Subtrack in COUNSELING PSYCHOLOGY

MISSION: The counseling psychology program (hereafter referred to as the Program) is an applied psychology program fully accredited by the American Psychological Association (APA). The Program has been accredited since 1980 and was recently accredited in 2005 for seven years, the longest possible accreditation term. The mission of the Program is to train highly skilled counseling psychologists who can function effectively in various professional roles across diverse settings. Our Program focuses on the integration of science and practice, and consistent with the scientist-practitioner model, our Program goals consist of both research and clinical objectives. Students complete coursework, research activities, clinical practicum, and a mandatory one-year external internship. The internship is required of all APA accredited applied psychology programs. The Program faculty helps students to integrate theory and practice and provides education on both research and practice throughout the curriculum. This integrated training goal is achieved through coursework, practicum experiences, graduate assistantships, doctoral comprehensive examinations/portfolio reviews, internship, dissertation, and faculty modeling. Training in the scientist-practitioner model (the integration of theory, practice and research) occurs in several ways. With respect to the mission and goals of the University of Iowa, our faculty and students are also involved in undergraduate and graduate teaching, research, as well as provision of services to the community and state. For instance, our faculty is involved in teaching the introduction to Educational Psychology courses (for aspiring teachers), teaching a first-year seminar course for first-year students, and teaching other undergraduate counseling related courses. Our students are also involved in undergraduate teaching through teaching assistantships in psychology and the human relations course. Our faculty and students both are also highly committed to social justice and enlivening our community. Through mental health service provision and outreach, our Program is working with gifted and talented students, providing workshops to teach about autism spectrum disorders, enhancing college student mental health, and reducing interpersonal violence. Our Program is also actively engaged in volunteer and mental health service provision in places such as the Senior Center, Emma Goldman Clinic, Rape Victim Advocacy Program, Women’s Resource and Action Center, and the Shelter House Homeless Shelter, all located in Iowa City. At many of these sites, mental health services were not previously available and so we have established a system of service delivery that meets professional and ethical guidelines. Moreover, we have conducted outreach activities in area colleges. For instance, our students provide mental health services at Cornell College, and we established a first-ever counseling service at Iowa Wesleyan College in 2008. Along with these teaching and outreach activities, our students and faculty are involved in collecting data and conducting research at many of these sites. Our faculty has also been successful in obtaining internal and extramural funding to support these and other research projects. Through these activities we demonstrate the scientist-practitioner model of training as well as help fulfill the mission and goals of the University of Iowa.

ADMISSION PROCESS AND CRITERIA: Student Demand and Selection — The Program is highly regarded and sought after by many students. Since 2000, the Program receives between 80 to 100 applications for approximately 8 to 10 new students per academic year. We select students based on (a) undergraduate GPA, (b) where applicable, the student’s graduate GPA, (c) cumulative GRE Verbal and Quantitative scores at or above 1100, (d) experiences with psychological research, (d) experiences with counseling or mental health service provision, (e) statement of purpose, (f) letters of recommendations, and (g) an evaluation of general good-fit with the Program’s faculty and goals. For our Program, between 1996 and 2008, the average GPA of all applicants has been 3.70, average GRE Verbal has been 557, and average GRE Quantitative has been 653. Applicants are first evaluated based on their submitted materials, and then approximately 30 applicants are invited for open-house interviews with faculty. During the interviews, applicants are given an opportunity to evaluate the Program as well. After the interviews, we offer admissions to approximately ten students for the fall. About five additional students are placed on a wait-list in case students withdraw or accept admissions in another program. In the past three years, our first ten students offered admissions have accepted at a rate of 99%. With respect to enrolling highly competitive students, between 2003 and 2009, we have had four students with Presidential Graduate Fellowships. Between 2004 and 2008, we have had three Dean’s Graduate Fellows, and our incoming cohort of ten students for Fall 2009 also includes one Presidential Fellow and one Dean’s Graduate Fellow. Additionally, one remarkable distinction for our Program is that we have had a 100% internship match rate in the last two years. Because of over-supply of trainees in psychology nationally, internships are incredibly competitive and close to 1/3 of internship applicants across the nation are not placed yearly, so this particular outcome reflects the quality of our
training and accomplishments of our students. For funding, as a Program, we attempt to help to find all of students some type of funding. This may be through the campus fellowship programs or it may be through assistantships (Research, Teaching, Administrative). Typically, our students are funded by one of these sources during their matriculation in the Program. Our students are also highly competitive for the Special Graduate Assistantship (SGA). The SGA is sometimes used to support Presidential and Dean’s fellows during their interim years. Finally, as a Program, ours is considered one of the most successful nationally at recruiting, retaining, and graduating diverse graduate students at the doctoral level. We have an explicit message and commitment to multiculturalism and diversity. We speak about this commitment through our website, coursework, faculty research, and the diversity of our students. We have a commitment to recruiting students from racial and ethnic backgrounds that are not well represented in psychology, but we also intentionally recruit for gender diversity, sexual orientation, age, and social class, to name a few. We recruit 1 to 3 racial ethnic minority students per year into our entering cohorts. For instance, of the ten in this incoming cohort for Fall 2009, there are three racial-ethnic minority students. This racial and ethnic diversity is in addition to other diversity considerations such as age and gender. And over the past 5 years, we have graduated 29 students; 12 were students of color, 4 men and 8 women.

