point. Graduate courses in creativity have been taught by Dr. Juntune and Dr. Woodward, and they also teach courses in educational psychology, child development Previously Dr. Stephanie Knight taught a series of courses related to intelligence and creativity, learning strategies, and learning and instruction, but with her retirement no replacement was made available to the department. Dr. William Nash was a nationally recognized leader in gifted and talented education, a past president of the National Association for Gifted Children and the American Creativity Association. His position was not filled at his retirement.

The Research, Measurement, and Statistics program has had a long history in the department, and currently includes Dr. Robert Hall, Dr. OiMan Kwok, Dr. Myeongsun Yoon, Dr. Bruce Thompson, and Dr. Victor Willson as faculty with a primary affiliation. Other faculty in the department have and continue to teach research methods courses, including Dr. Richard Parker of SPED, who has taught single case research and program evaluation. Dr. Jorge Gonzalez of SPSY currently teaches program evaluation. The program lost one faculty member to retirement, Dr. James McNamara, whose position was not filled. His teaching responsibilities included survey methods, sampling, nonparametrics, and logistic regression. When Dr. Willson assumed the head position in 2008 a new assistant professor was hired, Dr. Felix Thoemmes, to teach some of the courses Dr. Willson had taught, including experimental design and psychometric methods. Through an unfortunate situation, Dr. Thoemmes left the U.S. on vacation and was unable to return due to visa problems spring 2010. His position was not filled. This has strained RMS faculty course offerings with both large class sizes due to campus-wide demand and limitations in advanced RMS courses.

At the master's level the program's largest degree program was in educational technology (EDTC), which had a large online master's degree subscription. It annually accepted 20-25 students. On-campus programs included MS or MEd studies in CCID, EDTC, and RMS. The latter has been by far the smallest, and mostly served doctoral students in RMS who decided to gain a master's degree (often a second master's). Other than educational technology, the number of students in these areas has typically been small. These degrees have often been awarded to students continuing from bachelors degrees to doctorate.

The educational technology master's degree programs have been held in abeyance at present, with no new admissions for Fall 20112.A formal request for discontinuance has not been made at present, with the consideration that the program might be moved to a different department, reconstituted, or otherwise modified in future. Without new faculty in this area, it is unlikely the LS will continue any master's degree in educational technology. There are significant technology-related courses and faculty in other departments that may choose to focus on this area.

The students currently in the EDTC master's degree programs are being accommodated through a planned course sequence intended to permit completion of all EDTC required courses by May 2012, with required courses and electives available to them over this period. This plan was developed with the hire of a full-time visiting assistant professor, a graduate of the program, who was familiar and had taught many of the online and on-campus courses needed for degree completion.

The EPSY doctorate in LS has been in place since 1973. Students are admitted once per year with a December application date. The program has reduced the number of admissions significantly over the last 10 years, primarily due to fewer faculty and to a program requirement that any admitted student be provided with some financial support unless they indicate no financial need.

While the educational technology specialization area was the largest pool and selected group in the past, with the loss of 2 of the 3 faculty, only a small number of students were selected in 2010 and in future. The RMS program admits only 2 or 3 students per year, since the pool of applicants has been traditionally small, and the financial support requirement limits selection significantly. At its peak the program admitted no more than 7 students in a year. The CCID program admitted a total of 10 students for fall 2011.

The creativity specialization is focused around 2 nontenured faculty, an instructional associate professor and a lecturer. Historically, this program was initiated as a gifted and talented education program in 1973 and included up to 4 faculty with interests, although for most of its history had one professor and one nontenured faculty member teaching in the program. With the retirement of the tenured full professor, Dr. Nash, no replacement was hired. The program moved toward the creativity emphasis with the elimination of the gifted and talented positions in school districts concurrent with de-emphasis of GT programs by the State of Texas. The program was the generator of the American Creativity Association, and has episodically involved faculty from other Colleges and departments such as Architecture and Psychology. At present it still draws a small pool of doctoral students. In addition to graduate studies, a minor in Creativity Studies was created in 2006. Enrollment in this program has nearly doubled since it was first offered, and it now serves 94 undergraduates from across the campus. To date, 65 students have graduated with the minor.

While the inclusion of a topic called instruction might be considered odd for LS, it grew out of faculty added to the department in the 1990s who had expertise and interests in instructional strategies and learning. This persisted until recently, although most of the original faculty left or retired. Several faculty still conduct research related to this area, and student interest in and application to the area continues.

The RMS program is currently the most robust in LS in terms of number of tenured and tenure-track faculty (5), as well as for programmatic research. The primary faculty in RMS teach courses utilized by the entire TAMU graduate community, as RMS coursework covers more topics than any other social science focused department on campus. The Statistics Department does not teaching social-science focused courses by design, emphasizing theoretical statistics, biostatistics, and engineering statistics. The psychology department once had a large and well-regarded quantitative methods faculty group, but consciously eliminated the program; currently only one faculty member has training specifically in quantitative methods. Other departments have a few faculty with such training but tend not to permit attendance by students from other departments. The course offerings of RMS faculty have focused on univariate and multivariate linear modeling and psychometrics with a structural equation modeling emphasis. Additionally, coursework in topics such as meta-analysis and longitudinal data analysis are routinely taught. Subscriptions to most of these courses are high with waiting lists. Typically students from several business school departments, all CEHD departments, sociology, psychology, communications, recreation & parks, and several engineering departments take RMS courses. The department has a good working relationship with the Statistics department and faculty from each sit on master's and doctoral committees of the other.

The program expanded its graduate offerings over the last 7 years as new faculty were added. Two were added as part of the Reinvestment program. In the last 2 years the reduction of two faculty has required some reduction in the breadth of course offerings and reassignment of courses, particularly the department-required doctoral sequence in quantitative methods, to adapt to the reduced number. While not required to teach, the department head continues to teach one course per semester to help maintain the level of course offerings consistent with a nationally viable

program. A common core requirement for all LS doctoral program options was adopted in 2009 as a revision to a 2001 requirement. This is listed in Appendix D.

EPSY Faculty and
Staff Resources

SECTION 4: EPSY Faculty and Staff Resources

State support

The budget process at TAMU is based on a general appropriation to the university from the State of Texas derived from a formula funding of the number of students weighted by course type. This total dollar amount is then allocated to the university units, but not proportional to the generation. The amount allocated to the College is then allocated to the departments and to College-level administration (assuming teaching is not done at the College level). For EPSY the State funding allocations include both teaching salaries and operational budget to support teaching. No money is allocated directly for research or service, which must be supported through faculty time and external funding sources. The State budget allocations for the department over the last 7 years and prospectively for the 2011-12 year are provided below:

		Change	#FTE Faculty	#FTE Staff
FY03	$2,634,376		36	5
FY04	$2,557,247	-$77,129	33	7
FY05	$3,063,794	+$506,547	37	6
FY06	$3,289,152	+$225,358	38	5
FY07	$3,540,955	+$251,803	41	6
FY08	$4,094,783	+$553,828	48	6
FY09	$4,057,185	-$37,598	45	7
FY10	$4,239,219	+$182,034	48	7
FY11	$3,606,389	-$632,830	42	7
FY12*	$3,606,389	0	42	7

*estimated

The dramatic change between FY10 and FY11 is due to the university-mandated 10% budget reduction. This was made prior to the State budget allocation but as an anticipated reduction in State funding that proved correct. The university actually withdrew more money that it was required to return to the State, approximately $21 million, that was targeted as both a reserve in case greater reductions were required and as a pool for reallocation of resources to high priority new initiatives. While some was reserved initially for undergraduate support, such as scholarships, the rest is at present being proposed for various university-level activities. Since there are both recurring moneys (budgeted from ongoing State dollars) and "one-time" moneys, the mix of initiatives includes both ongoing and start-up/generation moneys that are intended to support other external funding initiatives.

For EPSY the operational component of the State budget has been essentially flat for almost a decade. Effectively, it has shrunk significantly in purchasing power with inflation, staff salary increases not fully covered by university allocations, and increases in faculty numbers not supported by additional operational dollars. The Reinvestment Program increases in faculty were not supported by the university with either startup funds or operational increases, so the department has effectively supported part of this through dividing available funds into more parts, but also through College support from its own generation of indirect cost returns (see below). The Reinvestment Program expenditures are now completed. The net result, however, has been a draw-down of department resources that have not been replaced, exacerbated by the 10% budget reduction.

The current level of State support is quite similar to that for FY07 both in number of faculty and dollar funding. The primary difference is the level of external funding that the faculty have generated.

Differential Tuition

The major change in funding conditions has just recently been approved by the Board of Regents as differential tuition that may be charged for distance education programs and in the case of the College of Education and Human Development, summer courses for both undergraduates and graduates who are resident students during the year but who may be classified as distance for the summer. This program, termed Accelerate to Graduate (A2G) was approved as an ongoing summer initiative to permit students not resident on campus during the summer to take courses that will permit them to graduate in a shorter period of time, ideally four years. Due to scheduling conflicts, change in major, remedial course preparation, and other unforeseen problems, many students are unable to graduate in four years currently.

Differential tuition differs from ordinary tuition in that the department keeps 80% of the monies generated (the remaining 20% goes to needs-based scholarships to students based on FAFSA provided requests, proportional to the undergraduate or graduate level funds generated). The differential tuition funds can be flexibly spent to support instruction by paying instructors directly for teaching, which is not permissible under most other funding sources due to fees collected by the University. This provides the basis for stable summer course planning, distance course development, and through those faculty and graduate assistant support that is otherwise not available. The total revenue collected in FY 2011 was almost $200,00, and projected for FY 2012 is about the same. The estimated FY 2012 unencumbered funds at present are almost $300,000, representing a significant source of support for the current fiscal year for faculty and graduate students. It almost balances the 10% budget cut, although it does not address the loss of faculty expertise that occurred during and as part of the budget reduction.

External funding

The department external funding totals from all sources, Federal, State, and private/nonprofit agencies is shown below:

	Total	#FTE Faculty	Change
FY02	$2,764,000	33	
FY03	$3,454,000	36	+$69,0000
FY04	$3,583,000	33	+$129,000
FY05	$4,663,000	37	+$1.080,000
FY06	$5,866,000	38	+$1.203,000
FY07	$7,062,000	41	+$1,196,000
FY08	$7,313,995	48	+$251,995
FY09	$5,750,000	45	-$1,563,995
FY10	$5,219,546	48	-$530,454
FY11*	$6,000,000	42	

*estimate

The steady growth in external funding reversed in the last two years due to both changes in funding source allocations and to faculty changes in the junior-senior ratio, as young faculty are developing their research agendas and publication records. More recently, several funded projects were abruptly canceled by the State of Texas due to budget reductions. It is also anticipated that some of the funding agencies in the State will either have more limited funds to distribute or will no longer produce requests for proposals. Some funds flow from Federal to State direction for research and development projects. Reduction in these funds is also anticipated as a stressor to future growth.

