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Abstract
NWGC 2018-2019 Deans Report

Keywords
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2018-2019 College-level
Annual Assessment Results and Recommendations Report

This report serves to provide a summary of results and recommendations for the College-at-large.
Data from each individual program is to be addressed:

College: Nathan Weiss Graduate College

Dean: Christine W. Thorpe, EdD, EdM, CHES

Section 1: Summary of the State of the College

A. Enrollment and Graduation Rate Analysis

Analyze and discuss the current year's program data as compared to the previous five years of collected data for each program with respect to:

- **Program 5-year Enrollment**

	2014	2015	2016	2017	2018	5-Yr
M.A. Educational Administration	158	166	168	183	164	3.8%
ED. D. Educational Leadership	58	52	46	45	37	17.7%
Communication Disorders	165	165	155	165	140	-34.6%
Speech Language Pathology (Undergraduate)	180	180	187	184	174	-15.1%
M.A. Counselor Education	264	281	300	307	319	20.8%
PhD Counselor Education	0	0	0	0	9	N/A
PSYD School & Clinical Psychology	28	28	29	29	30	7.1%
Spec. Diploma School Psychology	21	21	26	21	26	44.4%
M.A. Educational Psychology	37	37	33	37	35	-2.8%
Master of Social Work	116	134	152	167	214	84.5%
MS Occupational Therapy	98	101	106	107	101	3.1%
PhD Occupational Therapy	0	0	0	0	7	N/A
Doctor of Physical Therapy	0	0	25	44	68	N/A

*Gain is the quotient between the difference of enrollment in 2017 and 2013 and the enrollment of 2013.

Comments: The enrollments of 5 out of 13 programs in 2018 are lower than numbers recorded in 2017. The growth rates of the M.A. in Educational Administration, M.A. in Counselor Education, M.A. in Educational Psychology, and Master of Social Work are at or above 20%. All programs continue to have substantial applicants and enrollment as noted in weekly and monthly deposit reports. The enrollments in several programs are limited by faculty-student ratio requirements set by accreditation agencies. The shortage of core faculty is prominent in Education Leadership program. The Doctor of Educational Leadership reflects a 5-year

downward trend of 17.7% in enrollment, however, the program has enrolled . In addition, graduation rate also affects the enrollment. The median years for completing the Ed.D. program was decreased from 3 years in 2012 to 2.5 years in 2016. Shorter median time for graduation is a positive indicator of program quality and education outcome.

- **5-Year Graduation Rates**

	2013-14	2014-15	2015-16	2016-17	2017-18	5-Yr Change
M.A. Educational Administration	35	34	29	23	24	-41.5%
ED. D. Educational Leadership	4	14	10	8	5	0.0%
Communication Disorders	41	49	45	45	59	68.6%
Speech Language Pathology (Undergraduate)	37	38	22	34	38	2.7%
Counselor Education	62	82	63	80	69	11.3%
PSYD School & Clinical Psychology	8	8	8	9	9	0%
Spec. Diploma School Psychology	8	11	7	11	14	40.0%
M.A Educational Psychology	19	21	24	22	20	-20.0%
Master of Social Work	42	44	48	42	60	25.0%
MS Occupational Therapy	28	32	31	34	38	31.0%
Doctor of Physical Therapy	0	0	0	0	0	n/a

*Gain is the comparison between 2016-17 and 2012-13 (or the first year of degree conferral).

Comments: The number of degree conferrals in 2017-2018 in two programs is significant lower than the historic highs in previous years. However, the numbers of degree conferral in the past three years in general have kept relative constant with slight increase. Degree conferrals correspond to enrollment patterns with time lags, depending on average graduation time for program. Increased graduate and doctoral assistantships for some of the programs would aid in increasing the number graduates annually to alleviate the financial challenges and sustain enrollment.

B. Program Student Learning Outcome Assessment Data and Recommendations

For each individual program, summarize the current year's program assessment (from annual reports and program reviews) including:

Communication Disorders and Deafness

1. **M.A. in Speech Language Pathology:** Two student learning outcome of the program were assessed this year using one direct measure.
   SLO 3: Possess knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, with specific reference to articulation, fluency, voice and resonance, receptive/ expressive language, hearing, swallowing as well as the cognitive and social aspects of communication
   SLO 4: Have knowledge of standards of ethical conduct and contemporary professional issues and certification

Data Summary and Recommendations: The grade progression in the "Evaluation" and "Treatment Skills" section is evident as students gain more clinical experience and education, the newest intake of students achieving the lowest mean scores. This provides evidence of increased learning by the students as they require less support and guidance in the areas of evaluation and treatment by the end of the Master's program. Of note, however, is that students are not generally accumulating grades within levels 1 (Direct instruction needed) and 2 (Specific guidance needed), regardless of their level of education within the program.

As with the "Evaluation" and "Treatment skills" mean grades, a gradual increase in grades in the "Professional Practice, Interaction, and Personal Qualities" section can be observed with student progression. This provides evidence that student learning within SLO4 takes place throughout the duration of the Master's program. What is not in accordance with the target expectations of the plan, is that the cohort mean for the 2017 student intake is above the 2 to 3 range. This could reflect a lack of sensitivity of the grading system for this section, indicate that those awarding the grades are not utilizing the lower grade levels, that the pre-professional training undertaken by the students is particularly effective and/or that the program admissions processes are particularly effective in identifying prospective students with strong professional skills.

The cumulative data for both SLO3 and SLO4 student for both cohorts are also reported within this section. It is clear that the grading for the "Professional Practice, Interaction, and Personal Qualities" dimension is generally raising the overall clinical mean, particularly for the 2017 intake of students. The Summer 2017 cohort achieved a mean cumulative clinical grade of 4.56 with a grade range of 3.93-4.83, the Fall 2017 cohort had a mean of 4.33 with a grade range of 2.98-4.88. The Summer 2018 cohort achieved a mean of 4.24 and a grade range of 3.67-4.75, the Fall 2018 cohort had a mean of 4.06 and a grade range of 2.71-4.66. The mean for both 2017 cohorts was 4.45 whilst the mean for both 2018 cohorts was 4.15. The use of the CALIPSO report functions was particularly helpful in providing clear and discernable data to support the assessment of the two student learning outcomes. There was evidence to support increased student learning as the students progressed through the Master's program, this progression was cumulative for both the Summer and Fall cohorts. The high professional practice, interaction and personal qualities grades indicate that students are well prepared to demonstrate these skills at the start of the program. It is recommended that admissions protocols and pre-professional teaching are maintained. Supervisors should also be reminded to use the full grade system to ensure that grades are accurately reflecting student skills, particularly at the start of the program.

PRAXIS scores were maintained but not improved upon. Not all of the PRAXIS II results had been received at the time of the completion of this report, this may have caused a negative or positive skew upon the pass rate reported. Students should be reminded to undertake the PRAXIS II examination in a timely manner in order that a more accurate representation of the cohort mean can be identified. The additional scores received will be added to those in this report and the pass rate will be reassessed. Future recommendations for change will be made at that point if required.

2. **B.A. in Speech-Language-Hearing Science**
   SLO 3: The ability to discuss research and other professional issues (clinical, scientific, administrative, and philosophical) relevant to speech–language pathology and audiology.

SLO 6: An awareness of individual differences (e.g., cultural and linguistic diversity) as it affects the development of human communication and the practice of speech–language pathology and audiology.

Data Summary and Recommendations: As anticipated, the students in CDD 4272 (Capstone course) greatly exceeded the students in CDD 2253 (Scope of Practice) in terms of their understanding of professional issues currently impacting practicing clinicians and their clients. At the end of the major program students have a strong understanding of the scope of practice of speech language pathologists and audiologists including how these two professions can collaborate effectively in educational settings. Students are also able to recognize benefits and limitations of working with students in academic settings. Although it is evident that our undergraduate students have some awareness of the roles of speech language pathologists and audiologists prior to beginning the academic program, they are not clear on the professional boundaries and how each discipline can support a child in a school setting. The final question in this survey required that students identify specific domains speech language pathology involvement with children in school based settings. Approximately 50% of capstone students recognized the specific domains of SLP involvement, however it is suspected that this number may have been lower based on the wording of the question which may have lacked clarity for students. Given the clear evidence that students are able to recognize professional issues impacting practicing clinicians and their clients this SLO will not be reassessed in the 2019-2020 academic year.

The results of this survey highlight both strengths and potential weaknesses of the SLHS major in addressing cultural and linguistic consideration for the evaluation and treatment of speech, language and hearing disorders. The average score on the assessment did increase across the program as well as for those students who elected to enroll in the Multicultural Issues course (CDD 4256).
When evaluating specific questions as seen in Table 2. for 10 of the 15 questions presented, students in Capstone (CDD 4272) demonstrated increased learning across the SLHS major with accuracy in 3 questions reaching 100%. It should also be noted that students who completed the elective course in Multicultural Issues in Speech Language Pathology (CDD 4256) scored 100% accuracy for 8 of the presented questions.