PROGRAM OUTCOMES:  

**Degree Completion and TTD** – For the five-year period between 1996 to 2001, our Program had an 89% completion rate with a 6.3 mean TTD. This mean TTD includes the mandatory one-year external internship at which students practice as psychologists-in-training at various sites across the nation. Students intern at sites such as University Counseling Centers, Veterans Administration Medical Centers, Children’s Hospitals, Federal Prisons, and Community Mental Health Centers. During their internship year, students are also required to make successful progress on their dissertation. Graduate Fellowships, Awards, Honors, Publications – Students in our Program are involved in campus, community, and national organizations and have received numerous recognitions and honors for their work. Since 2003, our students have been national representatives of the Graduate Student Association for APA and have been regional representative of the Iowa Psychological Association. Our students have also been competitive in receiving awards and fellowships such as the Graduate Summer Fellowship and the Ballard-Seashore Dissertation Year Fellowship. One of our students received the Catalyst Award in 2008. Another doctoral student who was enrolled at the same time she participated at the Olympics in 1996 was recently named in the 2008 Hawkeye Hall of Fame Class. Additionally, as part of their training requirement, students are expected to work on and present and publish research. By the time students defend their portfolio (our Program’s comprehensive examination), students must have presented at a national or regional conference, and have submitted a research paper as first or second author. Some of our students have also received awards, honors, and recognitions for their conference presentations. Many of our students are successful in publishing their research and theoretical papers in competitive peer-reviewed journals. All students have at least one manuscript under review and/or in-press, and some have multiple publications as first or second author. Our students also publish frequently with faculty and by the time students graduate most have one or two publications. This is important to note because some of our students are not seeking academic careers, but because we focus on the scientist-practitioner model of training, students graduating from our Program are keen scholars and understand how to integrate research into their practice. Graduate Student Placement – Our Program trains qualified and competitive generalist practitioners who are eligible for jobs and occupations in various settings. In the past 10 years, all of our graduates have obtained employment after graduation. Approximately 40% were in post-doctoral positions, 30% were in teaching positions, 20% were in research positions, and 10% were in military and prison settings.