Department resources are gained through external funding based on the allocation procedures developed with university agreement. Research proposals are required to include 46.5%

indirect costs unless by agreement the percentage is reduced, primarily for training grants, for off-campus proposals, or for agency requirements for reduced percent's (such as the State of Texas). Effectively, about half of the indirect costs are retained at the university level and half returned to the College where the proposal originated. In CEHD of the amount returned, one- third is retained at the College level, one-third is retained by the department of the origination, and one-third is returned to the principal investigator for any approved expenditure. These funds can be used for travel, support of students, purchase of equipment, and other similar purposes. This model has been effective as an incentive for faculty to write and successfully gain external funding. The department has consistently been the largest producer of external funds for most years of the last 25 years. The SPED, BIED, and SPSY programs have generated the largest proportion of the funds, although LS has had significant contracts and grants at various times.

Department use of its portion of indirect cost has effectively supported operations for the last several decades. These funds have supported faculty development, student scholarships, extra support staff, and graduate assistantships. Some activities and positions have been reduced or eliminated in the last year due to the 10% budget reduction. In order to replenish and improve funding for these areas, the most likely source will be increased external funding and increased generation of differential tuition through distance education. As examples of the changes, over the last several years the department created 25 scholarships for graduate students at $1000 each. These were sufficient to provide in-state tuition for out-of-state students and qualify students for student loans and other supports not otherwise available. This program was eliminated due to the budget reduction. Similarly, the level of faculty development funds, allocated annually based on the faculty merit system, was reduced from $85,000 t0 $65,000 for the upcoming year. These are the funds faculty can use for travel, journal subscription, equipment purchase, and other acceptable uses (basic computers are provided to all faculty on a 3-year basis, but any upgrades must come from other

48

funding sources, such as the faculty development fund supported by the department or indirect cost returns). Similar reductions in other operating costs have been made that reduce operational effectiveness.

Additional monies have been generated for needs-based scholarships for Texas resident students through a 20% set-aside by the university of all tuition paid in distance education courses. The remaining 80% is divided between the College (1/5 of the total available) and the department generating the tuition. This money is completely at the disposal of the department subject to state spending rules, and can be used to pay faculty or graduate student salaries or stipends. As a new program it is not settled how much additional money this will generate for the department, but it will clearly support summer teaching that was eliminated due to budget reductions. In EPSY the amount received is currently allocated to programs that produce it to maintain or revise/expand their offerings. The money must be spent on instructional-related activities. At present all scholarship moneys generated from this source are allocated by the university based on undergraduate or graduate course as the source to undergraduate or graduate Texas students using FAFSA-based need. The department has no input to the selection or ranking of students.

Physical plant resources

Currently, the department occupies all of the 7th floor and most of the 6th floor of the Harrington Education Center Office Tower as well as a suite of offices on the ground floor housing the BIED faculty and research projects. Additional research office and lab space is occupied on the 4th floor. Administrative offices for the department occupy a suite of 9 offices and rooms and central space on the 7th floor. Undergraduate special education offices for advising are housed in a suite on the 7th floor. The space planning for programs was designed about 2000, with Counseling occupying the southwest corner of the 7th floor, LS the southeast and northeast corners, School Psychology the

north central section, and Special Education the 6th floor along with EDTC faculty. Two EDTC labs, one for video production and another for computer applications, originally on the 6th floor were moved about 2008 to the 7th floor, with additional offices and a workspace allocated to the program. With the effective elimination of the EDTC master's program, current use of the EDTC labs is being discussed as a College resource as well as supporting completion of current students. As with all plans, not all faculty in programs have offices in the intended areas. The LS program area also houses the department's research and computer support entity, the Educational Research and Evaluation Laboratory. This is discussed below.

Special Education resources include a suite of offices for the Center on Disability and Development. Most of the staff associated with various external funded projects are house in proximity, as are most of the special education faculty directing those projects. Of course, some project activities occur in other campus locations and some off-campus sites. While space is always in demand, current resources are adequate, if a bit tight. Accession of a major new project, however, is likely to require space not currently available in the EDCT floors.

The control of classroom at TAMU is divided among the university, College, and department. Retention of control depends on utilization and percent seat usage in relation to capacity. In addition some smaller rooms are designated as conference or meeting rooms. The department currently manages only one small classroom (14 seats) on the 7th floor, and was forced to relinquish control of a slightly larger room (22 seats) that was intended for use by RMS faculty for specialty courses. One difficulty is that the department (with College support) installed expensive video/audio/software/computer equipment for teaching that is subject to misuse by non-department faculty when assigned that room. From experience this commonly occurs when instructors are unfamiliar with such equipment. For the present most usage remains with department courses, but this sort of problem proliferates when the department wishes to add teaching support

materials that are richer than typical university management assigns to classrooms. The department has added similar equipment to a conference room used for faculty meetings and smaller graduate courses, as well as a similar room recently renovated in the EREL for those purposes. Finding meeting rooms for small groups remains a continuing issue for faculty and students.

While not part of this review, it is important to include CPSY and SPSY physical plant resources, as these impact other programs in various ways. A primary resource for both is the Counseling and Assessment Clinic. This site, located in Bryan with various health agencies that provide free or reduced services to poor and indigent members of the BCS community, provides training and supervision for both APA programs. The Clinic generates income on an ability-to-pay basis. It provides psychological counseling and therapy, limited primarily to the number of CPSY and SPSY students taking practicum courses during the year. Additional space is located at Heaton Hall, near the Harrington building, for specialized psychological assessment services. The programs' test banks of psychological and educational tests are housed in that area also.

Faculty

The wave of hiring that took place between 2004 and 2009 has changed the composition and quality of the faculty of EPSY. The ten positions that were searched and hired for fall 2004 (one clinical position hire did not come) had outstanding backgrounds. The resources the department was able to make available to new hires materially assisted in recruitment. These startup packages included summer funding for three years (3, 2, and 1 month), dollar accounts that ranged from $5000 to $50,000, graduate assistants for 3 years that paralleled the academic year and summer funding pattern, and reduced course loads for tenure-track faculty to 3 courses per year until tenure. This approach has been followed for subsequent recent hires and has anecdotally been a positive for candidates deciding among offers.

While a few of the faculty hired have left for reasons other than quality of work, at faculty hired since 2004 who have applied for tenure have been granted it. Tenured faculty hires have been universally successful in all areas of work. In sum, it is the view of the department that the hiring process has been very successful in gaining and retaining high quality faculty.

Bilingual Education

The faculty in BIED joined in the following years; Lara (2003), Pollard-Durodola (2005), Acosta (2005), Padron (2006), Tong (2008), Walichowski (2009). Dr. Pollard-Durodola received notification of tenure and promotion to Associate Professor in March, 2011. Dr. Acosta defended her dissertation and received a tenure-track appointment as Assistant Professor in December, 2009.

Teaching. Dr. Walichowski is Undergraduate Program Coordinator for the BIED program. In that role she teaches several courses as well as supervises student teaching in the program. Dr. Acosta teaches several senior level courses for the undergraduate program. Other undergraduate courses and supervision are supported by graduate students in the program. The remaining faculty primarily teach graduate courses in the program. With a robust external funding base, some courses otherwise taught by the faculty are "bought out" and sometimes taught by either adjunct faculty

BIED faculty ratings of teaching have uniformly been acceptable or excellent (above a 4.0 on a 5.0 scale using TAMU student teaching evaluations). The distance master's program has been in development over the last 2 years and has not yet been evaluated. This category of program requires that students be designated as distance students. They cannot simultaneously take on-campus courses or be listed as on-campus students due to fee and tuition structuring by the university. This differentiation continues to cause problems for students who wish to or need courses only available on-campus.

A significant component of the graduate programs has been the use of live television-based broadcast and interaction via the university's system TTVN. Sites are found in most major urban centers as well as a number of other remote sites in South, Central, and West Texas. Results of student ratings from these sites have been universally positive, indicating adequate and appropriate use of the remote cohort model employed for both master's and doctoral courses.

Research. The faculty in BIED have had significant and important outcomes in external funding. Dr. Lara has been a major developer and research faculty member, with over $15 million in awards since 2003. Dr. Padron been a co-PI on $2 million since joining the faculty in 2006, and Dr. Pollard-Durodola has received about $3.2 million. These are not all mutually exclusive as Dr. Padron was a co-PI on some grants with Dr. Lara, but it is clear that BIED faculty have had a significant impact on the program's national visibility and on department capabilities. Agencies supporting this work include

Institute of educational Sciences (IES)

National Science Foundation (NSF)

OELA, USDOE, Washington DC

Texas Education Agency, Bilingual/ESL Programs

Costa Rica Multilingual Foundation, Costa Rica United States International Agency and Intercontinental Development Bank

Arabian Educational Training Group, Saudi Arabia

Faculty publications include h-index values of 12 for Drs. Padron and Durodola, 7 for Dr. Lara, and 2 for Dr. Tong. The weighted average is 9.14 per faculty. The indices are expected to rise with the results of the large external funded projects. Total number of refereed publications by the tenure/tenure-track faculty from 2004 to present is 50, an average of 2.27 per faculty per year. The faculty also cite a high number of book chapters, books, technical reports, and other published

documents as well. In addition the faculty and graduate students have been very active in national and international conference presentations.

Service. National service by BIED faculty include editorial board memberships in the period 2004-10 on the *American Educational Research Journal* (Padron) and *Reading and Writing Quarterly* (Pollard-Durodola). All faculty serve as reviewers for multiple journals, either regional or national. Several faculty have served on Texas Education Agency committees on development of certification processes, state testing in Spanish for the Texas Assessment of Knowledge and Skills, and development of Texas curriculum requirements for bilingual students.

Special Education

Special Education has a long history in the department, beginning in the mid-1970s as an option for the master's degrees and PhD in EPSY. Following targeting by the Board of Regents for an increase in the number of undergraduates with certifications in special education, the program became one of the Reinvestment emphases programs in the College of Education and Human Development in 2003. At that time the program included Dr. Douglas Palmer (department head at the time); Dr. Linda Parrish, Professor (vocational special needs); Dr. Connie Fournier, Clinical Associate Professor; Dr. Patricia Lynch, Clinical Associate Professor; Dr. Richard Parker, Associate Professor; Dr. Laura Stough, Assistant Professor; Dr. Kimberly Callicott Vannest, Clinical Assistant Professor. In addition, Dr. S. Hector Ochoa, Associate Professor of School Psychology, had a 25% appointment with Special Education.