Although a positive trend in students increasing awareness of cultural and linguistic considerations can be noted, there are clearly specific concepts that may need to be addressed further either across the program or specifically in CDD 4256. Students appear to have a strong understanding of the appropriate use of translator services and provider qualifications when conducting a bilingual assessment, the difference between language disorders and language differences, and considerations for culture and ethnicity when conducting audiological evaluations. In contrast, students may need to have more exposure to the different factors that can shape cultural diversity, specific linguistic and cultural considerations for test development, and comparison of language emergence milestones between monolingual and bilingual language learners.

Based on the results of this assessment, although student demonstrated increasing awareness of cultural and linguistic consideration in speech and hearing science, the subject pool was small (5 subjects), specifically as it relates to the students who completed the upper level elective course in Multicultural Issues (CDD 4256). The upcoming graduating class (May 2020) is now required to complete CDD 4256 and therefore it is recommended that this assessment tool be readministered during the 2019-2020 academic year to further evaluate the impact of the current course content on student learning. Recommendations for changes to the SLHS curriculum and specifically CDD 4256 will be made based on those findings.

Counselor Education

3. **M.A. in Counselor Education**
   Six student learning outcomes were assessed using two direct measures: internship case presentations and scores on the Counselor Preparation Comprehensive Exam (CPCE).

   X SLO1: Explain the nature and needs of individuals across the lifespan.
   X SLO2: Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling.
   X SLO3: Apply individual and group counseling theories/approaches to facilitate individual and group counseling.
   X SLO4: Interpret and utilize professional research and existing data.
   X SLO5: Administer appraisal and assessment instruments in counseling and appropriately diagnose.
   X SLO6: Apply professional, legal and ethical standards in counseling.

   DIRECT MEASURE:
   INTERNSHIP CASE PRESENTATION (SLO 1, 2, 3, 4, 5, 6)
   The Counselor Education Department (CED) has two capstone courses: Internship I (CED 5985) and Internship II (CED 5986). Students write and present a Case Presentation (CP) (delineating clinical information regarding a counseling client). The CP Rubric assesses students across the six departmental SLOs. The presentation rubric includes fifteen (15) items across six (6) domains, and instructors rate students on a 1-3 scale (1= Does not meet standard, 2=Minimally meets standard, 3=Meets and exceeds standard).
   COUNSELOR EDUCATION COMPREHENSIVE EXAMINATION (SLO 1, 2, 3, 4, 5, 6)

As noted in the CED 2017-2018 Report, the CED eliminated the NBCC Counselor Preparation Comprehensive Examination (CPCE) and piloted an alternative, the Counselor Education Comprehensive Examination developed by consortium of counselor education programs. This exit examination, required of all Counseling Master's degree students at Kean University, assesses the student's knowledge of counseling to ensure minimum competence in the field. It also provides aggregated data that offer insight to CED when developing/adapting curriculum.

Data Summary and Recommendations: In the Fall 2017 administration of the Counselor Preparation Comprehensive Exam, the Kean
University CED student mean total score of 78.90 was slightly lower than the Spring 2017 mean total score of 80.10. In comparison to the Spring 2017 mean scores, students scored higher in Human Growth and Development (C1), Social and Cultural Diversity (C2), Counseling and Helping Relationships (C3), and Assessment and Testing (C6) during the Fall 2017 administration. Fall 2017 mean scores were lower in Group Counseling and Group Work (C4), Career Development (C5), Research and Program Evaluation (C7), and Professional Counseling Orientation and Ethical Practice (C8).

Recommendations for closing the loop include:
a. Internship I (CED 5985) and Internship II (CED 5986), instructors will continue to place emphasis on utilizing professional research and existing data in class instruction (SLO Students are expected to incorporate evidence-based practice with clients in individual and group counseling sessions and identify aspects of said practice during case presentations. Instructors will include live in-class and video demonstrations in all sections of CED 5985 and CED 5986.
b. During CED faculty meetings, Professional Development Days, and various departmental Curriculum & Assessment Committee meetings, faculty discussed options for simplifying the Internship Case Presentation guiding document. A new, simplified version of the document was piloted with successful results. Faculty also discussed ongoing efforts to seek uniformity of instructor expectations and assigned student work across all internship sections. The clinical coordinator developed a "tip sheet" for instructors to outline the specific expectations of each course. Faculty will continue to discuss options for improving student written and verbal case presentation skills
c. Regarding SLO 5, which was the only Internship Case Presentation mean score below 2.80 in AY 2016-2017, CED faculty decided to launch a mentoring system for new adjunct professors beginning in AY 2017-2018. Full-time faculty will continue to assist new instructors with acclimation to the department culture and share best practices for working with CED students. The mentoring system also aims to improve uniformity of instruction and assessment across multiple sections of each course. Mentorship has taken place throughout the department to assist with guidance in each course in which a new instructor was assigned. The department believes that the mentoring system was instrumental in increasing the SLO 5 mean score to 2.81, which exceeded the target mean score for AY 2017-2018.
d. CED will continue to create more online/hybrid course options in order to improve assessment scores across all SLOs. Informal polling of students who have completed hybrid sections of CED 5501 revealed that the instructional method of posting weekly Blackboard discussion questions increased student engagement in assigned readings. Several CED faculty have prior experience designing and delivering online course material.

e. Regarding comprehensive exam scores, CED will continue to develop strategies to assist students with preparation, including:
    i. Presentations and creation of support groups for test anxiety
    ii. Inviting high-scoring students to share strategies for successful preparation
    iii. Provision of written preparation strategies in the department newsletter
    iv. Offering preparation workshops
    v. Asking students to remember keywords from the exam
    vi. Research CPCE scores in relation to whether students took and passed the National Counselor Exam in advance

DISCUSSION OF FINDINGS: Comprehensive Examination

The results of Fall 2018 administration of the Counselor Education Comprehensive Examination show that the Kean University CED student Mean total score of **60.72.** The Spring 2019 administration reflects a Kean CED student Mean total score of **68.74**. Unlike the former CPCE, there is no established national Mean yet to compare Kean students. As noted in last year's report, "While the comparative data is minimal at this time, the number of participating programs has grown. We anticipate piloting this instrument for 2 years, reviewing comparative data for each administration." An analysis of the Case Presentation SLOs and the CECE for this academic year 2018 – 2019, suggests that the SLO 5 Appraisal and Assessment may be an area needing improvement in the Program.

The CED anticipates a CACREP re-accreditation site visit Academic Year 2019-2020. Repeating or reiterating goals offers a stance of persistent review of student progress towards exceeding target achievement with Learning Objectives.

Educational Leadership

MA – Education Leadership:

SLO6: A candidate who completes the program is an educational leader who applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC Std. 6). Candidates who complete the program have also met all KSLO standards: KSLO 1: Thinking critically, creatively, and globally. KSLO 2: Adapting to change changing social, economic, and technological environments. KSLO 3: Serving as active and contributing members of their communities.

DIRECT MEASURE:

In **EL 5813 – Field Administration and Supervision I** and **EL 5814 – Field Administration and Supervision II** candidates work under the direction of a mentor in a public school building for a minimum of 15 weeks. Projects and activities that lead towards proficiency in the ELCC Building Level Standards are completed during these courses/ field experiences. One such project asks candidates to complete a **School Culture Improvement Plan**. Within the **School Culture Improvement Plan**, candidates are asked to attend and engage in dialogue at Board of Education and PTA meetings and to use these meetings as catalysts for positive school change. These activities align to ELCC elements related to **SLO 6**. Candidates

who complete the school culture improvement plan are building level leaders who understand and can advocate for school students, families, and caregivers (ELCC 6.1), who understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment (ELCC 6.2), and who understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC 6.3). Throughout EL 5813 and EL 5814, candidates grow towards becoming informed, dynamic professionals by developing proficiency in knowledge (K), skill application (S), and value development (V).

A **Field Matrix** (see Appendix A) and **Field Rubric** (see Appendix B) are given to candidates detailing projects and activities to be completed during their entire field experience. Using these instruments, field instructors evaluate candidates' abilities to meet ELCC 6.1, 6.2, and 6.3. To demonstrate professional leadership skills in **ELCC 6.1** candidates must demonstrate skills required to: (a) analyze how law and policy is applied consistently, fairly and ethically within the school; (b) advocate based on an analysis of the complex causes of poverty and other disadvantages; and (c) serve as a respectful spokesperson for students and families within the school. To demonstrate professional leadership skill sin **ELCC 6.2** candidates must demonstrate skills required to: (a) advocate for school policies and programs that promote equitable learning opportunities and student success and (b) communicate policies, laws, regulations, and procedures to appropriate school stakeholders. To demonstrate professional leadership skills in **ELCC 6.3** candidates must demonstrate skills required to: (a) identify and anticipate emerging trends and issues likely to affect the school and (b) adapt leadership strategies and practice to address emerging school issues.