PROGRAM CHARACTERISTICS:  

Currently, our Program consists of six faculty, all of whom are licensed psychologists in Iowa. Five of the faculty are full-time and one is a .25 FTE with our Program. Our faculty is comprised of the following individuals and their respective research foci: Elizabeth Altmair, Ph.D., Professor (research interest in health psychology, cancer survivors, post-traumatic growth); John Westefeld, Ph.D., Professor (research interest in suicide, crisis intervention, college student mental health); Sam V. Cochran, Ph.D., Clinical Professor and Director of the University Counseling Service (research interest in men’s mental health and depression, college student mental health); William Ming Liu, Ph.D., Professor (research interest in men’s issues, social class, classism, inequality, and multiculturalism); Saba R. Ali, Ph.D., Associate Professor (research interest in vocational psychology, religion, spirituality); and Megan Foley Nicpon, Ph.D., Assistant Professor (research interest in intellectual ability, autism, gifted-talented students). Our Program also works collaboratively with psychologists and mental health practitioners in various sites such as the University Counseling Service, UIHC Departments of Neurology and Psychiatry, the Belin-Blank Center, and Veterans Administration. Some of these psychologists serve as clinical adjunct faculty and help to supervise clinical practicum for students. Our Program currently has 39 full-time students enrolled in coursework, and another seven students who have completed internship and are finishing their dissertations. We also have ten students in our entering Fall 2009 class. The size of the Program means that each of the five full time tenured/tenure-track faculty distributes the advising responsibilities equally. Furthermore, the size of the student body allows us to have our courses be successfully enrolled.
The field of Counseling Psychology does not officially rank programs and so this information must be distilled from other sources. The Program has consistently been ranked among the top counseling psychology programs nationally in the “U.S. News and World Reports Best Graduate Schools.” The last U.S. News ranking (1995) had Iowa 5th among graduate programs in the nation. Likewise, Program faculty at UI has been ranked 3rd (1984) and 5th (1994) nationally in professional and scholarly productivity. Our Program has a number of strengths such as strong student and faculty relationships, high research productivity, and academically strong students. Additionally, our Program provides a diversity of training experiences that most other counseling psychology programs cannot match. The greatest challenge for our Program at this time is related to lack of graduate student funding. This funding problem impacts directly on our ability to attract and recruit even more diverse students. While other doctoral programs have monies to support student visits and interviews and have assistantships funds available to offer as part of admissions, we rely on students and their ability to travel for interviews. Additionally, because we cannot guarantee any assistantships or fellowships, some of our most competitive students, including students of color, select other programs. We believe having more monies available for recruitment and admissions is the first step in increasing our diverse student body. Other opportunities for growth are related to our faculty who are securing internal (i.e., Carver Grants) and external funding to do research and outreach in area schools and communities. *Other Factors for Committee to Consider* – In the College of Education, our doctoral Program is considered among the strongest Programs. Our faculty is well regarded and has national stature and recognition. In the last four years, our faculty has been presidents of divisions in APA such as Men and Masculinity (Sam V. Cochran) and our disciplinary home, the Society of Counseling Psychology (2009-2010, John Westefeld). Additionally, the faculty is involved as journal editors and associate editors, serve as conference chairs, and are editors and authors of numerous books, chapters, and articles. Also, our Program is the leading producer of licensed practicing psychologists in the state of Iowa (a state in which there are a relatively low number of psychologists that has a great need for psychologists). Locally, our alumni are employed in private practice settings, community mental health organizations, and major corporations. We also have alumni who are internationally renowned for their expertise in different areas, most notably top military psychologists. For example, Dr. Larry James recently retired from the top psychology post in the military. James is notable for serving as Joint Task Force Guantanamo’s chief psychologist in 2003, and as Abu Ghraib’s chief psychologist in 2004. Also, we currently have a recent alum (2009) serving as the Mental Health Flight Chief and Post-Deployment Specialist at McConnell Air Force Base in Wichita, Kansas. Moreover, we have a specific emphasis on social justice and outreach in our Program. Through faculty research and clinical interests, students participate in outreach activities such as suicide prevention, career development of K-12 Latino students, forgiveness interventions with disenfranchised populations, decreasing interpersonal violence through interventions with men, and mental health programs for the homeless. We strongly believe students must gain research skills applicable to “real world” problems. Therefore, the faculty is productive and highly published, but also emphasizes research that applies to community, national, and international problems. For example, Saba R. Ali was able to garner external funds from Roy J. Carver Foundation to implement career education programs in local high schools in Iowa communities with large populations of Mexican immigrants. William Ming Liu has worked extensively with the local Shelter House to investigate the causes of homelessness in order to develop prevention models.