Beginning with the Fall 2004 academic year, the following faculty were hired in Special Education: Dr. Michael Benz, Head and Professor; Dr. Deborah Simmons, Professor. In 2005 Dr. Dalun Zhang was hired as Associate Professor, Dr. Shanna Hagan-Burke as Associate Professor

(without tenure, received as of Fall 2011), and Dr. Mack Burke as Assistant Professor (promoted to Associate Professor with tenure Fall 2009). Dr. Glenda Byrns (PhD 2007) was hired in 2006 as Clinical Assistant Professor (undergraduate program coordinator). In 2007 Dr. Lisa Bowman-Perrott was hired as Assistant Professor. Dr. Jennifer Ganz was hired in 2008 as Associate Professor, and Drs. Yvonne Goddard and Mandy Rispoli as Assistant Professors in 2009. Dr. Parrish retired in 2008 but continues to work with funded projects. Dr. Laura Stough changed affiliation to the Learning Sciences program, although she continues to work with students in SPED, and her research remains related to special populations and their needs and treatment in disaster situations. Thus, the Special Education faculty increased from 6 full-time faculty to 11 over the 2004-2011 period.

Teaching. Dr. Glenda Byrns coordinates the undergraduate special education program leading to a BS in Interdisciplinary Studies with option for certification in special education at different grade levels (the levels have been changed a number of times over the last decade and are again being revised as of this report. Clinical Professors Lynch and Fournier teach and supervise in this program, and a number of faculty teach undergraduate courses in SPED as well as courses for certification by regular education students in the Department of Teaching, Learning and Culture. In addition doctoral students in the SPED program and adjunct faculty are hired each year to replace courses assigned to externally funded faculty.

The distance master's degree program approved in 2008 includes new online courses taught by several faculty and coordinated by Dr. Burke. Support distance courses are also provided by the Learning Sciences program. While there were only 2 master's students admitted in 2008, this jumped to 11 in 2009, and 21 in 2010, associated primarily with the distance degree. As a new program it has only recently graduated students and remains to be evaluated in depth.

The doctoral program transitioned from a focus on part-time practicing professionals who would return to school districts toward a full-time academic doctoral training program intended to send students to Tier 1 and 2 institutions with a focus on research. This has proven a challenge to recruit doctoral students with special education teaching backgrounds, as often potential students have difficulty leaving professional positions in schools to become full-time students. As a result the number of doctoral students per faculty member remains low.

Teaching evaluations for undergraduates have been quite high consistently over the last 7 years, and several faculty have received University Distinguished Teaching awards: Dr. Fournier (2009); Dr. Lynch (2009). Dr. Zhang received the College Distinguished Teaching award in 2010. Dr. Simmons received the College Outstanding Mentoring Award in 2008, and Dr. Benz received it in 2009. Dr. Vannest received the College Outstanding New Faculty Member Award in 2007.

Research. The faculty in SPED have been quite successful in securing external funding. The clear intent of the Signature hires was to develop a national program with significant research funding. Dr. Michael Benz has been a central faculty member in establishing the Center on Disability and Development as a coordinating site for various grants and contracts. By centralizing support services the Center is able to both provide expertise to grant proposals and to support graduate students in SPED and other programs. The site website http://cdd.tamu.edu/index.htm provides information on the purpose, resources, and news. One area the Center has taken leadership is in public policy and advocacy related to disability issues.

SPED faculty have secured a significant amount of funding since 2004. Dr. Benz has brought in $4.9 million focused on the Center. Dr. Simmons has been awarded over $4.4 million as PI at TAMU. Dr. Parker has received $800,000, and Dr. Zhang over $4.5 million. Dr. Burke has received a grant for over $800,000, and Dr. Hagan-Burke just under $800,000. Dr. Vannest has received approximately $3.5 million. Dr. Bowman-Perrott is co-PI with Dr. Cyndi Riccio of SPSY

for a $1.2 million DOE training grant for doctoral training in school psychology and special education related to ELLs. The total awards exceed $20 million over the 2004-2011 period and have significantly supported department initiatives as well as built the program into a nationally recognized special education entity, most recently rated 17th among special education programs nationwide by U.S. News and World Report surveys.

Faculty publication h-indexes include Dr. Simmons (28), Dr, Benz (16), Dr. Zhang (11), Dr. Hagan-Burke (11), Dr. Parker (8), Dr. Burke (8), Dr. Stough (8), and lower values for junior faculty. The total number of refereed publications by faculty over the period was 201, an average of 4.0 per faculty per year. The average has been climbing rapidly, increasing from about 1 per year in 2004 to 4.3 in 2009 and 9.1 in 2010. The level of productivity of the newly hired junior and as they continue this productivity will lead to significant external funding also. In addition to refereed publications most faculty cite book chapters, books, educational materials, and other products as well. Overall, the SPED faculty is highly productive in the research area.

Service. The SPED faculty are quite active in national-level service. Dr. Benz served as Associate Editor for *Exceptional Children* through 2010 and is on the editorial boards of two journals, Journal of Disability Policy Studies and *Journal of Vocational Rehabilitation.* Dr. Bowman-Perrott was guest editor for an issue of *Reading and Writing Quarterly* in 2010 and is on the editorial boards of the *Journal of Special Edu*cation and *Journal of Special Education Technology.* She is on the Board of Directors of the Association for Positive Behavior Support. Dr. Ganz is Associate Editor for *Augmentative and Alternative Communication,* and consulting editor for *Journal of Autism and Developmental Disorders* and *Focus on Autism and Other Developmental Disabilities.* Dr. Goddard is on the editorial board for *Reading and Writing Quarterly.* Dr. Hagan-Burke was on the editorial board of *Preventing School Failure* through 2010. Dr. Simmons serves on the following editorial boards: *Reading and Writing: An Interdisciplinary Journal, Journal of Learning Disabilities, Reading and Writing Quarterly, Learning Disability Quarterly.* She served as a

grant reviewer for the Institute of Education Sciences (2006, 2010). Dr. Stough, now in Learning Sciences, retains significant associations in special education as editorial board member for *Review of Disability Studies and Journal of International Special Needs Education.* She has been a grant reviewer of the Office of Special Education and Rehabilitative Services (2003-04). DR. Vannest serves on the editorial boards for *Journal of School Psychology Quarterly*, *Beyond Behavior*, and *Behavioral Disorders.* Dr. Zhang received the Council for Exceptional Children Outstanding Service Award from the Division on Career Development and Transition in 2008. He is Associate Editor of *Remedial and Special Education* and serves as consulting editor for *Journal of Disability Policy Studies* and *Career Development for Exceptional Individuals.* He currently serves as Secretary for the Council on Research and Evaluation of the Association of University Centers on Disabilities, and was President of the Division on Career Development and Transition of the Council of Exceptional Children (2010-2011). All tenure and tenure-track faculty currently serve as field or ad hoc reviewers of multiple journals in special education and other education disciplines.

Learning Sciences

The faculty for Learning Sciences (renamed from Educational Psychology Foundations) have experienced significant changes over the last 7 years. The list below indicates the changes:

> 2004: Tenure/tenure track: Ash, Cannella, Cifuentes, Garcia, Goetz, Hall, Knight, McNamara, Nash, Pedersen, Thompson, Willson, Zellner; non T/T: Griffin, Juntune

> 2005: Tenure/tenure track: Ash, Cifuentes, Goetz, Hall, Knight, Kwok, Liew, McNamara, Nash, Pedersen, Thompson, Willson, Zellner; non T/T: Griffin, Juntune

> 2006: Tenure/tenure track: Ash, Cifuentes, Goetz, Hall, Knight, Kwok, Liew, McNamara, Nash, Pedersen, Thompson, Willson, Zellner; non T/T: Juntune

> 2007: Tenure/tenure track: Ash, Cifuentes, Goetz, Hall, Knight, Kwok, Liew, McNamara, Nash, Pedersen, Thompson, Willson, Yoon, Zellner; non T/T: Juntune

2008: Tenure/tenure track: Ash, Cifuentes, Goetz, Hall, Knight, Kwok, Liew, McNamara, Nash, Pedersen, Stough. Thompson, Willson, Yoon, Zellner; non T/T: Juntune

2009: Tenure/tenure track: Ash, Cifuentes, Goetz, Hall, Kwok, Liew, McNamara, Pedersen, Stough, Thoemmes, Thompson, Willson, Yoon, Zellner; non T/T: Juntune

2010: Tenure/tenure track: Cifuentes, Goetz, Hall, Kwok, Liew, Pedersen, Stough, Thoemmes, Thompson, Willson, Yoon, Zellner: non T/T: Juntune

2011: Tenure-track: Cifuentes, Goetz, Hall, Kwok, Liew, Pedersen, Stough, Thompson, Willson, Yoon, Zellner: non T/T: Juntune

2012: Tenure/tenure track: Goetz, Hall, Kwok, Liew, Pedersen, Stough, Thompson, Willson, and Yoon, : non T/T: Juntune

The current configuration divides the faculty into two areas: Cognition, Creativity, and Instruction and Development(CCID) with Drs. Goetz, Liew, Juntune, Pedersen, and Stough, and Research, Measurement, and Statistics (RMS) with Drs. Hall, Kwok, Thompson, Yoon, and Willson. The third area, Educational Technology, was eliminated with the departure of two faculty in January, 2011: Dr. Cifuentes (position at TAMU-Corpus Christi) and Zellner (retired). Neither position was selected by the Dean for replacement. While educational technology as a focus for the doctorate remains an area for research and teaching by Dr. Pedersen, no programmatic effort in that area is likely to be continued with the possible exception of the distance master's program. Dr. Pedersen and faculty in CCID currently are working on consolidation into a single area of specialization, with the working title of Learners and Learning Environments, in light of the faculty losses.

The LS program has no undergraduate degree responsibilities, but does provide service courses for both teacher training and for the university's core curriculum These include courses in

child development (EPSY 320, 321), educational psychology (INST 301), and educational statistics (EPSY 435). These courses are taught by faculty with an occasional section taught by doctoral students needing teaching experience. In addition, LS offers a minor in Creativity Studies that currently serves 94 undergraduates from across the campus.

The graduate coursework taught primarily by Learning Science faculty includes support courses in educational psychology, learning, child and adolescent development, creativity, educational technology, and quantitative methods. Specialized coursework in those areas are provided primarily for doctoral EPSY students. The EPSY master's degrees are completed mostly by students accepted into the doctoral program who either need more educational psychology background prior to their doctoral work or who have come from another discipline and need the coursework as a post-bachelor's student. The master's degrees in Educational Technology comprised cohorts primarily in the distance master's program with occasional doctoral students taking a master's degree en route. With the reduction of the faculty to one member (Dr. Pedersen), the department executive committee along with LS faculty determined that no further admissions to the master's degree in EDTC would be made at present until some determination of the program's future could be made.

The doctoral studies in Learning Science are currently in flux with significant reduction in faculty in CCID and RMS over the last 3 years. Admissions to the doctorate with RMS emphasis are now limited to students who can be supported by research funding or who indicate no need for financial support, while CCID does not require that limitation at present. Attracting highly qualified applicants has become difficult in competition with other universities that offer tuition remission as well as fellowships or assistantships that pay well. Since TAMU does not permit tuition remission under state law, unless an assistantship is funded through the university accounts (and the amount and conditions of this support is now being examined at the university level for possible limitation

or reduction), tuition must be paid by the external funding, which greatly increases the amount of financing by a research project for graduate students.