TARGET:

Students are graded on their ability to show achievement on each of the required criteria found on the field rubric (See Appendix B). The rubric has three ratings, with **Exemplary (3)** being the highest, followed by **Acceptable (2)**, and the lowest score possible of **Unacceptable (1)**. To receive a score of **Exemplary (3)** students must show strong use of the skills described in each criteria, clearly surpassing proficiency standards. Scores of **Acceptable (2)** are awarded to those students demonstrating proficiency in the skills detailed in each criteria. Proposals with criteria covered skills that are either missing or difficult to discern may receive a grade of **Unacceptable (1)**. All scoring is at the discretion of the instructor of the course.

The TARGET expectation is that 80% of students achieve a score of Acceptable (2) on each of the assessed elements: ELCC 6.1, 6.2, and 6.3.

Discussion of Findings:

The **School District Safety and Security Plan** asks students to attend and engage in dialogue at Board of Education and PTA meetings and to use these meetings as catalysts for positive school change. These project and its associated activities, which align to the ELCC elements 6.1, 6.2, and 6.3, are detailed detail in Appendix A as part of the field matrix that all students are given prior to the start of EL 5613 – Field I (during their field orientation). The scoring rubric is presented in Appendix B, which is used to set the standard for projects and activities that are to receive passing scores and to outline the agreed upon expectations that the Department and its faculty have set forth.

All students scored at either **Acceptable (2)** or **Exemplary (3)** by the end of their Field II experience on the **School District Safety and Security Plan**. This demonstrates the program's ability to provide students a rich experience, where they can develop their abilities to sustain a positive school culture through an assortment of best practices and administrative skills. These best practices and administrative skills are represented in the individual activities found on the field matrix document (see Appendix A).

There were different instructors for each of the three sections of EL 5814 – Field II. Additionally, students are not guaranteed to have same instructor in Field II as they did in EL 5613 – Field I. Thus, results also demonstrate the Department's ability to deliver similar quality of instruction and arrive at similar results in student achievement irrespective of the instructor or the academic semester in which Field II is completed.

Of special notice is the fact that most scores were at the **Acceptable (2)** level. For ELCC 6.1 and ELCC 6.3, respectively, 73% of students earned a score of **Acceptable (2)**. Additionally, 82% of students earned a score of **Acceptable (2)** for ELCC 6.3. This finding demonstrates that the majority of students were able to show achievement at a proficient level, but did not demonstrate the ability to go beyond expectations and earn a score of **Exemplary (3)**. A score of **Exemplary (3)** is the highest possible score and the expectation is not that all or even most students necessarily reach this level throughout their academic program. Nevertheless, the Department's aim remains to have as many students as possible strive towards the highest level of academic excellence possible. As a result, this is listed as a key finding in this report that will help drive future curricular actions.

EdD – Educational Leadership:

SLO3: Candidates who complete the program are district-level education leaders that apply knowledge to promote the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning. (ELCC 2011, Std 3). Candidates who complete the program have also met all KSLO standards: KSLO 1: Thinking critically, creatively, and globally. KSLO 2: Adapting to change changing social, economic, and technological environments. KSLO 3: Serving as active and contributing members of their communities.

DIRECT MEASURE:

In **EDD 6201 – Field Study in School District Administration I & EDD 6202 – Field Study in School District Administration II**, candidates work under the direction of a mentor in a public school district central office for a minimum of 15 weeks. Projects and activities that lead towards proficiency in the ELCC District Level Standards are completed during these course/ field experiences. Throughout EDD 6201 and EDD 6202, candidates grow towards becoming informed, dynamic professionals by developing proficiency in knowledge (K), skill application (S), and value development (V).

The **School District Safety and Security Plan** is one of several projects used to assess the ability of candidates in meeting the ELCC District Level Standards. This project is completed during EDD 6201 and 6202. The project measures ELCC 3.3: *Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of candidates and staff across the district*. This ELCC element can be achieved through the successful completion of the following five activities found in the **School District Safety and Security Plan**: (a) candidates will work with staff to determine needs based on program requirements and the district's mission; (b) candidates prioritize budget requests to fit within constraints imposed by the board of education; (c) candidates complete the documentation necessary to move budget requests forward; (d) candidates employ the computing power available within the district as well as personal computing to assist in completing the tasks; and (e) candidates complete any other activities or projects related to this standard/element as assigned by the on-site mentor and approved by the university mentor.

TARGET:

Candidates are graded on their ability to show achievement on the required criteria found on the **School District Safety and Security Plan - Rubric** (See Appendix A). The rubric has three ratings, with **Exemplary (3)** being the highest, followed by **Acceptable (2)**, and the lowest score possible of **Unacceptable (1)**.

To receive a score of **Exemplary (3)**, candidates must demonstrate strong evidence of completing **75% or more** of the aforementioned activities. Candidates are further assessed on their thoroughness and efficiency in completing these activities. Scores of **Acceptable (2)** are awarded to those candidates demonstrating strong evidence of completing **at least 50% but less than 75%** of the activities. Thoroughness and efficiency in completing activities is once again accounted for. Candidates demonstrating strong evidence of completing **less than 50%** of the may receive a grade of **Unacceptable (1)**. It is to be noted here that, not all required activities must be attempted/completed during EDD-6101, the first field experience, and that candidates have until the end of EDD-6102 to complete all activities, including those that were not attempted during their first field experience.

The TARGET expectation is that 80% of candidates achieve a score of 2 (Acceptable) or more on each of the assessed criterion by EDD 6202 – Field Study in School District Administration II, which marks the end of their field experience.

Discussion of Findings:

The **School District Safety and Security Plan** asks candidates to assist their district level mentor with district-wide activities that lead to the development and presentation of the proposed district budget. Achievement on this project is measured using ELCC 3.3. By EDD 6202, which is students' second field experience, 75% of students scored **Exemplary (3)** on ELCC 3.3 and 25% of scored at **Unacceptable (1)**. These results are slightly below our target expectations; however, due to the close proximity of this figure to our target of 80% and the sample size at the EDD level, the Department is confident that the doctoral field curriculum, through its projects and activities, has been able to appropriately guide students towards proficiency in element 3.3.

From the data collected in this report, it is noted that activities started during EDD 6201 are likely to be completed at a high level by the end of EDD 6202. For instance, six of the eight students (75%) scores at **Exemplary (3)** on the **School District Safety and Security Plan**, which is the highest possible score they

can obtain. Data also show that two students received a score of **Unacceptable (1).** This is of concern since the second doctoral field is a culmination of all doctoral coursework. It is the goal of the Department that all students acquire the skills necessary to score at least proficient on all required projects, activities, and ELCC elements by the end of their field experience. There are different reasons why this may not occur. One such issue evident during this reporting period is that students may take a leave of absence between EDD 6201 and EDD 6202, not allowing themselves to bridge the two field experiences together and complete activities started in EDD 6201 during EDD 6202. Another issue is the fact that some field related tasks may not be available for candidates to complete during certain times of the academic school year, making it problematic for them to try and complete all or most tasks in only one semester.

Curricular Actions/Closing the Loop:

It is imperative that candidates start the **School District Safety and Security Plan** during their EDD 6101 field experience so that they may be able to establish a strong foundation and advance through these activities during EDD 6202. This will be continuously explained to candidates during field orientation. Even if students are unable to earn a score of **Acceptable (2)** or **Exemplary (3)** during EDD 6101, data analysis in this and earlier reports has shown that starting field activities early improves the likelihood that students will be successfully at an academically high level during their EDD 6202 field experience.

It is of further importance that candidates understand how their districts operate, and what resources they will have available to them as the academic school year progresses. All candidates will be asked to plan ahead and make sure that they are able to complete all recommended activities in the appropriate timeframe. This is inclusive of those students who may be taking a leave of absence between their two field experiences. If still employed at their districts during their leave, students will be advised to complete and document any tasks that may have been started during EDD 6101, so that these may be submitted during EDD 6102 once their studies recommence.

Another measure aimed at closing the loop is the availability of completed and graded doctoral student field work at the Department, serving as exemplars for our current and future field students. Some of our prior field students have chosen to keep their doctoral binders at the Department, allowing for the establishment of approximately 3 exemplars of prior student work. As a result, students are able to review completed and graded activities as well as associated documentation and artifacts, gaining a better idea of what is expected during the field experience. In order to maintain student and district confidentiality, identifiers have been removed and students are only able to review binders that have been de-identified.

Occupational Therapy

SLO1: Exhibit the roles and responsibilities of an occupational therapist as defined by the American Occupational Therapy Association, consistent with state regulations: adheres to ethics and safety guidelines, effectively articulates the value of occupation, effectively communicates in both oral and written format, and understands costs and funding.

DIRECT MEASURE: Students take a national certification exam (NBCOT exam) upon completion of all coursework (including 6 months of Fieldwork Level 2).