**CONCLUSIONS:** Our Program produces outstanding psychologists as evidenced by placement rates on internship and graduation. The success of our students is based on the excellent training they receive from our nationally renowned faculty, their rigorous training as scientist-practitioners, the foci of multiculturalism and social justice, and their experiences in diverse practicum sites. The Program is strong and thriving, and with a few added resources such as graduate student funding, we anticipate growth and a positive outlook.

**Subtrack in EDUCATIONAL PSYCHOLOGY**

**MISSION:** Educational Psychology is the scientific study of learning and teaching, and is thus conceptually at the heart of the mission of the College of Education and The University of Iowa. The goal of the Ph.D. program is to prepare students for careers as scholars and teachers. For many students, this means employment as faculty members in universities and colleges, for others it means work as researchers in government education agencies, school districts, educational measurement institutions, hospitals, private firms, and other settings in which education takes place. The goal of the M.A. program is to help current K-12 teachers, and others who are interested in instruction, master the principles of educational psychology in order to become more effective teachers.

In addition to preparing our own Ph.D. students to become scholars, the Educational Psychology (EP) program plays an important service role in the College of Education. The EP program is responsible for undergraduate courses that satisfy
state licensure requirements for pre-service teachers ("Educational Psychology and Measurement" which is required of all pre-service teachers and enrolls approximately 550 students each year, and “Early adolescent development” which is required of pre-service middle-school teachers), and graduate courses that support the academic requirements of other graduate programs (e.g., Counseling Psychology and School Psychology). Educational Psychology faculty members direct the Center for Graduate Teaching Excellence and the Institute for Research and Policy on Acceleration in the Belin-Blank Center for Gifted and Talented Youth.

**ADMISSION PROCESSES AND CRITERIA:** During the AYs 2003-9, the Educational Psychology Ph.D. program had the following yearly averages: 14.8 applicants, 7.0 students admitted, and 3.0 students enrolled. The average GPA of the students admitted during this period was 3.64, the average verbal GRE score was 511, and average quantitative GRE score was 629.

When we consider our pool of applicants each year, we begin with the standard quantitative measures of GPA and GRE scores. However, given that Educational Psychology is not an undergraduate major, we also carefully examine a student’s written statement of purpose. We look to see if the student appears to understand something about the areas of research in the field of Educational Psychology, has an interest in a particular subarea for which our faculty members could provide mentorship, and has career goals that are relevant to educational psychology.

We currently have 23 students in the Ph.D. program; 10 of these students are international, one is Native American, one is Hispanic, and one is African American. The low proportion of minority students in our program is unfortunately representative of the demographics of the field of educational psychology.

We currently have one student with a Presidential Fellowship, and just graduated a student with a Special Graduate Assistantship (a competitive award funded through the Iowa Testing Programs that provides four years of support). Professor Lohman has ongoing funding for students through his work with Riverside Publishing (he is an author of the Cognitive Abilities Test), and his work in the Belin Blank Center. We sometimes support students through Iowa Measurement Research Foundation (IMRF) grants for faculty research. We cannot guarantee funding for all of our incoming students, but we rarely have a student who is unable to find employment as an RA or TA on campus. During AY 2008-9, all of our Ph.D. students had jobs relevant to their graduate work, except one student who was not employed for the year by choice. Our students typically work in RA positions in the Center for Evaluation and Assessment, the Belin-Blank Center for Gifted and Talented Youth, Iowa Center for Assistive Technology Education and Research, Center for Graduate Teaching Excellence, and the Education Technology Center. Each semester there are 3 TA positions for the undergraduate educational psychology course (7P:075) which are typically filled by our students, and our students are often TAs for the undergraduate technology class required of pre-service teachers (7E:102 and 7S:102). In addition, we often have several students who have year-long positions as interns at ACT Inc., which is equivalent to a research assistantship. Last year, three of our students were employed full time outside of the university in jobs related to educational psychology.