With only a part-time (57%) Associate Instructional Professor, Dr. Juntune, teaching most of the learning and development undergraduate courses along with a self-supporting Lecturer, Dr. Jay Woodward, the program will need to develop a new working model for its service requirements to the department, College, and TAMU. With the increased resources due to differential tuition, greater use of graduate students to teach undergraduate courses during the academic year is being considered, as well as resumption of summer course offerings at the graduate level with both distance and on-campus sections.

Dr. Thompson was named Distinguished Professor, a university rank, in 2006, the first in the department. This is reserved for faculty who have made new contributions to their field. Just within the last few months the title was eliminated. Drs. Goetz, Willson, and Thompson are all Distinguished Research Fellows of the College. Drs. Goetz and Thompson have been awarded Fellowships in the American Educational Research Association, 2008. And both are Fellows of the American Psychological Association.

Teaching. LS faculty having received teaching awards since the last review include University Distinguished Teaching awards to Dr. Juntune (2010) and the College Teaching Award to Dr. Woodward (2010). With a mix of required and specialized undergraduate courses, teaching evaluations have been excellent overall, with most ratings at or above 4.0 on the 5.0 scale. Dr. Juntune, Hall, and Woodward all receive very high ratings in such courses, even though required courses consistently receive lower ratings than specialized or optional courses throughout the university.

Graduate courses are similarly split between required courses in learning, development and quantitative methods and specialty courses. Overall ratings are consistently above 4.0 with only the

occasional exception. The most extensive set of courses currently is offered in the Research, Measurement and Statistics program, which draws a university-wide subscription for advanced quantitative methods. While Dr. Willson assumed department headship in 2008, he continues to teach one advanced course each semester in the RMS program. With the untimely departure of Dr. F. Thoemmes after one semester due to visa problems and Dr. McNamara to retirement, the RMS program has been curtailed in offerings compared to earlier years. Courses not now taught include nonparametrics, survey sampling, questionnaire design, logistic and multinomial regression, and multiple imputation techniques. It is intended that a new faculty member in this area will be hired when resources permit. In the area of child development the retirement of Dr. Ash has limited the number of course offerings, with Dr. Liew the primary faculty member in the area. The addition of Dr. Stough has permitted the development of new coursework in qualitative research methods. This has been the result of requirements that all LS doctoral students take at least 2 courses in the area, combined with limited enrollment in such courses in other departments in the College. Coursework in learning have been limited by the departure of Drs. Knight and Nash, who contributed various courses, with Dr. Goetz the primary faculty member in this area.

The long term viability of the LS program is of some concern. The loss of the educational technology faculty and program was a significant event this year. Faculty nearing the end of their careers include Drs. Goetz, Thompson, and Willson. Their departure would significantly reduce the capability of the area without additional faculty. As an already much-reduced faculty, LS has stepped backward overall in the last few years compared to its growth by 2009 into a well-recognized program. While this has been voiced to the College administration, the budget constraints and competing demands of other departments similarly stressed has not yet led to a coherent long-term plan for its viability.

Research. LS Faculty external funding includes sustained funding by Dr. Kwok ($260K) as well as co-PI with Dr. Simmons ($2.9 million) and Dr. Hughes ($1.95 million) since joining the faculty. Dr. Liew received $88K in two grants in 2010. Dr. McNamara was co-PI on a $5 million grant from NSF to him and Dr. C. Steussy in the department of Teaching, Learning and Culture, 2003-2008. Dr. Juntune has received $87,000 in external funding.

Drs. Goetz, Hall, Thompson, Yoon, Zellner, and Willson all served as Research Scientists or co-PIs on funded projects in the department, either as statistical data analysts or learning theorists. This has been a common pattern for LS faculty over the last 10 years and in part reflects the relative emphasis in funding patterns by NIH, NSF, and DOE/IES.
Dr. Kwok received the College Outstanding New Faculty Award in 2007 and Yates Faculty Fellowship in 2008. Dr. Thompson received the 2007 *Significant Contribution to Educational Measurement and Research Methodology Award*, presented by the AERA Measurement and
Methodology Division, for the 2006 chapter, "Research synthesis: Effect sizes."

Faculty h-indexes include Dr. Goetz (23), Thompson (48), and Willson (21). Younger faculty have levels from 10 to 4, with a current faculty average of 16. The total number of refereed publications of the faculty over the 2004-2010 period was 172, with an average of 2.39 for the years faculty were present. The average has improved from 1.2 in 2004 to 5.7 in 2010. In addition the faculty has a large number of books, book chapters, technical reports, and nonrefereed publications over that period. Of note are recent books by Dr. Thompson: Thompson, B., & Subotnik, R.F. (Eds.) (2010*). Methodologies for conducting research on giftedness*. Washington, DC: American Psychological Association. (International Standard
Book Number: 978-1-4338-0714-5); Thompson, B. (2006). *Foundations of behavioral statistics: An insight-based approach*. New York: Guilford. (International Standard Book Number: 1-59385-285-1); and
Thompson, B. (2004). *Exploratory and confirmatory factor analysis: Understanding concepts and applications*.

Washington, DC: American Psychological Association. (International Standard Book Number: 1-59147-093-5). In 2008 the book by Glass, Gene V, Willson, V. L., & Gottman, J. M. (1975). *The Design and Analysis of Time-Series Experiments,* Boulder: Associated Universities of Colorado Press, was reprinted as a classic text in the social sciences. In addition, Dr. Thompson's papers on effect size are some of the most cited works in methodology in the social sciences in the last two decades.

Service. LS faculty hold a number of positions on editorial boards of journals. Dr. Goetz: *Contemporary Educational Psychology*, *Journal of Literacy Research/Journal of Reading Behavior*, *National Reading Conference Yearbook*, *Reading Psychology, Reading Research Quarterly*; Dr. Kwok: *Journal of School Psychology* [Statistical Advisory Board] (2008-); *Psychological Methods* (2007-2010); *Frontiers in Quantitative Psychology and Measurement* (2010-); Dr. Liew, Consulting Editor: *Early Childhood Research Quarterly*; Dr. Pedersen: Editorial Board Member, *Educational Technology Research and Development.* 2005 - 2008.

Consulting Editor, *Educational Technology Research and Development.* 2001 - present. Consulting Editor, *The Journal of Student-Centered Learning.* 2003 – 2008; Dr. Thompson: Co-editor, *American Educational Research Journal*: TLHD, 2005-2007. Dr. Willson: *Journal of Literacy Research*, 2003-2006; *Reading Research Quarterly*, 2006-present; *Journal of Psychoeducational Assessment,* 2006-present.

Recent positions held include Dr. Willson: Chair, Structural Equation Modeling Special Interest Group, American Educational Research Association; and Awards Committee for Outstanding Research Paper, American Educational Research Association; Dr. Stough: National Training Directors Committee, Association of University Centers on Disability, 2008-2010.; Texas Governor's Appointee, Special Education Continuing Advisory Committee, Higher Education Representative, 2007- 2009; Research Advisory Board for the 11th Biennial Conference of the International Association of Special Education, 2008- 2009;

Co-Coordinator, Working Symposium on Childhoods, Education, and Social Justice: Critical Studies of Cycles of Disaster, Prairie View A&M University, December 2008; State of Texas Special Education Coalition, 2008; Emergency Management Committee, Texas Disability Policy Consortium, 2006-2007;

 Dr. Thompson: Executive Director, Southwest Educational Research Association, 2001-present. Dr. Thompson received the Southwest Educational Research Association John J. Hedl, Jr. Lifetime Service Award in 2006.

Counseling Psychology Faculty

The Counseling Psychology (CPSY) faculty have also undergone significant personnel changes in the last seven years with the retirement of several long-time faculty. Currently, the tenured faculty include Drs. Daniel Brossart, Linda Castillo, Timothy Elliott, and Charles Ridley. Assistant Professor Lizette Ojeda completes the faculty roster. The program was accredited for five years in 2011 following their American Psychological Association self-study and site visit in late 2010. The program currently only conducts a doctorate in Counseling Psychology. It typically admits about 10 students annually and has about 40-45 students in various phases, including about ¼ on internship in any given year. The program has had an ongoing Gear-Up project of the Department of Education directed by Dr. Castillo, funded at $2.8 million 2008-2014, with other projects totaling typically about $100,000 per year. The doctoral program requires typically 5 years post-master's, although a few students each year are admitted post-bachelors, requiring that they complete a master's degree prior to enrolling in the doctoral program. Faculty are active in editorships, editorial boards, and reviewing in counseling and psychology journals, and publish at a rate comparable to the other programs.

The CPSY program relies on LS courses for part of the doctoral work, including experimental design, psychometrics, and child, adolescent, and adult development.

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CPSY faculty have collaborated significantly with LS faculty as well as SPSY faculty on research activities and publication over the last several years, particularly with Dr. Tim Elliott. His focus on rehabilitation counseling has provided opportunities for LS faculty and doctoral students to conduct research and publish a number of papers and book chapters.

School Psychology Faculty.

The SPSY faculty currently include Drs. Blake, Gonzalez, Hughes, Liew (25%), McCormick, Rae, and Riccio. Drs. Rae and McCormick are clinical faculty. Dr. Rae, Clinical Full Professor, directs the Counseling and Assessment Clinic as Clinical Professor, while Dr. McCormick is a Clinical Assistant Professor who teaches graduate courses and supervises doctoral students. The SPSY faculty has an excellent external funding level: Dr. Gonzalez; over $3 million 2005-2011; Dr. Hughes, $4.8million 2001-2011; Dr. McCormick, co-PI, $1.18 million, 2010; Dr. Riccio, $2.2 million, 2005-2011. The faculty is active in editorial positions, with Dr. Riccio editor of the *Journal of Psychoeducational Assessment*. Dr. Riccio received fellowships in the American Psychological Association (2010) and National Academy of Neuropsychology (2009). Dr. Hughes is also a Fellow of the American Psychological Association. Faculty publication levels are comparable to other units in EPSY.

SPSY admits students only to doctoral study. The students take coursework in LS in child development, learning, and quantitative methods as well as courses with CPSY faculty that fit their programs. Students in SPSY are active in research, particularly through the funded grants.

Staff
The current level of staff support is adequate for the level of functioning per university guidelines and a review of the number of staff per faculty member, students, and external funding in other departments.

Budget and personnel. Three staff members are responsible for processing all budget and personnel actions: Ms. Angela Welch, Ms. Kathy May, and Mrs. Teresa Roberts. Ms. May was added to the group over almost two decades ago to focus on external funding budgeting and personnel processing. This position is paid for partly from external project budgets, with the department paying the rest through indirect cost returns. The intent is to fully fund the position, but this has never been completely accomplished, in part because both state and some other projects require either minimal or reduced indirect cost return or prohibit staff expenditures related to such administration.