TARGET: We expect 90% of KU students will pass the exam within 1 year of graduation (passing score is 450 out of 600).

SLO3: Demonstrate professionalism throughout all phases of academic career and into entry-level practice.

DIRECT MEASURE: Fieldwork level 1 evaluations in conjunction with courses: OT 6920-Seminar in Psychosocial Practice, OT 6921- Seminar in Adult Rehab Practice, and OT 6923- Seminar in Pediatric Practice, are completed by clinical educators.

TARGET: 80% of all students should have an average of 3 or better on items 1 to 15; fall & spring. (Scale: 1= unsatisfactory, 2=needs improvement, 3= Meets expectations, 4=Exceeds expectations).

SLO6: Demonstrate an ongoing commitment to lifelong learning and the promotion and advancement of the profession (KU SOL 2 & 4).
DIRECT MEASURE: In OT 5550- Administration, Supervision, & Advocacy, students complete an advocacy project with a detailed rubric.

TARGET: Students are expected to reach 80 % or greater on the rubric.

SLO7: Recognize their biases, and demonstrate respect for diverse life experiences and cultures (KU SOL 1, 2, & 4).

DIRECT MEASURE: Fieldwork level 1 evaluations in conjunction with courses: OT 6920-Seminar in Psychosocial Practice, OT 6921- Seminar in Adult Rehab Practice, and OT 6923- Seminar in Pediatric Practice, are completed by clinical educator.

TARGET: 80% of all students should have an average of 3 or better on items 8 to 11; fall & spring. (Scale: 1= unsatisfactory, 2=needs improvement, 3= Meets expectations, 4=Exceeds expectations).

SLO8: Demonstrates in-depth knowledge of practice models, policies and systems in current and emerging OT practice areas.   (KU SOL 1, 2, & 4).

DIRECT MEASURE: American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation for the Occupational Therapy Student

TARGET: 80% or more of students will have earned at least a score of 122 or higher on final evaluation for both level II fieldwork placements

Data Summary and Recommendations: The data we received for the national certification exam is for the calendar year and we had 100% pass rate for 2018. We monitor the number of students who take the exam more than once and their scores received in the different domains to ensure we are adequately addressing all areas for entry level competence. The program will continue to monitor national test scores and look at students who do not pass the exam the first time to see if any specific factors or indicators can be identified in order to help these students.

With regard to clinical reasoning skills, the average for each student was calculated and 2 out of 29 or 92 % achieved a 3 or better on the specific questions related to clinical reasoning. Students continue to state this is an area where they lack confidence but continue to do above average. The program continues to monitor all scores on the AOTA Fieldwork Performance Evaluation which measures all aspects of entry-level competence of occupational therapy students.

Almost all students displayed professional behavior and this will continue to be emphasized throughout the program. Data will be monitored to ensure we maintain the highest level of professionalism and self-awareness among the students. The program will continue to monitor all scores on the Level I Fieldwork Evaluation and emphasize professional behavior in all courses.

All students completed an IRB, a full research project, and presented their research at a symposium held at the end of the Spring semester. Scholarship is an important aspect of evidence based practice and research and the use of research in practice will be emphasized in all courses and we will continue to monitor the students' success in these research courses.

In terms of community collaboration, the events must be aligned with occupational therapy core values and something outside of your normal routine. Students must carefully consider; how are you contributing to the community? How can you represent, advocate or advance the profession of occupational therapy? Explain how this participation helped you to grow as a professional? How are you contributing to the community? How can you represent, advocate or advance the profession of occupational therapy? This process demonstrates our commitment to community service as a thread of the program and values of the profession and the university. This will continue to be implemented.

A variety of advocacy projects were completed in the 2018-2019 academic year. The programs were designed to benefit the OT program, OT clinic, the university and the profession of OT. The act of doing the project taught the students more than just generating ideas. They presented what they did to the entire class so all could benefit from the ideas and the experience. It will continue to be part of this class as it proves to be very enlightening and teaches the students many skills needed to be a practicing therapist.

While all the students have exceeded expectations as it relates to recognizing their biases, it will continue to be monitored as it is a thread of the program and it is a value of the profession and the university.

PsyD and School Psychology

PsyD in School and Clinical Psychology:

SLO2: The preparation of practitioners of school and clinical psychology who understand the scientific body of knowledge that serves as the foundation of practice in school and clinical psychology. Students will acquire and demonstrate knowledge of the following core areas of the scientific foundations of psychology: The Professional Relationship; Assessment; Intervention (Kean University SLOs 1, 2, 3, 4)
DIRECT MEASURE:
SLO #1 – Comprehensive Examination scores – the (multiple choice) comprehensive exam is administered at the end of students' first year in the program (August)

SLO #2 – Assessment Competency Exam, Response to Intervention Project, Individualized Educational Plan, Intervention Competency Exam – these exams and projects are conducted throughout the second and third years of the program

SLO #3 – Professional Ethics and Diversity sections of the Assessment and Intervention Competency Exams

SLO #4 – Grades on Program Evaluation and Supervision projects in respective courses – courses taken and projects assigned during the fourth year of the program

SLO #5 – Research productivity through conference presentations and publications

TARGET:

SLO #1 – Students must earn 70% of points on this exam. This exam and the threshold for passing are designed to map onto the licensing exam in our field (the Examination for the Professional Practice of Psychology), which students are poised to take after they have graduated and completed requisite postdoctoral practice hours

SLO #2 – Passing score on these exams; grading criteria developed and evaluated by faculty members who are also psychologists practicing in the fields of school and clinical psychology

SLO #3 – On average, students will earn scores of at least 4 (out of 9; 4-6 is in the average range) on these sections of the competency exams. A score of four represents minimally acceptable levels of ethical decision making and cultural competence.

SLO #4 – Grades of B or higher on these exams – correspond with minimally acceptable levels of practice of consultation, program evaluation, supervision, and management as determined by evidence-based practicing psychologist in the field

SLO #5 – All students are expected to present results of their work at at least one national scientific conference; all students required to submit manuscripts based on their doctoral dissertations for potential publication – these are the means to developing skills in research design and all stages of the conduct of research as well as to becoming integrated into the professional community

 Discussion of Findings:

Scores on the competency exam sections and subsections range from 0 (*in need of remediation*) to 10 (*exceptional*). Scores of 4 to 6 are in the *average* range, and faculty evaluators have been trained to use the scale such that those students performing at expected levels on various criteria are given average (vs. closer to exceptional) scores. On the whole, second- and third-year students did well on the competency exams this academic year. All but one second-year student passed the Individualized Education Plan (IEP) project, and the final student has completed remediation and submitted the re-examination project. This project is being evaluated by faculty at the present time (07/15/2019) and results are expected by the end of July, 2019. All second-year students have successfully passed the Response to Intervention project. Seven of the 9 second-year students are currently engaged in the process of completing their Assessment Competency Examination; Of the remaining two students, 1 has

successfully completed the examination and 1 is in remediation and is expected to retake the exam shortly. Seven out of ten students have passed the Intervention Competency Exam; The three students who did not pass the competency examination are currently under faculty supervised remediation and it is expected that these students will complete the remediation process and examination this summer.

More in-depth analysis of the IEP project scores suggests that most scores on all scales were in the average range. Only one student (Student #9) had any score outside of the average range (i.e., 4-6). This student (#9) completed remediation even after their total score surpassed minimal competency levels, and demonstrated robust improvement in these areas upon remediation. Overall outcome scores were fairly consistent among all students in all areas. This mirrors findings from 2017-2018 academic year, where it was noted that the gap between the intervention portion and other portions of the examination had closed (in prior years there was a noted gap between the intervention section and other sections). It should be noted that while there were no significant differences, students demonstrated relative strengths on the Cultural Diversity (Mean=5.56) and Ethics (Mean=5.41) portions of the competency examination this past year. The priority placed on professional ethics and diversity by faculty following a previously discussed programmatic challenge in which one student was expelled from the program due to cheating (see part ([b]), above) may have contributed to the higher relative scores in these two areas. All of this said, while the cultural diversity and ethics sections were the highest of the five domains examined, all of the scores are close together and thus major conclusions about the nature of or explanations for these differences do not seem not warranted at this time.

Curricular Actions/Closing the Loop:

As indicated in the previous sections, a cheating incident occurred in late August of 2018. This incident was shared with the dean of the Nathan Weiss College, the legal department at Kean University, and other related entities. The offending student chose not to grieve and was expelled from the university for her ethical violation at the start of the fall semester of 2018. The incident has impacted both the culture of the program and the timeline for administering competency examinations. For example, in prior years the Assessment Competency Examination was completed by a majority of students by the end of the first summer session. This year students continue to work on this examination at the present time. Fortunately, we expect most students to have completed this competency examination by the end of the second summer session. This competency examination involves students completing live clinical work with clients seen through our training clinic, Kean Psychological Services, and completing a comprehensive report based on this clinical work. We (and our students) are grateful that the university has continued to support operations of our clinic throughout the entire calendar year, including with contracts for a clinic director over the summer. Such support allowed our students to continue to develop their clinical competencies and move forward on their paths towards becoming psychologists.