**PROGRAM OUTCOMES:** In 2003, the Instructional Design & Technology (ID&T) program merged into the EP program. At this time, the two ID&T faculty members joined the EP program, and ID&T ceased to admit students. Data for both EP and ID&T students who had been admitted prior to 2003 are reported below.

During AYs 2003-09, we graduated 17 Ph.D. students (8 having been admitted to the ID&T program prior to 2003). We have an excellent record of placing our graduates as educational professionals, such as professors of education, specialists in government educational agencies, and educational specialists in other settings (e.g., hospitals). Of the 9 Educational Psychology graduates, 7 are employed in universities as educational professionals (i.e., professors of education, learning specialists, and program evaluators), 1 is the director of nursing education at a hospital, and 1 is seeking employment. Of the 8 Instructional Design graduates, 6 are employed in industry and universities as instructional designers, and 2 are professors of education.

The median time to degree for Educational Psychology graduates for AYs 2003-08 was 5.7 years; for Instructional Design students it was 10.1 years. The longer time for ID&T students was due to the fact that many of them worked full time outside of the university while completing their graduate work on a part-time basis. The graduation rate for EP students enrolled during AYs 1996-2000 was 78%.

Every year, our students present their research at national professional conferences such as the American Educational Research Association conference, as well as at other national conferences specific to subareas of educational psychology (e.g., American Evaluation Association conference or the Conference of Teaching and Learning with Technology). Our
students also publish their work in scholarly publications, for example, last year two of our graduate students won the Gifted Child Quarterly “Paper of the Year” award for a paper they co-authored with Prof. Lohman.

PROGRAM CHARACTERISTICS: We currently have 5 tenured faculty members, and 1 clinical professor. However, Prof. Rocklin is currently Interim Vice President for Student Affairs and has not taught or advised students for a number of years, and Prof. Lohman has administrative responsibilities and has been teaching a reduced load for the past three years. The clinical faculty member does not advise graduate students or serve on Ph.D. comprehensive examination committees.

Prof. Alessi specializes in the study of learning technologies, Prof. Lohman in human abilities, including directing the Institute for Research and Policy on Acceleration in the Belin-Blank Center and authoring the Cognitive Abilities Test, Prof. Moore in cognition and learning, and Prof. Schuh in classroom learning and instruction. Prof. Kelly, as clinical faculty, is the Director of the Center for Graduate Teaching Excellence. There are also two faculty members in the Educational Measurement and Statistics program who have zero-time appointments in EP.

The most serious threat that confronts the program comes from a decrease in the number of graduate students who have chosen to matriculate in the program. We believe that this is due to several recent changes. With the addition of ID&T faculty members in 2003, EP began to lose its identity as a traditionally structured EP program with faculty members delineated by the area of specialization (e.g., motivation, cognition, development, individual differences). In addition, last year a faculty member who specialized in child development retired, and a faculty member who specialized in motivation moved to another university.

We would like to capitalize on a trend in the field away from traditional EP programs toward programs in the Learning Sciences which focus on the foundations of human learning, as well as on the design of learning environments. Such a program would better capitalize on the strengths of our existing faculty members, and would likely attract additional students. As the learning sciences are inherently interdisciplinary, there are many ties to other programs that are possible (e.g., computer science, neuroscience, psychology, information sciences). In addition, a program in the learning sciences would give us greater leverage for recruiting students from diverse backgrounds because of the emphasis in the field on diverse learners and environments. In addition, we plan to actively target undergraduate scholars to engage in summer research activities, e.g., the Graduate College Summer Research Opportunity Program.