A fourth staff person in this area was added part-time based on level of activity, but proved unsatisfactory, so that currently the additional load is carried out by undergraduate students trained to do lower level activities supervised by one of the staff in this area.

Advising. One undergraduate advisor currently handles the SPED and BIED undergraduate student advising, with significant support from peer mentoring by SPED and BIED undergraduate students. These programs were set up by faculty in each area and are effective supports for students.

Graduate advising is divided between a dedicated staff person, Mrs. Kristie Stramaski, a small support staff of graduate assistants, and faculty advisors/chairs. Most TAMU graduate office requirements are managed by Mrs. Stramaski, such as scheduling oral prelim exams, proposal and final defenses, scholarship and award requests. Program advising is largely done by faculty, although Mrs. Stramaski often serves as an unofficial sounding board for students. Other activities Mrs. Stramaski oversees are graduation receptions, an annual fall semester welcome picnic, and other similar events. She also coordinates all doctoral student applications for national internship placements for CPSY and SPSY, a significant activity that few other universities support. She serves as the primary contact for potential applicants both through telephone and internet communication.

Scheduling and related activities. One staff person, Mrs. Shannon Eyre, has been assigned as a liaison to programs to coordinate scheduling, textbook selection, and state requirements related to syllabi and vitas attached to courses.

Technology management. One staff person, Mrs. Eyre, has been assigned to oversee the department website. This has increased in complexity over the years and may require additional resources in the future.

A faculty member, Dr. Robert Hall, has been given a yearly administrative stipend to oversee classrooms controlled by the department with respect to hardware and software needed for instruction. In addition, Dr. Hall manages the hardware and software of the EREL. He has developed moodle-based software for course management using online College servers. At present this is being used by RMS faculty for their courses but has potential to be used by all EPSY faculty. Dr. Hall works closely with College educational technology support staff to maintain course needs for EPSY. BIED and SPED have developed their own website course materials through their own resources generated by external funding. Many externally supported projects also develop and maintain a web presence based on project requirements.

The EREL provides research hardware and software support for EPSY students and faculty, as well as all College graduate students and faculty, and other University graduate students taking EPSY, SPSY, or CPSY graduate courses. Dr. Hall is responsible for license management for advanced software as well as maintenance and upgrade of PCs in the EREL, and PCs, VCRs, and projection equipment in the EREL and four EPSY classrooms.

Department Head Assistant. The current structure in the department has only a department head responsible for personnel, budget, and operations. The Head is supported by an assistant, Mrs. Cathy Watson, who manages coordination of department administrative meetings, ongoing administrative tasks, tenure and promotion files and processes (including contact with external

reviewers), external search procedures for new faculty hires, and all planning and evaluation documents related to department functioning.

Department Head. The administrative responsibilities associated with the Department Head have to date been managed by the Head. In some departments Assistant Department Heads take on some responsibilities. EPSY decided as a faculty instead to delegate some responsibilities related to curriculum, student selection, and some expenditures to programs based on a program coordinator model, in which each coordinator is elected for a two year term that can be extended indefinitely. The program coordinators receive a stipend (significantly reduced due to budget cut), a course release, and graduate student support. The latter has been mostly eliminated due to budget cut, but some necessary activities remain as part of some graduate assistantships supported by the department.

SECTION 5: EPSY Inputs and Outcomes

Governing Documents

Vision 2020 (see Section 1) and Southern Association of Colleges and Schools (SACS) provide

the documents that guide the department vision, mission, goals, and outcomes. The SACS

requirements that govern the department programs can be found on the SACS website at

http://sacscoc.org/pdf/2010principlesofacreditation.pdf . The core requirements most relevant to

EPSY include

> 2.7.3 In each undergraduate degree program, the institution requires the successful
>
> completion of a general education component at the collegiate level that (1) is a
>
> substantial component of each undergraduate degree, (2) ensures breadth of knowledge,
>
> and (3) is based on a coherent rationale. For degree completion in associate programs, the
>
> component constitutes a minimum of 15 semester hours or the equivalent; for
>
> baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit
>
> hours are to be drawn from and include at least one course from each of the following
>
> areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.
>
> The courses do not narrowly focus on those skills, techniques, and procedures specific to
>
> a particular occupation or profession. If an institution uses a unit other than semester
>
> credit hours, it provides an explanation for the equivalency. The institution also provides
>
> a justification if it allows for fewer than the required number of semester credit hours or
>
> its equivalent unit of general education courses. (General Education)
>
> 2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that
>
> includes an institutional process for identifying key issues emerging from institutional

assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)

TAMU has addressed these requirements through a planning and reporting process using an online system termed WEAVE Online. Each degree program is required to be addressed in this system under the following categories:

Mission/Purpose

Student Learning Outcomes/Objectives

Measures, Achievement Targets, and Findings

Action Plan for Current Cycle

This process has been developed for all EPSY programs. The output is provided in Appendix E.

Meeting Department Goals

Undergraduate Programs

The undergraduate programs in SPED and BIED have a somewhat unique status at TAMU in that they must respond not only to Vision 2020 and SACS but to the Texas Education Agency certification requirements if students are to receive certification to teach in Texas schools. This occasionally generates conflicts between internal demands and TEA requirements. For example, TAMU has core curriculum requirements in various subject areas for all undergraduate degrees that must be fulfilled with a selection of courses in each area. Approval of all undergraduate programs is given by an undergraduate curriculum committee (UCC). Fitting the hours and content requirements from TEA to a 120 hour degree program often requires course sequencing

and course selection that are questioned and opposed by members of the UCC on philosophical grounds and must be politically negotiated across various constituencies. This has happened repeatedly over the last decade as the certification requirements have almost continuously been revised by TEA, often with little warning and short time periods to implement. There is no "grandfathering" options in these changes, sometimes leaving students with the need to take new courses not originally planned for.

The SPED program has developed a robust cycle of determining outcomes/ findings/action plan over the last several years that fit well into the SACS process. BIED has largely followed the SPED processes. As a much smaller program BIED has greater variability year to year in findings but tends to have similar results.

Graduate Programs

It is safe to say that most of the graduate programs in EPSY were both unprepared for the QEP process and somewhat unwilling to engage in defining learning outcomes, especially for doctoral students. This is quite understandable from the perspective of traditional doctoral education, which was conceived in LS as an apprenticeship model with individualization of programs under the direction of a mentor advisor and committee members. While the LS program developed a core curriculum as early as 1985, and had refined this repeatedly afterward, the assumption was that completion of the courses constituted the learning outcomes desired for all doctoral students, and that further learning outcomes would be directed by the mentor(s). The WEAVE process has nonetheless produced a set of outcomes and objectives in common with the doctoral programs in SPED and BIED.

In the SPED, and later BIED, programs for the doctorate, separate and different core requirements were developed. As was noted earlier, as the SPED program grew the mission

concerning doctoral students changed from an emphasis on training practicing professional who would return to school districts or other educational organizations to research-oriented scholars who would enter academic life at Tier I and II institutions. As BIED had a much shorter history and growth, its doctoral focus was on academic preparation.

Since only the EPSY doctorate is awarded through BIED, SPED, and LS program specializations, the three programs had to agree on common elements for the categories. It was permitted to note specialized options and variations that appear in the WEAVE documents, as can be seen in Appendix E. Since this process is about one year into the first cycle, only preliminary measures, and findings have been developed, with action plans associated with the findings. Some of these are discussed below under Outcomes.

The focus for both BIED and SPED online master's programs is clearly on practicing teachers. In both areas there is significant demand in Texas for greater numbers of teachers with expertise in both areas. In BIED in particular the number of new teachers being trained in bilingual education is far smaller than the needs, and the master's program provides an alternate route to increase the number of teachers with bilingual certification.

The on-campus master's degree programs in both SPED and BIED remain small in comparison with the online programs and doctoral emphases.

Inputs and Outcomes

Undergraduate Students

<u>Entering Characteristics.</u> The following table provides SAT scores for students enrolled in EPSY certification (prior to 2008) and EPSY degree in Interdisciplinary Studies thereafter:

Graduation				
Term	Year	SATV	SATM	SAT-Total
Fall	2004	526.9	535.0	1061.9
Spring	2005	566.2	573.5	1097.4
Fall	2005	505.0	505.9	1026.5
Spring	2006	530.4	533.3	1060.3
Fall	2006	508.4	502.0	1010.4
Spring	2007	537.8	529.2	1062.6
Fall	2008	532.7	552.0	1035.3
Spring	2009	515.7	540.3	1053.6
Fall	2009	485.4	478.5	962.0
Summer	2010	541.4	564.8	1106.2
Fall	2010	508.3	525.4	1025.2
Spring	2011	515.7	539.5	1036.0

Note: Spring data contains a few summer graduates in each year

Outcomes. Graduation rate upon entry into EPSY programs was over 90% for all years. A critical outcome is the passing rate for certification by the Texas Education Agency. It has been above 98% for each year of the period assessed, the highest in the State of Texas each year.

Grade point average for students graduating by year is given below

Graduation		
Term	Year	GPR
Fall	2004	3.09
Spring	2005	3.08
Fall	2005	2.99
Spring	2006	3.09
Fall	2006	2.95
Spring	2007	3.01
Fall	2008	2.88
Spring	2009	3.18
Fall	2009	3.12
Summer	2010	3.03
Fall	2010	3.14
Spring	2011	3.06
Note: Spring data contains a few summer graduates in each		

Placement rate for teaching in public schools in Texas was provided in the characteristics. As of

2010 the percent of graduates still teaching in Texas public schools is summarized below:

Cohort	effective	% Teaching in Texas public schools
	N	
2003	27	41
2004	42	52
2005	39	87
2006	48	88
2007	43	88
2008	41	76
2009	39	79

Graduate Students

General Department Statement: Student learning outcomes —Master's Degrees

A student who graduates from Texas A&M University with a master's degree will:

- **Master degree program requirements**, including
  o theories, concepts, principles, and practice, and

  o develop a coherent understanding of the subject matter through synthesis across courses and experiences.

- **Apply subject matter knowledge in a range of contexts to solve problems and make decisions.**

- **Use a variety of sources and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.**

- **Communicate effectively.**

- **Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.**

- **Develop clear research plans and conduct valid (data-supported), theoretically consistent, and institutionally appropriate research.**

- **Choose ethical courses of action in research and practice.**

Excerpted from
Academic Master Plan, Teaching and Learning Roadmap (2008-2009), Approved by President
January 2010

Entering Characteristics

GRE scores by year are shown below. Of interest is the nonlinear trending that reflects new

programs in BIED and SPED being initiated as well as differences in the composition of

applicants. The increased number of English-as-a-second-language students has tended to lower

GRE-V scores, as faculty focus instead on TOEFL scores, interviews, or other information. The

College has responded to *US News and World Report* rankings that have significantly lowered

the College ranks due to GRE scores by requesting that programs review the benefit of the GRE

for the program. Since TAMU does not permit selective use of the GRE by programs but only by

degree designation, faculty in EPSY continue to support use of the GRE even with an

understanding that for nontraditional students and international students the scores may be lower.