Scores across most of the sections of the IEP project are closer to one another than they have been in most previous years. It is hard to know if this transformation is reflective of our evolving teaching and mentoring practices, factors unique to this particular cohort, and/or related to other reasons. We will await additional data from our next cohorts to attempt to tease apart the impact of these factors and determine whether this change in performance is due to new pedagogical approaches that have been incorporated, student trends, or is the result of an artifact in the data. Further, we aim to continue to strengthen the pedagogy and mentoring practices that address skills relevant to each of these sections of the IEP project and other competency exams.

Lastly, is also important to note that two of our four case-based competency exams are dependent on clients from Kean Psychological Services (KPS). Every year, these exams stretch into the summer. This

year they have stretched even further into the summer than has been the case in prior years. While we expect to return and be fully on track moving forward, the continuing support of the university in enabling our clinic to remain open year-round has been instrumental to both our academic training, the developing clinical skills of our graduate students, and the community. Thus, consistent with previous years, it is imperative that KPS is supported by the university throughout the entire calendar year, including with contracts for a clinic director in the summer and/or by a clinic director who is in a 12-month position.

PD in School Psychology:

SLO5: **Candidates integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers**. (K2, K4; K1, 4, S1, 2, 3)

DIRECT MEASURE: One way in which SLO 5 is directly assessed is through a behavioral positive impact project which student (extern) candidates complete in the third year of the program complete. This project requires externs to: a) assess a student from their school placement who is experiencing some type of behavioral problem or challenge b) develop and help implement an intervention plan to address the student's needs; c) consult and collaborate with the student's teacher and/or other school staff in regard to implementation of intervention strategies; and d) assess potential changes in the student's functioning related to the intervention. Externs carry out the positive impact project across the school year. The project is evaluated by the program coordinator of the School Psychology Professional Diploma Program. All of the above are written up as a comprehensive case study.

TARGET: Each item of the behavioral positive impact project is scored out of 3 points. The scoring range is as follows: 3= Very Effective; 2= Effective; 1= Needs Improvement or Emerging and 0= Not Satisfactory. The items reflect different standards of school psychology training as developed by the National Association of School Psychologists (NASP) such as Data-based Decision Making and Accountability, Consultation and Collaboration, Interventions and Supports to Develop Social and Life Skills, and Preventive and Responsive Services. Externs are expected to attain a minimum score of 2 (Effective) for each item. Some of the specific skills that are assessed through this project include: functional behavioral assessment, use of assessment to develop an individualized intervention plan, consulting and collaborating with teachers to develop interventions, implementation of strategies to address students' behavioral challenges and/or social-emotional needs, and assessing the effectiveness of intervention strategies.

Rationale:. The behavioral positive impact project was constructed such that student candidates are expected to apply and integrate knowledge, competencies, and skills across multiple domains that are relevant to the field of school psychology. In addition, this project requires our externs to demonstrate the potential to have specific positive effects on a student who is experiencing behavioral and/or psychosocial difficulties in school. The ability of externs to integrate the multiple competencies described above is vital during this stage of training, meaning their third of the program. During this third year, externs carry out everyday responsibilities of school psychologists (under supervision), and it is important they demonstrate this integration of skills as an indicator that they are ready to launch into a professional career. The behavioral positive impact project is evaluated at the end of the student's externship year as a culminating assessment to help determine their readiness for transitioning to a professional career in school psychology.

Discussion of Findings:

Results indicate that our third year extern candidates are performing at the expected criterion of performance when it comes to integrating professional knowledge and skills that contribute to the delivery of comprehensive school psychology services, resulting in positive impacts for individual students. These skills include: a) carrying out comprehensive assessments, including functional behavioral assessment, b) using assessment data to develop individualized intervention plans, c) consulting and collaborating with teachers to develop interventions, d) implementation of strategies to address students' behavioral challenges and/or social-emotional needs, and e) assessment of the effectiveness of intervention strategies. The project (behavioral positive impact project) which assessed these skills was carried out over the course of the academic year, and it was evaluated at the end of the academic year by the program coordinator. Since three of the extern candidates were still in the process of completing their projects at the time of this report, data was analyzed for 8 candidates (out of 11 total in the cohort). For these 8 externs, scores ranged from 2-3 ("Effective" to "Very Effective" for most of the items on the project, with mean scores of 2.28 , 2.44, and 2.58 for items 1, 2, and 3, respectively; mean scores of 2.27, 2.34 2.44 2.62, for items 5, 7, 8, and 9, respectively; and a mean score of 2.34 for item 11. For these 8 extern candidates, there were three items where scores ranged from a low of 1.5 (which falls between a rating of "Needs Improvement or Emerging" and "Effective") and a high of 3 ("Very Effective). These items included number 4, which assesses skills related to use of effective questions in consultation; item 6, which assessed skills related to collection of baseline data; and item 10, which assessed skills related to assessment of intervention effectiveness. Although two extern candidates scored somewhat lower than the target score on these items, the mean score for the cohort was still above the target criterion. Thus, based upon the mean item scores described above, the third year candidates in the School Psychology Professional Diploma Program, overall, are performing at the target criterion we have set for integration of knowledge and skills to provide comprehensive school psychology services (e.g., assessment, intervention, etc.) that have direct positive effects on students. In addition, the implication of these findings is that our third year candidates, overall, are demonstrating the integration of knowledge and skills that is vital for transitioning to a professional career as a school psychologist.

Curricular Actions/Closing the Loop: While our third year candidates, overall, scored at the target criterion for all items on the behavioral positive impact project, examination of individual items on the survey suggests the need for some follow-up. For example, since a few extern candidates scored below target criterion for skills involving development of consultation questions, collection of baseline data and assessment of intervention effectiveness, it is important to ensure that these skills are transferred

successfully to the third year externship. More specifically, although all of these skills were taught in coursework during the first two years of our program, we found that some extern candidates need additional support when it comes to application of these skills with real-life student cases in school environments. Recognition of this need has already generated curricular modifications for third year extern candidates. For example, the program coordinator who supervises these candidates and teaches them for the externship course set up individual conferences with extern candidates prior to the end of the school year. These conferences provided the opportunity to discuss positive impact projects and help candidates in addressing specific challenges they experienced in carrying out their projects. As an additional measure for closing the curricular loop, beginning next year, the program coordinator will add class time that is devoted to skill application in the areas described above.

Social Work

- The MSW program uses the accrediting organization, the Council on Social Work (CSWE), educational competencies as student learning objectives (SLO). These educational competencies are operationalized through behaviors. The program reported on 9 student learning outcomes for competencies at the generalist and specialization levels in the program are the same, but they are measured by different behaviors. The assessment benchmark for the MSW Program is set at 80%. This means that 80% of students will score 4 or higher on a 5 point Likert scale for each competency ascertained by the aggregated data using two measurements at the generalist and specialization years. Benchmarks have been set through collaboration of the MSW faculty and previous assessment data are used to guide this decision.
- MSW program excels in training social work professionals who are strong in generalist practice. The benchmark that 80% of students will achieve scores of four or five was met. The Kean MSW Program areas of particular strength are professional practice, diversity, engagement, and assessment with clients. Areas for continued improvement include: (a) advocacy for human rights; (b) research practice; (c) policy practice; and (d) evaluation.
- The 2018-2019 assessment year is the second full year that the Kean MSW Program has operated with the specialization of Direct Clinical Practice. The students in the specialization year achieved the benchmark that 80% of more students will receive scores of 4 or 5 in each area of competency.
- Areas that were consistently at level four when reviewing the data include advocacy for human rights, research, policy, and evaluation.

- **Data Summary & Recommendations**: The Kean MSW faculty members are proud to see marked improvements at the generalist level. The faculty will continue with current interventions. The program may consider raising the benchmark to 90%. Part of the success in the specialization year is the emphasis on the capstone assignment and faculty helping students identify clients that they will focus early on in their internships and breaking down the capstone into smaller sections. Although students met the benchmark set by the program, there has been discussion among the faculty to add a seminar course in the specialization year to provide continued support to students. This will help students

continue to make connections between what they learn in clinical practice courses in their field practicums. The faculty are also in the process of expanding clinical elective offerings to students.

Section 2: General Academic Planning

Using the information analyzed, discuss the following:

Mission statement:
The Nathan Weiss Graduate College (NWGC) provides professional programs for clinicians, leaders, and scholars in allied health, education, health care, and mental health. Dedicated faculty promote theoretical and practical mastery, encourage student excellence in the classroom, mentor scholarly research, and facilitate real-world experiences. With state-of-the-art facilities and interprofessional initiatives, the NWGC offers curricula that foster ethical and effective leadership and practice in response to the needs of the diverse community that we serve.