We would also like to begin offering an M.A. in Instructional Design, which would be offered primarily online. The previous M.A. in ID&T enrolled a large number of students who were recruited for industry jobs. Given the emphasis in the learning sciences on the design and implementation of learning environments, we believe the M.A. and Ph.D. programs would complement each other nicely, with the Ph.D. program emphasizing theory and research, and the M.A. emphasizing application and implementation of models of instruction. We believe these two changes would help us to attract and recruit students of underrepresented groups.

However, simply renaming the existing program will not create the changes that are necessary. We believe that it is essential for the program to hire a mid- to senior-level learning scientist to create the kind of program that we envision.

CONCLUSIONS: The Educational Psychology program is a historically strong program at the center of the research and teaching missions of the College of Education, and with interconnections to many other programs. In order to maintain our vital presence in the college and the field, we believe we need to reorient our program toward the learning sciences. This will require a new faculty leader in the area of learning, technology, and cognition.

Subtrack in EDUCATIONAL MEASUREMENT AND STATISTICS

MISSION: The graduate programs in Educational Measurement and Statistics at the University of Iowa prepare students for positions in educational measurement, evaluation, research, and statistical methods. The M.A. program provides basic training for students seeking positions that require special competence in educational measurement and research methodology. Such positions are typically found in large school systems, state departments of education, test publishing organizations, and research centers. The M.A. program is also appropriate for students seeking to broaden their knowledge of measurement and research methodology for professional improvement.

The purpose of the Ph.D. program is to prepare students for upper-level professional positions in the fields of educational measurement, evaluation, and statistical methods. Such positions are generally found in colleges and universities, state and federal agencies, large public and private school systems, commercial test publishing firms, non-profit corporations,
and research and evaluation centers.

Educational measurement is a major focus of our graduate programs. The field of educational measurement is undergoing considerable growth and change due to the increasing role that assessment plays in education policy. The federal initiative to test all third through eighth grade students in reading, mathematics, and science is just one example. The increasing use of technology in testing and the press for assessment of 21st Century Skills are other examples of how the field is changing. Rapid change and growth are creating many opportunities in the academic and business organizations noted above for individuals entering the field.

Applied statistics is another major focus of our graduate programs. Individuals with skills in applied statistics are always in high demand to assist researchers in the design of experiments and in the analysis and interpretation of the resulting data. Many opportunities in testing exist because of the important role of statistics in psychometric methods.

A third and growing area of emphasis is program evaluation. This area is the most recent addition to our programs. Graduates who specialize in this area have a wide variety of career options within the types of organizations identified above.

The University of Iowa graduate programs in educational measurement and statistics are generally viewed as among the best programs in the country. There are no national rankings for this area. The Ph.D. program in particular is among the largest both in terms of number of students and number of faculty. The program has a long history of excellence. Starting with the work of E. F. Lindquist and the establishment of Iowa Testing Programs, educational measurement has been and is one of the university’s most distinguished areas of study. Our program has spawned two local businesses, ACT, Inc. and Pearson; both are major employers in the Iowa City/Cedar Rapids corridor.

Our graduate programs are strengthened by the affiliations of faculty with the Iowa Testing Programs (ITP), the Center for Evaluation and Assessment (CEA), or the Center for Advanced Studies in Measurement and Assessment (CASMA). These centers provide research and development experiences for students, fund a large number of graduate students, and ensure that the faculty who teach our courses are practicing professionals in the field.

**ADMISSION PROCESSES AND CRITERIA:** Many more students apply to our program than can be accepted. For fall 2009, 10 candidates applied to our M.A. program and 6 were accepted. Also in fall 2009, 17 candidates applied to our Ph.D. program and 9 were accepted. We rarely lose candidates to other programs. In the admissions process, we pay close attention to GPA, GRE scores, TOEFL scores for international students, letters of recommendation, and statements of purpose. We have had some success in attracting a diverse student cohort with 2 students of color enrolled in the Ph.D. program in the fall 2009 semester. This is a very challenging problem in our field, which, like most quantitative areas, has historically had difficulties attracting candidates from underrepresented groups. This problem is exacerbated by the relative obscurity of our discipline. There are no undergraduate degrees offered in measurement and statistics. To address this challenge we have actively recruited from undergraduate programs in mathematics and psychology. Recently, we have joined with the UI Mathematics Department’s highly successful efforts to recruit students from traditionally underrepresented groups. We have had 2 African-American female postdoctoral fellows in the last 5 years. One joined our faculty in 2006, and the other is in the second year of her postdoctoral work.