Academic Year	Major	Degree Objective	N	GRE-Q	GRE-V	GRE-TOT
2004-05	EPSY	MS OR MED	42	570	499	1069
2005-06	EPSY	MS OR MED	40	512	423	934
2006-07	EPSY	MS OR MED	29	575	390	965
2007-08	EPSY	MS OR MED	54	534	458	992
2008-09	EPSY	MS OR MED	33	587	457	1044
2009-10	EPSY	MS OR MED	25	559	410	969
2010-11	EPSY	MS OR MED	18	617	409	1026
			241	557	443	1000
2008-09	BIED	MS OR MED	2	483	364	847
2009-10	BIED	MS OR MED	12	527	450	976
2010-11	BIED	MS OR MED	6	510	433	943
			20	517	436	954
2008-09	SPED	MS OR MED	2	529	442	971
2009-10	SPED	MS OR MED	11	597	466	1063
2010-11	SPED	MS OR MED	21	568	477	1045

Graduation

The department does not currently keep records of master's' graduates beyond graduation.

Estimates of graduation rates are presented below. They are low estimates, since for entry the

system only reports first time graduate entry. Those who previously received another degree or

who changed majors are not included

BIED. In 2008 -2010 a total of 12 students have been admitted to MEd or MS programs, and 2 of

5 MS students have graduated (40%), None of the MEd students have yet graduated through

spring 2011.

EDTC. The program admitted the following numbers

Year	MEd	%graduated	MS	%graduated
2004/05	11	73	0	
2005/06	9	67	0	
2006/07	7	30	0	
2007/08	23	61	0	
2008/09	9	33	0	
2009/10	17	18	0	
2010/11	11	0	0	

EPSY. The EPSY program included BIED and SPED program emphases prior to 2008 and are not easily separable at this point.

Year	MEd	%graduated	MS	%graduated
2004/05	26	73	16	88
2005/06	25	60	6	67
2006/07	14	86	3	100
2007/08	37	84	16	63
2008/09	18	67	7	100
2009/10	18	56	5	40
2010/11	12	0	4	0

SPED. Most of the students in the program have been accepted into the online degree program, although we do not at present have a breakout by online-on-campus degree programs.

The program admitted the following numbers

Year	MEd	%graduated	MS	%graduated
2008/09	1	100	1	100
2009/10	8	38	1	0
2010/11	12	0	4	0

Mentorship. For those students admitted to doctoral students post-baccalaureate, the master's degree is simply an extension of their overall doctoral work. For the new online master's programs approved in 2009 for SPED and BIED, the procedures for effective mentorship are yet to be fleshed out. Since such students typically take only one or two courses at a time, the overall time frame for their completion is likely to extend well beyond what is typically for on-campus master's students, although the master's programs have always had a significant proportion of students who

78

are part-time. every student accepted into the online program is assigned an advisor. The approved curriculum involves mostly required courses, the sequence of courses is set such that students can predict when courses will be offered, and the degree plan is prescriptive. Although students always have the ability to deviate from approved plans, the structure of the program and the expectation of the faculty are that students can and will complete the online master's degree in 2 years, which is comparable to historical completion rates of 1.5-2.0 years for EPSY master's students.

General Department Statement: Student learning outcomes — Doctoral Degree

A student who graduates from Texas A&M University with a doctoral degree will:

• **Master degree program requirements**, including
      o theories, concepts, principles, and practice;

      o develop a coherent understanding of the subject matter through synthesis across courses and experiences; and

      o apply subject matter knowledge to solve problems and make decisions.

• **Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.**

• **Communicate effectively.**

• **Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.**

• **Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.**

• **Teach and explain the subject matter in their discipline.**

• **Choose ethical courses of action in research and practice.**

Excerpted from Academic Master Plan, Teaching and Learning Roadmap (2008-2009), Approved by President January2010

<u>Entering Characteristics</u>

Ethnic and Gender Composition. The table below shows admission proportions for males and ethnic minorities. The latter includes African-American, Hispanic/Latino, and Asian/Asian-American students.

Academic Year	Major	Degree Objective	%MALE	N	%ETHNIC
2004-05	EPSY	Doctor of Philosophy	0.231	42	0.308
2005-06	EPSY	Doctor of Philosophy	0.182	40	0.727
2006-07	EPSY	Doctor of Philosophy	0.200	29	0.400
2007-08	EPSY	Doctor of Philosophy	0.267	54	0.586
2008-09	EPSY	Doctor of Philosophy	0.125	33	0.406
2009-10	EPSY	Doctor of Philosophy	0.154	25	0.577
2010-11	EPSY	Doctor of Philosophy	0.211	18	0.526

The doctoral programs have been quite successful in attracting ethnic minorities into the programs. Representations of the minorities by category indicate slight under-representation of African-Americans compared to state proportions. Other groups are reasonably representative of state demographics, which are now minority-majority (just over 50% African-American, Hispanic/Latino, Asian-American, Native-American). There are no Native-American students in the doctoral student body, but the percentage in the state is very low, and a standard error around it would encompass zero for the student sample sizes.

GRE Scores

Academic Year	Major	Degree Objective	N	GRE-Q	GRE-V	GRE-TOT
2004-05	EPSY	Doctor of Philosophy	13	626	542	1168
2005-06	EPSY	Doctor of Philosophy	12	510	443	953
2006-07	EPSY	Doctor of Philosophy	12	663	541	1204
2007-08	EPSY	Doctor of Philosophy	33	527	447	973
2008-09	EPSY	Doctor of Philosophy	35	615	471	1085
2009-10	EPSY	Doctor of Philosophy	29	520	454	974
2010-11	EPSY	Doctor of Philosophy	20	622	531	1153
			155	603	498	1,101

Enrolled doctoral degree candidates clearly have exhibited different patterns across the years being reviewed. The increase in enrollment in SPED and BIED doctoral programs initially changed the composition and selection criteria for candidates, largely to establish the programs. This has been discussed in faculty meetings with respect to evidence for problematic candidates below possible thresholds. A series of studies done between 1980 and 1995 indicated candidates below 450 on either GRE-V or GRE-Q had lower GPAs, lower likelihood of graduating or graduating in a timely way, and dropped out at a higher rate. This has been a working definition in program acceptance deliberations but is not either codified or a trigger for extended review. Earlier, the department had initiated limits on the number of such candidates and triggers for entire department faculty consideration of such candidates, but with changing programs and program composition and new faculty, this process was abandoned. It has been discussed in the last two years at faculty meetings. The result was that programs would look carefully at applicants with low GRE-V or GRE-Q but no automatic triggers or limits would be developed.

Learning Outcomes (SACS)

The University uses an online program that requires each degree program area to define its mission/purpose, state Learning Outcomes, Measures and Achievement Targets, Findings, and Action Plans when the targets are not met. These are provided in the CD as separate files as they are lengthy and page-consuming. Below is an example from the beginning of the undergraduate special education component:

Mission/Purpose

Mission (Special Education): The mission of the special education program is to improve the quality of special education services for children and youth with disabilities and their families through teaching, research, and service. We provide initial preparation and advanced professional development of teachers, educational leaders (with on-campus and distance master's programs), and educational researchers (doctoral). We conduct research focused on improving school and community systems. We provide service to the field of special education through leadership in professional organizations and through knowledge dissemination activities. Mission (Bilingual): The mission of the bilingual education program is to improve the quality of education services for culturally and linguistically diverse children and youth and their families across Texas, the United Sates, and around the world through teaching, research, and service. We provide initial preparation and advanced professional development of teachers, educational leaders (with on-campus and distance master's programs), and educational researchers (doctoral). We conduct research on second language acquisition in orded focused on improving schools. We provide service to the field of bilingual education through leadership in professional organizations and through knowledge dissemination activities.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Demonstrate knowledge of content

Demonstrate knowledge (conceptual, theoretical, and empirical) of content.

Associations:

General Education or Core Curriculum:

1 Master the depth of knowledge required for a degree

Related Measures:

M 1: Certification examinations

The pass rate performance of certification examinations of students in the Special Education Program will meet the standard established by the State of Texas.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
70% for the 2009-2010 academic year as established by the State of Texas

Findings (2010-2011) - Achievement Target: Met
Students in the Special Education Program had 100% pass rate performance on certification examinations. This exceeded the State of Texas standard for this time period.

Note: no Action Plan since the achievement target was met.

Undergraduate programs

See file Undergraduate Assessment Report.docx

Graduate programs

BIED Masters

See file Bilingual Masters Assessment Report.docx

SPED masters

See file Special Education Masters Assessment Report.docx

EDUCATIONAL PSYCHOLOGY DOCTORATE.

See Educational Psychology PhD Assessment Report.docx

COUNSELING PSYCHOLOGY DOCTORATE.

See Counseling Psychology PhD assessment Report.docx in Appendix B.

SCHOOL PSYCHOLOGY DOCTORATE.

See School Psychology Assessment Report.docx in Appendix C.

Other Outcomes

Time to Graduation. For the graduates since 2004 the average number of years from entry to graduation was as follows:

BIED: 4.33 (n=8)

LS CCID 6.14 (n=22)

EDTC 5.67 (n=18)

RMS 5.15 (n=13)

SPED 7.63 (n=29)

One Vocational Education student graduated (the program was formally terminated only last year but was not promoted since 2000 with no faculty remaining after 2008).

Placements. Doctoral placements since 2004 are based on 82 doctorates in EPSY granted through May 2011. Of these we have current position information for 54, with 41% in academic positions in universities and colleges, and 24% in professional positions in universities and colleges, state or national governmental positions, school districts, or private corporations and companies.

Bilingual Education. Of 9 doctorates, five are in Tier I or II universities. The others are currently in school district positions.

Special Education. Of 27 doctorates awarded, five are in Tier I or II universities and one is at a teaching college. Five are in school districts in supervisory positions.

Learning Sciences. Of 53 doctorates awarded, 24 are in academic positions in universities, and 15 are in professional positions, mostly at universities or state agencies.

For CCID with 22 doctorates, six are at universities, four in Korea, Turkey, or Taiwan. Another 4 are in various professional positions.

For RMS with 13 doctorates, 8 are at universities and four are in data analysis support positions in universities (3) or business. EDTC graduated 18 doctorates, with 9 students at universities (5 in Turkey or Korea), the others in Tier I or II research universities. Five are in professional support positions at universities (3), a school district (1), or private business.

Mentorship. The College and department are focusing on graduate mentorship this coming academic year. There have been no systematic discussions of this topic previously. While there has been an assumption that in EPSY students are appropriately mentored, this has neither been systematically reviewed, nor from ad hoc experience is it true for every graduate student. Clearly, in the department the emphasis has been to mentor doctoral students, and there appears to be little attention paid to master's students overall.