Vision statement:
As a college of distinction, we will continue to be leaders who provide affordable training for health and education professions that meets the highest standards of accreditation. We seek to expand current innovative interprofessional and international collaborations in response to the needs of our diverse community.

Nathan Weiss Strategic Planning Goals:
1. Establish four doctoral programs: Speech-Language Pathology Doctorate, Doctor of Physical Therapy, Entry Level Doctorate in Occupational Therapy, Doctor of Philosophy in Counseling and Supervision (University Strategic Plan Goal 1.1.1)
- DPT Program approved; first student cohort in Summer 2016
- SLPD Program approved; first student cohort in Fall 2016
- Entry Level Doctorate in OT approved; first student cohort in Fall 2018
- Ph.D. in Counseling approved; first student cohort in Fall 2018

2. Establish new master's degrees, options, or certification programs responsive to regional and national needs (University Strategic Plan Goal 1.1.2, 1.1.2.2, 1.1.2.4, 4.4.3)
- MA in Counseling: College Counseling and Student Services option approved
- Post MA in SLP Bilingual Certificate courses approved
- Digital Leadership program approved
- Continued expansion of hybrid courses

3. Achieve certifications of excellence and accreditations, identify best practices to designate new Centers of Excellence as needed in response to regional and national needs, and enhance national recognition of our accomplishments. (University Strategic Plan Goal 1.1.4, 1.1.4.1, 1.1.5.2, 5.8.2, 6.2.5, 6.2.6)
- APA; NASP; ACOTE, AOTA; ASHA; CACREP; CSWE, Accreditation; CAPTE Pre-candidacy
- LCADC approved program by New Jersey Certification Board

- Identify best practices and new Centers of Excellence in health and education TBD
- Continued promotion of leadership in associations by faculty

4. Enhance faculty professional development through a faculty committee that promotes workshops and training sessions on Blackboard, pedagogy, research, writing for publication, technology, and topics identified in a needs assessment (University Strategic Plan Goal 3.2, 3.2.1, 3.4.1)
- Faculty survey, faculty PDD committee, TBD
- Identify statisticians to support research
- Continue to work closely with office of Research & Sponsored Programs

5. Attract scholars, clinicians, and researchers to match best practices and accreditation requirements through: additional tenure track positions, mentoring, a teaching and learning center, workshops, additional graduate assistants, and active communities of teachers, scholars, and professionals (University Strategic Plan Goal 3.1, 3.1.1, 3.1.1.1, 3.1.1.3, 3.1.2.1, 3.1.2.2, 3.1.2.3, 3.2.1, 3.2.2.2, 3.2.2.4, 3.2.3, 3.2.3.3)
- Advanced Studies in Psychology: Tenure track position filled
- CDD: Full time tenure track and lecture positions added
- CED: Full time lecturer at Kean Ocean 2017-2018
- Interprofessional writing support group
- Mentors for new faculty
- Survey of best practices nationally TBD
- Participation in teaching and learning center TBD

6. Attract more graduate students by enhancing responses to applicant and student needs, new advertising campaigns, regular consultation, and dedicated phone line with graduate admission (University Strategic Plan Goal 2.2.1, 2.2.1.4)
- Ongoing coordination with admissions
- PTCAS for application processing
- PsyD moves to PSYCAS in progress for next admission cycle
- CSDCAS for application processing under consideration
- Student and faculty survey TBD

7. Increase convenience and accessibility to meet the specific and changing needs of graduate students through on-site cohorts; room assignment coordination through the dean's office, a dedicated phone line and communication with the registrar, evening/weekend hours for one-stop academic, support, and food services. (University Strategic Plan Goal 2.1, 2.1.1., 2.1.2, 2.1.3, 2.2, 2.2.1, 4.2, 4.3, 4.3.1, 4.1.1)
- Onsite MA in Educational Leadership program cohort and first class in Plainfield School District
- MA in Counseling Program at KO
- Room assignment planning consultation
- Student and faculty survey TBD

8. Continue ongoing interprofessional and interdisciplinary initiatives and collaborations including: clinical coordinator meetings, health programs open house, grand rounds, professional development sessions, teaching and learning center, and establishing a central coordinator in the Dean's office. (University Strategic Plan Goal 1.2 ,3.2, 3.2.1, 3.2.1, 3.2.12, 3.2.1.3, 3.2.3)
- Interprofessional Initiative and committee meetings

- Three interprofessional Grand Rounds conducted, pre-and post-survey data collected
- PsyD hosted two sessions in Interdepartmental Applied Research Series for Fall 2017
- Interprofessional Initiatives Coordinator TBD
- Identify interprofessional faculty PD sessions TBD
- Establish teaching and learning center TBD

9. Expand global connections, internships, collaborations, consultancies, and faculty opportunities overseas with Wenzhou Kean, Kean Ocean, and other sites (University Strategic Plan Goal 1.2.2.1, 5.1, 6.1.2, 6.2.2, 6.25, 6.2.6, 6.3.2, 6.4.3.1, 6.4.3.2, 6.4.4)
- Potential internships at WKU for MA in Counseling, College Counseling and Student Services Option
- Two WKU graduates enrolled in MA in Counseling program
- MLSP clinical option in Latin America
- Faculty presenters for New Faculty Orientation and Professional Development Days at WKU
- Interprofessional Travel Learn program in China
- WKU and Kean Union survey

10. Expand community-based partnerships through continuing education programs, episodic learning opportunities, service to the extended university community, and providing Kean Union and Kean Ocean campus as a meeting and conference space to professional groups and local businesses. (University Strategic Plan Goal 1.2, 1.1.2.2, 2.1.1.10. 5.1, 5.2, 5.1.2, 5.2.5, 5.3, 5.4, 5.4.1.3, 5.7)
- CDD: NJ Speech Hearing Association Supervisor Conference, NHSHA Interprofessional ASD Conference,
- CED: NJ School Counselors Association Spring Conference, Voices of 9/11 Conference,
- Imagine Conference,
- Intervention and Referral Services training for school districts, NJ Disaster Response Crisis Counselor Certification courses, NJ Counseling Association Executive Board Meeting,
- NJ Association for Student Assistance Professionals
- Conference at Kean Ocean
- Educational Administration: Urban Thoughts Leaders Conference
- OT: Initiated continuing education series for alumni and
- community partners
- Expanded OT clinic to offer innovative programs to the community and KU:
- Steps to Your Future (program for young adults with ASD as they transition to college),
- Taste of Independence (cooking and social skills program for for kids);
- Enabled and Employed (program for adults with TBI who want to pursue gainful employment)
- PT: American Physical Therapy Association of NJ Student Conclave,
- APTANJ Spring Conference 2018
- SW: NASW-NJ Annual Conference
- Masters in Child Welfare Partnership–Title IV-E
- Union County Domestic Violence Symposium/Consortium

Using the information analyzed, discuss the following:
 Nathan Weiss Graduate College is planning to develop the following doctoral/Master's programs that are supported by the University Strategic Plan Objectives:

o **Entry level Doctor of Occupational Therapy**: : the program proposal has been approved and anticipated to start in fall 2018.This new program supports the University Strategic Plan Goal 1.1.1.

o **Ph.D. in Counselor Education**: the program proposal has been approved and anticipated to start in fall 2018. This new program supports the University Strategic Plan Goal 1.1.1.3

o **Digital Leadership certificate program (12 credit hours)**: this program has approval from UCC and BOT and anticipated to start either in Fall 2018 or Spring 2019.

o **Doctor of Social Work**: this program was proposed by Social Work program and will be in curriculum development soon.

o **Online Master of Social Work**: this program was proposed by Social Work program and will be in curriculum development soon.

☐ **Program closure plans**: since all programs in the college have substantial enrollment and application interest, no program will be closed. See enrollment table in page 1.

☐ **Faculty resource requests**
Please see Section 3 at below.

• **Other resource requests**
o **External grant proposal incentive grant awards**: a college-level grant opportunity that encourages faculty to write and submit proposals to apply to external grants. Faculty applicants should apply to get the pre-approval by submitting a pre-proposal for the research/education project. If the pre-approval is granted, the applicant can receive the external grant proposal incentive grant awards retrospectively if either the grant is funded, or the review comments of the proposal is positive enough that the proposal can be revised and re-submitted.
o **Interdisciplinary research collaboration seed grants:** a college-wide seed grant that encourage faculty members in different disciplines to develop interdisciplinary research collaboration that engage students from various disciplines. The grant cannot be used to pay faculty salary.
o **Professional development awards for publication:** many unsuccessful grant applications share the same weakness: the lack of journal article publications in related field. This grant aims to encourage faculty members to disseminate their research results by publishing in journals that practice vigorous peer-review process. One of the keys to a successful publication is persistence and tenaciousness: submit, reject, revise based on review comments that carry professional insights, submit to another journal, reject, revise again, submit again… This grant rewards the persistence in pursuing publishing the research work collaborated by faculty and students, and supports faculty professional development including attending workshop that expands teaching and/or research areas of the faculty member, presenting a paper not published yet on a conference to receive comments for improving the quality of the paper, research supplies and reagents.
o **Funding support for creating a NWGC magazine highlighting achievements of students and faculty.** Please see "Actions to be taken to strengthen the programs and the College-at-large at below.

