

**PROFESSIONAL EDUCATION UNIT QUALITY ASSURANCE COMMITTEE – YEAR FIFTEEN  
WEDNESDAY, SEPTEMBER 6, 2017**

**WARDLAW 274-N  
1:15-3:15**

**MINUTES**

MEMBERS PRESENT: ANGIE BAUM, PANOS DOUTIS, JENNIFER MORRISON, GINGER NICKLES-OSBORNE, LISA PETERSON, LA TRICE SMALL, DOYLE STEVICK, CRAIG WHEATLEY, REGINA WRAGG

- I. Call Meeting to Order – Doyle Stevick  
Dr. Stevick called the meeting to order at 1:15 pm.
- II. Welcome and Approval of Minutes  
Dr. Stevick introduced new members, and gave an overview of the committee’s purpose. Dr. Wragg approved the minutes from May, and Mr. Wheatley seconded this motion. The minutes were subsequently approved.
- III. Review of School Psychology (PhD) – Scott Decker (1:30)  
Dr. Decker gave an overview of the program area based upon the QCom rubric.
  - Strengths:
    - One of only four national programs housed in a Department of Psychology designated by the Carnegie Foundation as having “Very High Research Activity”
    - Recognized as a model program by APA Division 16
    - 3<sup>rd</sup> School Psychology program in the nation to be approved by the APA
    - Ranked in the top 5 nationally for graduates placed in academic positions
    - Ranked in the top 5 nationally in faculty research
    - #3 School Psychology program in the country by US News and World Report
  - Accreditation
    - Required to have extensive assessment plans, review data, make modifications to curriculum, report on this every year, and an accrediting body through American Psychological Association (APA) visits every few years...a program receives National Association of School Psychology (NASP) accreditation if you have APA accreditation
    - Exemplary approval by APA in 2015, reaccreditation in 2022
  - Faculty in program – 4 tenure track faculty that are 100% School Psychology program, 1 clinical faculty, 1 is 50% school and 50% clinical
  - Assessment Plan
    - Program
      - Two Goals- Goal 1: Prepare students who have demonstrated knowledge and skill in the practice of school psychology. Goal 2: Prepare students

who have ability to integrate basic psychological science theory and finding and practice.

- Goal 1: 4 Objectives
  - Conceptual Framework and Goals for Identity, Function, and Ethical Understanding
  - Conceptual Framework and Assessment of Psycho educational Assessment
  - Conceptual Framework and Goals for Direct and Indirect Intervention
  - Conceptual Framework and Assessment of Research Skills
- Goal 2: 1 Objective: Conceptual Framework and Assessment of Theory and Research in Core Areas of Psychology
- Goal 1: Objective 1: First Year
  - Data at admission or end of first year – GRE, GPA, previous research experience, personal statements
  - Faculty member ratings of acceptability for admission based on interest and knowledge
  - Cannot use grades in class as indicators
  - Scores on written comprehensive exams
  - Dr. Stevick asked: Do you offer other levels as undergraduate or Master's? Dr. Decker replied that you can only earn the Master's on the way to the PhD. This is useful if students drop out early or do not stay in the program. In School Psychology, you can practice with a Master's but it is usually a Master's plus 30.
- Dr. Wragg asked if students receive the rubrics for assessments that are part of the assessment plan. Dr. Decker replied that they do receive these in advance. The handbook for each year is posted online.
- Qualtrex, a research survey system: students submit this data directly in to Qualtrex. Dr. Wragg asked why this is put on the student instead of the faculty member. Dr. Decker replied that the responsibility is initially on the student, but when that doesn't happen, it is on the faculty, then the coordinator. Students are required to keep a portfolio where all the data and indicators go into. He has tried to do electronic data archiving because pencil and paper was so expensive and hard to, easy to get lost.
- Assessment Plan, Student Rubric, Student Assessment, Student Progression, Data Collection all are taken place in the Qualtrex system – there is a remedial process if students fall below 75% in certain areas and faculty then mediate.
- Data Review: Each year at the end of the year faculty go through each student's portfolio and go through a yearly rating scale...making progress or not? They spend more time on the students that are struggling and look through the data to determine a plan. The program is very mentor focused – their interests have to align with a mentor and must study something that the faculty focuses on.
- Program Changes: Faculty retreats each year as well, looking at APA's feedback and students' data for program changes
- Students: 4-6 students are admitted per year and they are typically in the program for 5 years, including their 5<sup>th</sup> year internship. 40-70 students apply each year. Rule: once the

students hit the 4<sup>th</sup> year, they then lose funding so they must finish in the time span. This was put in to place 4-5 years ago since many students stayed in the program for 7-8 years completing dissertation. Over the past 2-3 years, 1 or 2 people have dropped out of each cohort. There was a 0% attrition rate for many years. They have implemented community building events and are being proactive to retain students.