The effective aspects of the current process center on a very competent graduate advisor. In EPSY Ms. Kristie Stramaski in the department offices is the center for communication for graduate students related to all graduate activities, communications, and requirements. Graduate student required meetings, such as oral preliminary examination, proposal meeting, and dissertation defense, are scheduled through her office. Ms. Stramaski produces a weekly electronic bulletin, *EPSY Update*, that is intended for graduate students (see Appendix for recent copies). Availability of assistantships throughout the university are channeled to her, as students' requests for financial aid are retained in her office, so that she has greater awareness of aid needs than any other department person.

Students at the time of admission are assigned a temporary advisor in the program to which they are admitted. They are informed in a letter of this along with their admission notice. They are requested to set up a meeting with their advisor upon arrival on campus, particularly to begin course planning. Each program has an established curriculum and suggested sequence of coursework. Master's students in online programs communicate entirely by electronic media with their advisor.

At new student orientation, typically set for the week before classes, general information is provided by Ms. Stramaski, program coordinators, and more advanced graduate students. Breakouts by program are scheduled, and specific issues related to the program are discussed at that meeting. Typically, most doctoral students arriving for full-time study are present, while master's students and those not intending to be present full-time initially do not attend.

The primary indicators for mentorship at present are publications and presentations at national, regional, and state conferences by students, and with faculty. The documentation process at present is based on yearly reporting required by doctoral students in March of their activities and progress toward completion of their degree and by faculty annual reports on the A1 document of their work with graduate students. Faculty work includes lists of presentations and publications with graduate students, research group activities involving graduate students, and other mentoring activities such as involving them on proposal generation or support for other professional activities such as national scholarships for research training, internships, etc.

At present the reporting activity does not appear to capture all mentorship activity, in part due to incomplete reporting by doctoral students. This will be addressed in the coming year to instill the need for better accountability. Similarly, those who are graduating may not report activities since the last annual report. Similarly, faculty are not uniformly identifying students on their products. Again, a better process to convince faculty to share this information will be developed in the coming year.

Student research activity with faculty. Based on current vitas, the following summary data for faculty presentations and publications indicates a significant improvement by 2010. Given that many new faculty have been added, who have had little opportunity to develop research agendas with graduate students, this is an encouraging trend in responsible mentoring.

Natnl	Ref Articles				Nonref				Nat Pres			untenured
	2008	2009	2010		2008	2009	2010		2008	2009	2010	
			0				0				0	1
	0	0	0		0	0	0		0	1	0	
	0	0	1		0	0	1		1	1	1	1
	0	0	0		0	0	0		0	0	1	1
	0	0	0		0	0	0		1	0	1	
			0				0				0	1
	1	1	1		0	0	0		0	0	1	1
	0	0	0			0	0		0	0	0	
	0	0	1		1	0	1		1	1	1	1
	0	0	1		0	0	0		0	0	1	1
	1	0	1		0	0	0		1	1	1	
	0	0	0		0	0	0		0	0	1	
	1	0	1		0	0	1		1	1	1	1
			1				0				1	1
	0	0	1		0	0	0		1	1	1	
	0	0	1		0	0	0		0	0	0	
	0	1	1		1	0	0		1	1	0	
	0	0	1		0	0	0		0	0	1	1
			1				0				1	1
	0	0	1		0	1	1		1	1	1	
	0	1	0		0	0	1		1	1	1	
	0	1	1		0	0	0		0	0	0	
	0	0	1		0	0	0		1	1	1	1
	1	1	1		1	0	1		1	1	1	
	0	0	1		0	0	0		0	0	0	1
	1	0	1		0	0	0		1	1	1	
	1	1	1		0	0	1		1	1	1	
	0.26087	0.26087	0.703704		0.136364	0.043478	0.259259		0.565217	0.565217	0.703704	

One of the patterns that is noticeable in the senior faculty publication co-authoring is that many have focused on mentoring junior faculty over the last few years, and have published to a greater degree with them rather than with graduate students. This is perhaps a function of the large number of junior faculty hired since 2004 and the press to assist them in gaining tenure.

For untenured faculty the percentages for the same categories were:

0.272727	0.090909	0.461538		0.090909	0	0.230769		0.363636	0.363636	0.769231

While the refereed publication rate is lower than for tenured faculty, the level of presentation is comparable, which suggests future publications with students by presently nontenured faculty will be high. With the nontenured tenure-track faculty generally publishing at a high rate, this bodes well for improved student publications and concomitant viability as academic professors or professionals.

Teaching. The opportunities for graduate students to become instructors of record for undergraduate courses (they are not permitted by TAMU to be instructors of record for graduate courses unless at Lecturer rank or higher) have been limited until very recently. Consequently, it has been seen as a disadvantage for doctoral students competing for professor positions that they have little direct teaching experience. The opportunities have occurred primarily in the summer sessions, when faculty are either not teaching or are on research support. Between 2004 and 2009 the department allocated $52,000, equivalent to 13 courses paid at $4000, to summer undergraduate and graduate courses. These were determined each spring by the Program Coordinators based on need and university additional support to increase summer enrollments to improve overall student credit hour generation. The department has not used the university funds often because of minimum student enrollment requirements that if not met would require department funding for such courses- the potential penalty was too great to risk the reward. For some of the undergraduate courses such as EPSY 435, INST 301, INST 310, SEFB 310, SEFB 312, EDTC 311, and EPSY 320 doctoral student were able to teach as instructor of record. In the RMS program doctoral students taught while taking graduate credit and were not paid, they having decided the experience would be beneficial.

With the budget cut of 2010 the department excised the summer allocation for courses. At the same time the university accepted a CEHD proposal called Accelerate to Graduate (A2G) to teach a number of online courses at enhanced tuition, termed differential tuition that would pay for the instructional costs of $4000 per course. The minimum number of students per undergraduate course (about 23) and graduate course (about 12) determined if a course was taught. The program permitted some doctoral students to teach as well as supported others as teaching assistants for large section courses. These recently designated A2G courses are probably the template for future summer courses. Fall and Spring courses have much less flexibility, since the summer course process is not permitted to compete with on-campus offerings. Similarly, distance education courses, which generate greater tuition fees that are more flexibly allocated than on-campus state moneys, cannot be taken by on-campus students.

The limitations in course structure along with budget reductions continue to hamper doctoral student teaching opportunities. Until department budgets absorb the recent cuts, it is not likely that expansion of student teaching will occur as a mentorship activity.

Meeting Department Goals

Goal 1: Undergraduate Education

- Increase undergraduate diversity as defined by race, ethnicity, gender, and first generation status through improved recruitment and retention. Increase diverse student enrollment to 20% in two years and 25% in five years.

- **Status:** For SPED this goal will be only partially met. The SPED undergraduate cohorts remain overwhelmingly white and female.

For BIED the goal is almost irrelevant as the vast majority of students are Hispanic/Latino, although again mostly female. Increasing the proportion of males is extremely difficult to achieve.

- Create a climate that fosters and supports the development of students with diverse backgrounds

Status: For SPED the low percent of students with diverse backgrounds renders this problematic, although graduation rates for students with diverse backgrounds are not different from the majority population of SPED undergraduates.

For BIED the graduation rate for non-Hispanic students is not different from that for Hispanic students. Anecdotal evidence supports a good climate for student development.

- Ensure that all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.

Status: Students are required to produce written products using computer skills for both SPED and BIED programs. SPED experimentally introduced ipads for student teaching and school-based observation and reporting by SPED undergraduates that appears to be an excellent tool for working with students with disabilities, although the formal evaluation is not completed.

Goal 2: Graduate Education

- Prepare doctoral students for the professoriate

- Create a climate that fosters and supports the development of students and faculty of diverse backgrounds through research and instruction

- Prepare Ed.D. and M.Ed. students for success as practitioner-leaders

Status: MEd students in BIED and SPED tend to be full-time professionals already serving in school districts who require additional professional training for their work. As such the degrees fulfill this goal in general, although we do not have sufficient follow-up information on graduate's later professional progress or satisfaction with their program. LS students in MEd degrees tend either to be en-route to a doctorate or in the distance EDTC program. The latter has had continued success in attracting students who reported satisfaction with their degree upon completion.

Goal 3: Research

- Create a climate that fosters development and growth for faculty research success in obtaining external funding.

  Status: While the overall level of external support for BIED, SPED, and LS has dropped somewhat in the last two years, when averaged by years of professional service it has increased significantly as the young faculty hired over the 2004-09 period mature in their research careers and begin to become very competitive for major funding initiatives. The department has long cultivated a climate to support grant proposal development, interdisciplinary collaboration, and non-competitive environment within programs. The department remains the largest generator of external funds in the College as it has for the entire period reviewed here.

- Elevate our Faculty and Their Research and Scholarship

91

Status: The primary indicators that support this goal are the increased h-index data, the level of external funding, average publications, and department rating by U.S. News & World Report, as flawed as the latter is. Faculty performance is meeting this goal.