☐ **Actions to be taken to strengthen the programs and the College-at-Large.**
o **Course revision and curriculum revision** should be periodically carried out to keep the curriculum and teaching content abreast with the advancement of the field. All the courses that have not been revised in the past three years will be revised.

o **Getting NWGC faculty engaged in applying internal funding opportunities**: encouraging and supporting faculty to submit proposal applying to internal research funds to provide faculty and students opportunities of conducting research. The research proposal, regardless of being funded by internal funding mechanisms, can serve as a starting point for writing a full proposal that will be submitted to external grant agencies.

o **External grant proposals**: see "Other resources requests" above in this section. Below are examples of plans for external grant applications.

☐ Drs. Alan Gertner and Mahchid Namazi from the Department of Communication Disorder and Deafness are applying for an American Speech Language Hearing Association Multicultural Research Grant for their study, *Auditory processing in monolingual versus late L2 bilingual college students.*

☐ Dr. JoAnne Cascia of the Department of Communication Disorder and Deafness will be working on a follow-up project to a grant that currently has a colleague as its PI. Once that grant is completed, a subsequent grant, including Dr. Cascia as a Co-PI will start. This is an exciting project, involving the creation of software aimed at enhancing social communication skills, via the use of avatars, with adolescents on the autism spectrum.

☐ Psy.D. program currently have several projects in proposal development or review stages. These include a large-scale project for the development of curriculum-based mindfulness interventions (letter of intent under review at the Templeton Foundation) and a project developing a specialty clinic within Kean Psychological Services for the birth-to-five population (i.e., children under five years of age and their families and other caretakers; Quality First Initiative proposal submitted and external funding sources being explored).

o **NWGC Scholarship and Research:** NWGC, as led by Dr. Franklin Turner, is organizing a series of scholarship and research sessions to provide new and current faculty opportunities to explore research and collaboration opportunities. With the support of ORSP, faculty will attended a series of sessions that will enable to them to strengthen their scholarship portfolio. Additionally, the Interprofessional Committee will host their first conference on September 27th to showcase the interprofessional research taking place across the college.

o **NWGC seeks to strengthen the doctoral student experience** by offering a workshop entitled The Future Doctor Summit. It is designed to equip and empower future doctors to develop time-referenced degree completion and career strategies. Kean University doctoral students will learn five intentional strategies to get PhinisheD/FinishEdD, participate in research roundtables, network with future and current doctors, and explore available resources. NWGC will also host a fireside chat on diversity, equity and inclusion focused on transitioning from school to the workforce. Finally, NWGC will work closely with the Doctoral Program Council of faculty to fine tune the doctoral student handbook and explore the development of an Office of Doctoral Studies.

o **NWGC continues to have discussions about the structure of the college**, particularly since it serves as both an administrative and academic college. The discussions include the creation of a College of Health Professions and Education-Related Services to include PT, OT, PsyD, CDD, CED, SW, Nursing, Educational Leadership and Health and Human Performance. This would serve as the academic college home to professionally related programs. The discussion also includes shaping the NWGC into the administrative college that would provide the following, but not limited to, graduate student services, graduate admissions diversity/equity/inclusion services, data/research services, continuing education, academic support, funding/fellowships, international student and doctoral services.

o **Publicizing faculty and student achievements and broadcasting to broad audience**: NWGC plans to collaborate with University Relations to create a newsletter for featuring faculty and students for their impressive achievement. The newsletter will highlight the faculty/research collaborative research that either exhibits high research quality or development potential by being accepted for publishing on journal, magazine, newspaper and book, or it is of a public interest and/or spur interest from broader audience. The newsletter will also feature stories of students in their experiential practice during clinical class session, internship and externship, and field work, and share the comments and appreciations from patients/clients. In addition, the Dean's Office will work with all programs to collect student/faculty achievements and broadcast the news to the campus and alumni via quarterly NWGC e-newsletter.

o **NWGC continues to be a leader in outreaching to campus and community**: Professional programs and possession of licenses in their fields of practice of many faculty members build a solid foundation for NWGC to develop impactful outreach programs. Outreach programs that engage community will be very beneficial to serving the community, increasing social reputation and influence of Kean University in the community, providing students valuable practical experience, and provide faculty and students data on community-based research project. In addition, bring the expertise/skills/knowledge out of program/college and to the whole Kean campus is also important and meaningful outreach. At below are several examples of college plan for outreach activities.

- The PsyD and School Psychology program plans to collaborate with the School of Special Education and Literacy to develop a shared laboratory experience, an Autism Center, on main campus. Utilizing Schlass Family funding, this laboratory will serve the needs of children with autism by providing them with applied behavior analysis and psychological services from students in training.

- Speech-Language Pathology program is currently providing graduate students with a special practicum that trains them to conduct screenings of speech/language/hearing to preschoolers. The SLP program has arrangements with the Montclair Child Development Center, where almost 400 children qualify for the screenings. The program has plans to repeat what occurred last year with the Gateway YMCA, Elizabeth, NJ. Graduate students and faculty members screened the preschoolers there but also provided in-service training to caregivers in the Adult Alzheimer's program with a focus on maximizing safety during meals (monitoring of feeding and swallowing). They plan for continued community outreach depend on the availability of a certified Speech-Language Pathologist to provide appropriate supervision in these community outreach activities.

- Department of Communication Disorder and Deafness plans to replicate the Intensive Comprehensive Aphasia Program (ICAP) they implemented on a trial basis last year. This is a program that has been tried in several locations nationally, with documented success in the communication skills of its participants. Space and a certified SLP will be needed for this outreach program.

- Occupation Therapy plans to continue its Let's go and PareFore community programs. Let's go is for the well elderly promoting community mobility. PareFore is a summer camp for as risk youths to promote resiliency and discourage gang membership.

- Social Work is developing a PR/Marketing campaign with University Relations to raise the profile of the program with the aim of increasing enrollment. The campaign will consist of videos, marketing material, social media posts and on campus events that will showcase the impact of social work in the community.

- The Educational Leadership Department is extending its relationship with the A. Harry Moore School in Jersey City to bridge opportunities for health professions students to utilize the school as a field placement site. The A. Harry Moore School serves children with special needs by providing a significant range of services that include physical therapy, occupational therapy, speech pathology, special education and ABA, social work, counseling and psychological services. The expansion of this relationship has opened the opportunity for Kean to explore a more formal affiliation with the school, given its recent discontinued relationship with New Jersey City University.

- The Counseling and Supervision Department has developed a relationship with the Kean Community Counseling Center to provide on-site field training for PhD students on Saturdays. The students will see clients, under the supervision of faculty, to develop their skills as counselors. This collaboration will satisfy the needs for the program to receive national accreditation.

Section 3: College Resource Needs

A.   Faculty and Staff Resource Needs

Discuss faculty and staff resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning) and individual program data.

Physical Therapy (2 positions): the program requests two tenure- track faculty members including a DPT program faculty and an Executive Director of DPT. Therefore, it is critical to have the requested program faculty, as per CAPTE standards, to maintain the faculty balance of PhDs to DPTs and to keep the faculty: student ratio within the range reported to CAPTE in the CAPTE Needs Assessment (11:1).

Counseling Education (2 positions): the program requests one tenure-track faculty member for the continued execution of the PhD in Counseling and Supervision program, pending accreditation by CACREP. The positions will be crucial for satisfying the accreditation requirements for FTE and ratio of core faculty to non-core in the numbers of courses. The program also requests one lecturer faculty member to teach courses on the masters-level.

Social Works (1 position): The program requests one lecturer faculty member. The position requires solid teaching practices that advance student learning, innovation, and practice from a global perspective. This faculty request is a response to the potential permanent transition of the current lecturer to the program director role, effective January 2020.

Communication Disorder and Deafness (3 positions): The program requests three tenure-track faculty positions and one lecturer position. Two tenure-track position and the lecturer position will replace the vacancies left by either resignation of tenure-track faculty members or not renewing the one-year contract of a lecturer. Another new tenure-track position reflects the need of the new Doctorate program of Speech-Language Pathology as projected in the Program Document approved by BOT and AIC.

Occupational Therapy (1 position): The department seeks to hire a 12 month MAD-III Doctoral Academic Fieldwork and Capstone Coordinator who is a doctoral trained OT to coordinate internship and residency placements for the ODT students of Fall 2018.

Educational Leadership (2 positions): With the development of a new doctoral cohort at Long Branch School District in Fall 2019, the department seeks to hire one tenure-track faculty and one lecturer to meet the educational needs of the students. The tenure-track faculty will serve the purpose of support doctoral students through the dissertation phase of their education, and the lecturer will teach a breadth of courses within the discipline.