- Diversity – considered during admissions, diversity is integrated throughout the program – mathematical formula using GRE & GPA, but then also look at each student’s cultural background and socioeconomic background – students are not cut based on GRE & GPA
- Licensure: potential employers do not care about state teaching certification, but they do care about licensure.
- 100% employment rate from graduates – most obtain jobs in schools - alumni surveys are sent each year for APA accreditation with questions regarding accreditation and employment – program director and graduate coordinator are primarily responsible for tracking graduates – Facebook page, student list serv
- Program is 93 credit hours, was just turned into 92
- APA requires them to teach certain domains of knowledge
- Dr. Decker said that he would like to increase the cohort numbers each year, but their biggest problem is funding these students since their budget was recently decreased and faculty has decreased over the years. Dr. Nickles-Obsorne commented to the committee that funding for students have not been cut.

IV. Review of Speech Pathology (MSP/MCD) - Kenn Apel & Crystal Murphee-Holden (2:00)

- The Department of Communication Sciences and Disorders is referred to as COMD.
- Currently has 25 full-time faculty (11 with research responsibilities; 14 with clinical responsibilities)
- Offers two Master’s degree speech-language pathology programs: the Master’s in Speech Pathology (on-campus, two years, full-time) and the Master’s in Communication Disorders (distance-learning, three to four years, part time)
- Offers a full-time, on-campus PhD program that prepares individuals for academic careers- emphasis on research
- Master’s degree program has been continuously accredited for 30 plus years by the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (just reaccredited for 8 more years this past year) and has two degrees: the Master of Speech Pathology (MSP; approximately 70 students per year) and the Master of Communication Disorders (MCD; approximately 110-130 students per year). Both degrees are designed to prepare students for the professional practice of speech-language pathology.
- Graduates are eligible for national certification, state licensure, and South Carolina education certification. Students are highly sought after and faculty are widely regarded as national and international experts in their respective fields of study. They currently have active national, state-, and university-level grants totaling over twenty million dollars.

- The Speech & Hearing Research Center will move back onto campus in 2019 to the Close-Hipp building which will solve a lot of their issues (space and finances)
- Assessment mechanisms that provide formative feedback to faculty:
  - monitoring Praxis pass rates
  - monitoring students' knowledge and skills and conducting cumulative evaluations/remediation plans with struggling students
  - holding exit interviews with graduate students
  - conducting peer teaching and clinical reviews
  - holding annual faculty evaluations
  - a five year strategic plan that is reviewed and updated at least twice a year.
  - annual learning outcomes for all graduate degrees for USC's Office of Institutional Research, Assessment, and Analytics (and also used for SACS accreditation and learning outcomes in bulletin)
  - filing annual reports with the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (CAA)
- 100% of all faculty that are teaching in the program have been evaluated – they are peer reviewed by observing one another and completing review sheet with feedback
- 5-year strategic plan – go over at least twice a year and update
- Assessment Plan
  - Formative & Summative Assessments – objectives & standards covered
  - A remediation plan is put into place if a standard is not completed/achieved.
  - Dr. Morrison asked: If a student does not complete and achieve a standard after two times, what happens? Dr. Apel replied that the student can continue with their coursework, but then they cannot be approved for completion of program and all of the required standards by the program chair.
  - Dr. Small asked how far beyond graduation students have to complete Praxis. Dr. Apel said that students are encouraged to take it during November or December of their final year prior to graduation.
  - Evidence-based practice – students are taught to learn about the effects of culture – dialect is not taught to be a disability or are not dinged during evaluations – heavy push to inter-professional education – part of a course with 400 students – taught – cultural differences vs. disorders
  - National organization is wonderful with supplying resources on this topic and utilizing these resources and best practices in different settings that if you are relying on this dialect and referring, this will help with that.
  - All students take a course in augmentative and alternative communication in which students are not able to use speech – technology based course
  - SOAP Notes – Subjective, Objective, Assessment, Plan – anything that stands out from the session that was out of the ordinary or could affect the student's performance – the objectives are the actual performance – what are you doing from this point to the next?