Goal 4: Engagement

- Support and enhance P-16 research and engagement initiatives
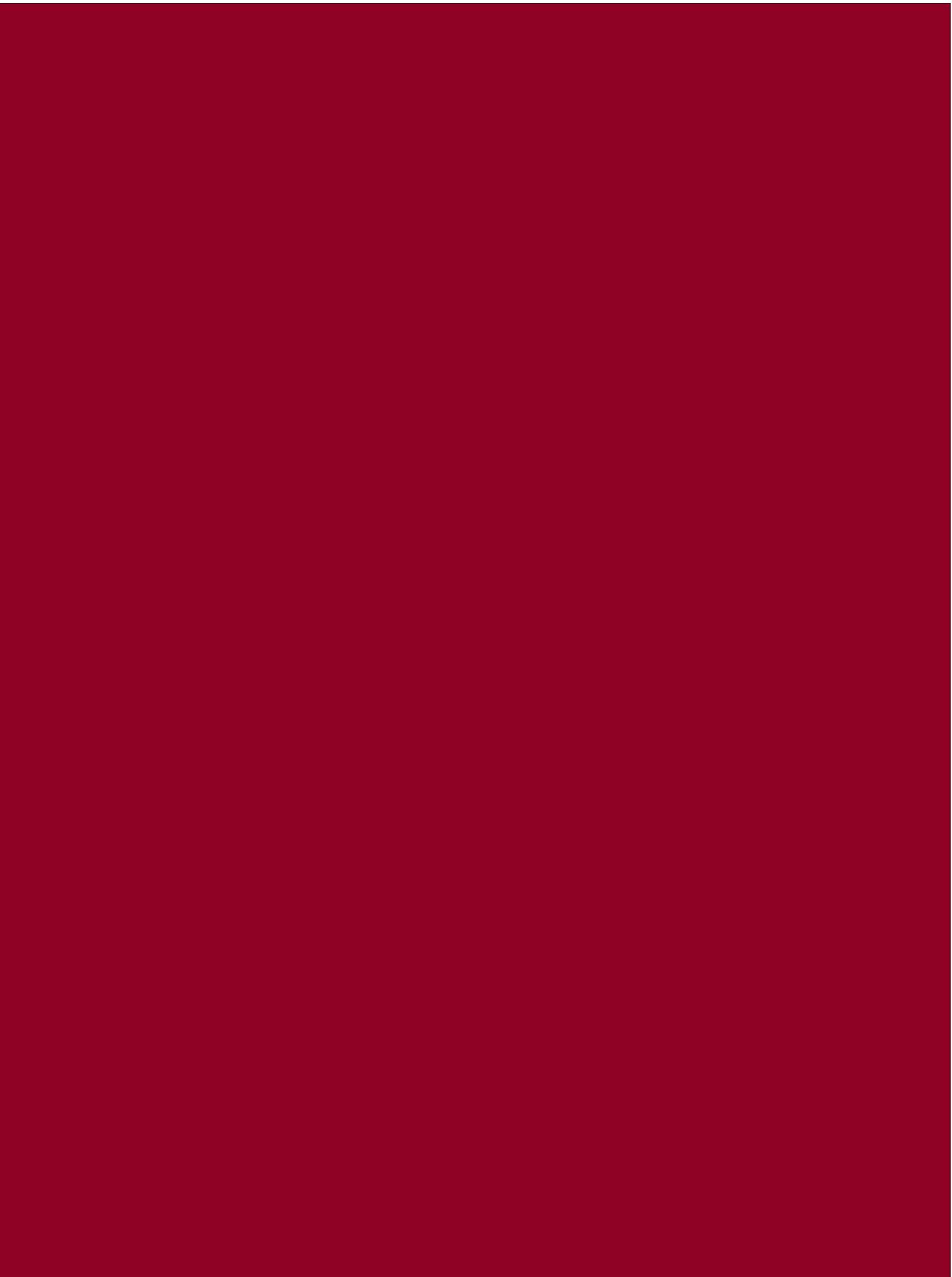
  Status: Faculty research in SPED and BIED directly support this goal. Research by some faculty in LS directly supports this goal, other research efforts are either targeted at other populations (eg. Dr. Stough's work on procedures for managing adults with special needs during disasters) or methodology (most of the RMS faculty research).

- Increase use of technology mediated instruction to facilitate access to high quality programs, professional development, and engagement activities.

  Status: Distance master's programs in SPED and BIED must adhere to SACS standards that require national-level standards for technology-mediated instruction. Other online instruction has been developed by educational technology faculty or by faculty with extensive experience and expertise with technology-mediated procedures. Online courses are developed only through program authority and direction in the department. Systematic review, however, has not yet been conducted by the department or programs.

SECTION 6: Summary of current conditions and state of the department

<u>Resources</u>

While the department had a significant shock with the 10% budget reduction for the AY 2012 year and beyond, its overall capabilities were not permanently limited. The transition from major state support to state assistance for departmental operations is in force, and department external funding and access to differential tuition are still providing essential operating support.

Individual programs are more susceptible to limited resources as the department operating structure has devolved significantly to program-based funding. Specifically, reduced graduate assistant support appears permanent. All programs will need to generate a greater proportion of their resources, especially for graduate student support. The professional programs in counseling and school psychology will be especially at risk without significant additional resource development through external funding and differential tuition generation. LS, SPED, and BIED are at present capable of generating significant resources through differential tuition and external funding.

Until differential tuition for undergraduate student teaching is approved, both undergraduate programs must cope with reduced funds to support supervision. If differential tuition is not approved for this activity, student teaching will be limited to the local areas, with possible increases in demands on tenured and tenure-track faculty to conduct supervision. External funding has been an important support that can provide resources to mitigate these demands, however.

Faculty

The transition from a senior faculty to a more balanced-rank faculty has occurred over the last decade. The young faculty are productive and motivated, and given the demands of the professoriate in future, they are well-positioned to be successful in their careers. The BIED program appears to eventually need additional faculty to expand the undergraduate and graduate programs. The SPED program needs more graduate students given the number of faculty, and is putting an effort into developing a larger doctoral cohort annually. The online master's program will require careful attention, but has significant potential to generate resources for the program to continue to develop. Learning Sciences is in a developmental mode, having been most affected by the budget cuts. The RMS program has lost several faculty and needs additional faculty to retain a national presence. CCID, in reconstitution mode, has significant limitations to its expertise due to faculty losses over the last seven years. It also will require additional faculty to gain a national presence. In the 2004 doctoral review, there was a clear recommendation that a core of nationally prominent faculty in cognition and development was needed for the program to gain national recognition. While the department overall reputation appears good, the LS educational psychology core is in jeopardy, and the department graduate structure is at risk of splintering into separate programs with little cross-discipline coherence.

The current distribution of faculty is likely to change over the next five years, as most of senior faculty have indicated they will retire within that period. Since younger faculty are now being tenured, there will be a cadre of full professors developed in that time frame, but it appears that by the end of 2016 there will be almost no faculty who began their time here before 2000. This indicates a clear change from the department's earlier development, during which there always has been active faculty who were part of the beginnings and expansion of the department. The loss of historical continuity can be both positive and negative.

Funding

Although there has been a dip in the level of external funding, younger faculty are beginning to submit grants, and the prognosis for increased funding is good. The department has a robust structure to support external funding, faculty are generally oriented toward the necessity to generate it, and they have the expertise needed for successful results.

Differential tuition will remain a major source of funding to maintain and expand programs. All programs in the department will need to consider distance education programs at the graduate level to generate resources for themselves, and there is evidence this is in process. State money may or may not remain at current levels, so the need to generate other resources is critical to department survival and success.

Physical resources

The department currently has sufficient space for instruction, but it is expected that more space reasonably accessible to faculty will be required as external funding increases. This is a College issue as well, and the University has an overall space-allocation process that currently includes College space requirements and requests. The most recent analysis of space needs indicated shortfalls for both the department and College.

The University's general funding for computing appears to meet needs at present, although the particular computing needs of the department are not always a priority. For example, for the current year the licensing costs for SPSS went up ten-fold as the University did not renew its license, so that individual license costs went from $10 to $100 per computer. This cost to the department, which has relied on SPSS for it primary teaching and research platform, will be well in excess of $10,000 not budgeted at this point. Alternatives are being investigated, but it is not trivial to change instructional and research activities based on one platform in a short time.

Staff

The number of department staff to support instruction and research currently is sufficient to complete the work needed with the assistance of undergraduate student workers. A significant increase in external funding will require additional staff resources, however. The number of undergraduate and graduate students in programs is at present stable and proposed for at least the near-term future, so that advising and administration activities can be managed at the current level of staff support.

Department administration

The current administrative structure of a Department Head and Program Coordinators (PCs) appears to serve the department well. A significant lowering of resources provided to PCs due to budget cuts makes the position more difficult, and increasing reporting requirements at the program level are increasing the workload for PCs. At some point it is quite possible that either additional administrative resources will be required at the program level or they will need to be shifted to the department level, with additional administrative support needed. The DH position is demanding and has full-time attention needed. With Dr. Willson in the fourth year of his term, during the AY 2012 a decision will need to be made by him and the department faculty either to continue for a second four-year term or to seek a new internal department head.

Succession planning for the head position has been limited to this point. Several faculty have been approached by the DH to consider future possible terms as DH, and there are potential candidates. Most are not full professors at this point, however.

EPSY Inputs and Outcomes

Missions

Undergraduate programs

The undergraduate programs in BIED and SPED are appropriately completing their missions. The SPED passing rate of 100% is the highest in the State of Texas. The overall evaluation by the Texas Education Agency effectively noted that the TAMU program is the model for the State. The BIED has also had a high passing rate, over 96% in all semesters, and the undergraduate program could and should be greatly expanded to accommodate the changing demographics of Texas, which indicate a majority Hispanic population within a few decades. The difficulty for the program has been recruiting students into the program. Bilingual Spanish-speakers tend to be Hispanic, low SES, and with few resources to attend TAMU. This cannot be addressed by the department alone, and unless and until the University makes it a priority, the undergraduate BIED program will be small.

Graduate Programs

The BIED distance master's program is too new to provide any meaningful assessment. The State has a monstrous deficit of bilingual education teachers, and the BIED masters has the potential to provide in-service teachers with the background they need for effective bilingual instruction, so the emphasis for the program is warranted. Given the relatively small faculty, a concern in the future will be sufficient resource to provide timely coursework, although the differential tuition collected provides flexible spending to hire adjunct faculty when needed. Given the high level of external funding, this will be an issue regarding quality of instruction, continuity in coursework for students, and overall effectiveness.

The SPED online master's program had an initial healthy initial cohort but a substantial drop-off this year in enrollment, likely due to financial issues. There are sufficient faculty resources to maintain the distance courses, and as with the BIED distance master's program, there is insufficient data for evaluation at this point.

The BIED and SPED on-campus master's MEd and MS programs are small and mostly indentured to the doctoral programs. Of concern in both is the lack of differentiation of master's and doctoral courses in terms of level and complexity of coursework material that needs to be addressed. This concern extends to the EPSY master's program as well. The BIED and SPED on-campus master's programs are new, but EPSY master's degrees have been awarded since the beginning of the department. There has been little evaluation of any sort of either quality of effectiveness of them, and this is clearly a target for near-future examination. While the SACS evaluation provides a bare-bones basis for evaluation, it is clear that the master's degrees have largely been stepping-stones to doctoral work for the most part, with little emphasis on stand-alone master's degree initiatives, or attention to master's students not focusing on a doctorate.

The EDTC distance master's degree had a lengthy and successful run, and it is unfortunate that it is currently not being continued. Beyond student interviews at graduation, EDTC faculty kept track of graduate placements (not provided here) that they indicated showed the influence of the program in school districts, Texas Regional Service Centers, and other university technical agencies and offices. Their dismay at the discontinuance in part stemmed from this loss of a statewide presence for the department in technology management at various levels in educational settings.

The EPSY doctoral program is at a second tier level. Doctoral graduate students are being placed in regional universities and regional agencies, with an occasional Tier 1 university placement, but overall the programs are not placing at the level of the top institutions in educational psychology. This may be part of the network development that a new graduate institution such as

TAMU must make. The improvement nationally by the department in visibility as an active research unit should help in this area, but it probably takes several generations to be institutionalized in the branding of the department and university. Most students who aspire to academic careers have at least on publication, although there is not yet sufficient reliable data on that point, and a few are extremely prolific, leaving with up to 13 refereed or invited papers and book chapters. The average, however, is still probably low, and can be improved.

Doctoral program quality can still be improved greatly through high quality mentorship by faculty, and maintained and enhanced through faculty publication and influence on national boards, associations, and agencies. The path to national prominence lies through a productive faculty, to which the Department of Educational Psychology is committed under its mission to teach its students, conduct effective, meaningful research, and serve the people of the state and nation through the expertise developed.