B.   **General Resource Needs**

1. Counseling Education
   Budget costs for the reaccreditation & site visit (specific dates in 2019 to be determined, but approximate dates are projected below)
   - CACREP accreditation related costs (not that some are one-time fees for this AY)
     - $2,500 - application fee (by check, July 2019)
     - $8,000 appx. - site visit ($2,000 per team member, prior to late fall 2019/Winter 2020)
     - The amount for the PhD program and site visit is to be determined. The plan is to include the PhD in the 2019 application; however, at this moment there are several unresolved matters (addressed in a separate email report) that could delay the application to 2021 or later, thereby increasing the cost of an additional application and site visit.
     - Budget for annual (September 2019) CACREP accreditation maintenance fee - $3,875.
     - Budget for Approved Continuing Education Provider (ACEP) fee (January 2020) from NBCC - $150
     - Budget for continued approval fee (September 2019) for the LCADC by the Certification Board - $1,500

Furniture Requests for Counseling and Supervision Reserved Classroom Spaces
   EC219
   - *2 additional tall metal open bookcases to match those in the room* (one bookcase was not delivered in spring 2019).
       One bookcase to be placed next to the other 3 and one to be placed to the left of the white board. These 2 bookcases add to the 3 bookcases for a total of 5 bookcases.

   - *20 additional metal shelves: 4 shelves per book case:*
       (5 book cases x 4 shelves each = 20 shelves)

The shelves hold about 700 miniature figures for Sand Tray Therapy.

- • 1 low lateral file drawer with lock to go under the white board on the left side next to the new bookcase for confidential records and materials.

EC 221
- • 1 tall storage cabinet with lock and key on the wall adjacent to EC 220 for confidential records and materials that need to be secured from children.

EC 220
- • 1 low l file cabinet with lock and key to go under the white board for confidential records.

- • 1 low book case to go under the whiteboard

2. Social Work (M.S.W)

Social Work Program needs to enhance its academic assessment ability by acquisition of the Social Work Education Assessment project (SWEAP) as a major assessment tool. The SWEAP provides Social Work programs with reliable tools for assessing student outcomes from the curriculum, and the practicum experience (internship), which is customized to the Kean University's MSW Program's Direct Clinical Practice Specialization.

The SWEAP instruments are widely used. Nearly 650 programs used the Field Education (internship) instrument. With the adoption of this instrument, the department can replace SPSS assessment and provide more robust data for reporting and continuous improvement tenets for student advising, and practicum placement. The curriculum instrument, which is used by 464 schools, would provide a best in class instrument to assess our graduate students' competency on the key required core content areas in Social Work Education. This includes Diversity, Human Behavior and the Social Environment, Social Work Practice, and Policy. To date, we do not have such measure in place, yet this is a requirement to measure in our new accreditation standards. The adoption and purchase of the SWEAP instruments will allow our program to have a national presence as the data will indicate how the program ranks among other Social Work programs in areas of assessment. To this end, the Social Work program will surely align to the mission of the University and goals of the President concerning a world-class education with congruent measures, outcomes and assessment. The estimated cost of SWEAP is **$2,225**.

In addition, the program requests projector and audio/visual equipment for conference room area. This will allow faculty a space to engage student in multi-dimensional clinical practice for demonstration and application of advance social work knowledge, values and skills. Additionally, the resources will be used in monthly faculty meetings for professional development and to prepare reaffirmation documents as a department.

3. Occupation Therapy.

With the new entry-level doctoral program of Occupational Therapy recently approved by the Board of Trustee, resources will be needed for supporting student clinical training, faculty and student collaborative research, practice tests, consultant for DOT, and accreditation fee for new program. Below is the budget of Occupational Therapy.

3. Advanced Studies in Psychology Clinic
The Psychology Clinic needs about **$1,000** for advertising to increase the visibility of the clinic and the opportunity of students in clinical practice.

6. Communication Disorder and Deafness
In addition to the budget report provided by the Budget Office, the department needs $**1,000** to calibrate audiometric equipment. Also, in order to meet ASHA standard, the department needs to enroll CALIPSO, a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology and audiology training programs. In addition, the following accreditation and membership fees are required for the department:
- ASHA Accreditation fee (due June 2022) - $1910.00
- ASHA Continuing Education Registry - $700.00
- Council of Academic Programs in Communication Sciences & Disorders $350.00
- CALIPSO (web-based tracking system to meet ASHA standards) $500.00

In addition, a new intercom system for our clinic, The Center for Communication Disorders, is urgently needed. The current system, brought over from our main-campus location over ten years ago, is essentially non-functional. Many unsuccessful attempts have been made by Kean's OCIS staff to upgrade our system. The estimated cost is $**2,300**.

7. Physical Therapy
The department is requesting the following:

FSBPT (Federation of State Boards of Physical Therapy)	Licensure performance reports	$220.00
APTA	Tool the program uses to evaluate the student's performance in clinic as well as provide data to assess program content.	$1850.00
ACAPT Membership fee	http://www.acapt.org/about/instituti ons	$2,000.00

C. Pedagogical/Curricular Needs
*Discuss pedagogical/ curricular resource needs **using supporting data and a rationale** connected to Section 2 (General Academic Planning) and individual program data with respect to the following.*

The following instructional instrument needs are discussed in budgetary items above and in Section 4 Budget:
- Cloud-based storage space for Psy.D. program and Psychological clinic.
- Intercommunication system for Center of Communication Disorder.
- All the accreditation and membership fees, and accreditation visit fees listed in Section 4 Budget.

Section 4: Budget Request Line Items

Nathan Weiss Graduate College (Program)	Description of Resource Request	Page # Reference (for Rationale)	Quantity Requested (where relevant)	Unit Cost (where relevant)	Total Cost (to nearest dollar)	Strategic Plan Goal (2013-2020)
Example: COE (B.S. Athletic Training)	*Example:* BOC Practice Exams for CAATE Licensure Exam Preparation (25 students, 4 exams each)	*Example:* pg. 2	*Example:* 100	*Example:* 25.50	*Example:* 2,550	1.1.4.2
NWGC (M.A./Ph.D. Counselor Education)	reaccreditation application fee	http://www.cacrep.org/for-programs/cacrep-accreditation-fees/			$2500.00	1.1.4.3
	Reaccreditation site visit	p.16	4 visitors	$2000.00	$8000.00	1.1.4.3
	Self-study workshop for faculty	p.16	3	$745.00	$2235.00	1.1.4.3
	CACREP accreditation fee	p.16			$3690.00	1.1.4.3
	Approved Continuing Education Provider fee from NBCC	p.16			$150.00	1.1.4.3
	LCADC Certification Board Approval fee	p.16			$1500.00	1.1.4.3
M.A., DSLP, Speech Language Pathology	ASHA Continuing Education Registry	http://caa.asha.org/programs/caa-fees/			$700.00	1.1.4.3
	ASHA Accreditation Fee	p.17			$1,910.00	1.1.4.3
	Council of Academic Programs in Communication Services and Disorders	p.17			$350.00	1.1.4.3

	CALIPSO	p.17			$500.00	1.1.4.3
	Calibration of Audiometric equipment	p.17			$1,000.00	2.1.4
	Intercom system for speech pathology clinic	p.17			$2,300.00	2.1.4
DPT, Physical Therapy	FSBPT (Federation of State Boards of Physical Therapy) licensure performance reports				$220.00	1.1.4.3
	APTA				1850.00	1.1.4.3
	ACAPT Membership fee	http://www.acapt.org/about/institutions			$2,000.00	1.1.4.3
Psy.D.	APA membership—Large Programs, +50	http://www.apa.org/ed/accreditation/visits/fees.aspx			$700.00	1.1.4.3
Psy.D. and Psy. Clinic	Cloud-based storage space for clinical case documents	p.17			$1,800.00	9.2.3
Psy. Clinic	Advertising to increase the visibility of the clinic and the opportunity of students in clinical practice	p.17			$1,000.00	1.2.2.1, 2.1.5, 5.1.1
M.S., Occupational Therapy	ACOTE Accreditation Fee	http://www.aota.org/-/media/corporate/files/educationcareers/accredit/policies/procedures/va%20fees.pdf			$3,760.00	1.1.4.3

	OTKU practice test	p.17	37	25	$925.00	1.1.4.3
	New DOT program accreditation fee	p.17			$3,600.00	1.1.4.3
M.A., Social Work	SWEAP	http://www.cswe.org/Membership/27021/26464.aspx			$2225.00	1.1.4.3
Ed.D. Educational Leadership	ELCC/CAEP Annual Accreditation Fee	http://caepnet.org/~/media/Files/caep/accreditation/caep-feesannual-epp-fees-20172018.pdf?la=en			$2,560.00	1.1.4.3