- Use multiple assessment tools to inform faculty on
- Dr. Wragg asked about clinical experiences with technology – is there an effort to place students in places with different tools? Campus vs. placements? Ms. Murphree-Holden replied that their distance students have to come in to the state of South Carolina for their first summer experience. The students that are farthest away are placed in the Columbia area in school districts. On campus students are getting their first experiences in the research clinic on campus. Dr. Apel: MCDs – students that can be in their clinic for technology – simulated cases – company has avatars and real life bodies where students can get experience with assessments.
- Employment Data: online and alumni surveys – did them 3 years ago and this year they are doing them again – database of alumni and employee surveys along with Facebook – part of the exit interview
- Dr. Stevick asked if they have the capacity to handle larger cohorts. Dr. Apel said yes, only if they have more faculty for clinical experiences. On average, 35 students per year in both programs are accepted.
- 100% employment within a year for both programs – school is in Public Health building
- Distance Ed program is not considered an online program – often offered through Adobe Connect

V. Committee Consensus on Offices  
Speech Pathology (MSP/MCD)

- Strengths
  - Process is exemplar for their assessment data and keeping track of this in-house. Dr. Small noted that she would like to review Speech Pathology's assessment plan. She will then inform Dr. Wragg of the concerns if there are any. Dr. Small will send copies of assessment plans for those outside of the COE along with her feedback to programs prior to each QCom meeting.
  - Peer review process with the peer review form that can be observed during a class period without being overbearing – they took the initiative to do that. The teaching evaluation was extensive.
  - The initiative to develop alumni contact system – have it in place and are operating at their best capacity with it.
  - High quality distance education program that is fully equal to the in person program. New approach to a lot of programs, this is a strength.
  - Really interesting formative/summative data distinction – formative can be remediated - make the distinction.
- Areas for Improvement
  - There were not any areas for improvement noted.
- Recommendations
  - There were not any recommendations noted, but the committee would like to have more information on the assessment data process. If the program

coordinator were to leave, would others in the program area be able to as efficiently track student data?

#### School Psychology (PhD)

- Strengths
  - Qualtrex and portfolio backup, very clear of tracking completion data, attrition data, time, costs
  - Involving students heavily in the accreditation process is definitely a strength – there is a candidate participation – students do not always see how those pieces connect
- Areas for Improvement
  - Qualtrex self-reported by students is a hesitation – faculty should enter in the assessment data – submitting assignments, narratives, artifacts, questions?
  - Diversity explanation? Different dimensions of diversity? Proactive recruiting?
- Recommendations
  - Although the transparency of the accreditation requirements to students is a definite strength, we recommend that the approach of allowing students to enter their own data be revisited so that accreditation agencies do not have concerns about the integrity of the data. Contact the Office of Assessment and Accreditation about adopting the Chalk & Wire data assessment system for your students. This system may ease some of your data challenges while also allowing you to be transparent about the process of accreditation with your students.

#### VI. Schedule for 2017-2018:

- September 2017: School Psychology (PhD), Speech Pathology (MSP/MCD)
- October 2017: Music Education (BM, MAT), Art Education (BFA, MAT)
- November 2017: School Media (MLIS), Teaching (MEd)
- January 2018: Physical Education (BS/MAT, PhD), Foreign Language Education (BA/MAT)
- February 2018: Counselor Education (Cert, EdS [MCFC & School], PhD), Educational Psychology & Research Programs (MEd & PhD)
- March 2018: Curriculum & Instruction (EdD), Foundations of Education (PhD)
- April 2018: Educational Administration (MEd, EdS, PhD), Higher Education (Cert, MEd HESA, PhD)
- May 2018: Special Education (MAT, MEd [including Early Childhood track], PhD), Teaching and Learning (PhD)

#### VII. Adjournment

Dr. Stevick adjourned the meeting at 3:15 pm.

Notes: Adjust presentation schedule for future presenters. 1:20-2: First Presenter, Second Presenter: 2:10-2:50

Request that areas submit presentations at least a week ahead of time along with data. Diversity targets for program areas – this could be reflected in the rubric.

Next meeting: 2<sup>nd</sup> Wednesday for October (Oct 11<sup>th</sup>), tentatively 2<sup>nd</sup> Wednesday in November (Nov. 8<sup>th</sup>)