Most of our students are financially supported through ITP, CASMA, CEA, Holmes Scholarships, Iowa Measurement Research Foundation, teaching assistantships in statistics, and research assistantships at ACT. We also have had students supported with Presidential Fellowships and Dean’s Fellowships. In addition, some students are enrolled in our degree programs with the support of their employers or government agencies. In total, 38 of our students have financial support in the current academic year. Our admission goal is to be able to offer qualified incoming students 1/2-time assistantships at the time of admissions, and continue that support given satisfactory performance in the academic program.

**PROGRAM OUTCOMES:** From 2005 to 2008, our entering students had an average grade point average of 3.79 and average GRE Verbal and Quantitative scores of 587 and 740, respectively. From 2003-2008, 29 Ph.D. degrees were awarded with a median time to degree of 5.9 years. Graduate college records indicate that our graduation rate is 86% for students who were admitted between 1996 and 2000. Our graduation rate since that time has remained around 100%.

Many students present papers at the annual meetings of national organizations in the field. For example, in the most recent academic year, our students were involved in 41 presentations at professional meetings. In the same year, our students were authors or coauthors of 15 publications and received 22 awards from local, state, and national organizations.
Virtually all of our students receive positions at graduation, with many receiving multiple job offers. In fact, our students are typically heavily recruited prior to earning their degrees. Of the 29 Ph.D. graduates from 2003-2008, 3.4% took tenure track positions, 6.9% took academic postdoctoral positions, 10.3% took other academic positions, 58.6% took positions in industry, 7% took positions in PK-12 Teaching/Administration/Services, and 10.3% took positions in government agencies. Note that our students are especially heavily recruited by the private sector (mainly in educational testing). Opportunities in the field of measurement in the private sector typically involve salaries that are substantially higher than those in academic settings. This is a major reason for such a large percentage of students taking positions in non-academic settings.

**PROGRAM CHARACTERISTICS:** Our program is at an optimal size in terms of student numbers (38 Ph.D. candidates and 12 M.A. candidates), and we continue to be pleased with the high quality students we are able to attract. We currently have one chaired professorship (Robert L. Brennan is the E.F. Lindquist Professor). Appointment of a second named professor (the Hieronymus-Feldt Professorship) is currently in the final stages of approval at the Provost’s Office. The funds for this position are in hand. We are, however, concerned about our faculty numbers. In the past several years, we have experienced three retirements and an untimely death of a colleague. This fall, we lost a faculty member who had filled one of the open lines, leaving us with 9 faculty members, 6 of whom have 50% of their time assigned to one of our 3 centers and another who serves as DEO, reducing the faculty count to 5.50 FTEs. To maintain strength in both teaching and research, the program needs at least two additional faculty members in the immediate future to support advisees and retain course offerings. The program has had great success in attracting senior faculty from other institutions to Iowa, but has experienced more difficulty attracting top-notch junior faculty, mainly because of the lucrative opportunities in the private sector. We must build our faculty at the lower ranks to sustain our program for the future. We plan to aggressively recruit new faculty colleagues in the very near future. Discussions about possible candidates have already begun.

One of our strengths is external funding to support faculty research and development activities and to involve graduate students in that work. These funds come from revenues generated by the Iowa Tests and by grants and contracts for assessment-related research, development and operations activities. Faculty members in measurement and statistics have increased their efforts in seeking external funds to support both basic and program research in recent years with marked success. The budget of Iowa Testing Programs, for example, which is 100 percent external funds, has grown by about 30 percent in the last five years as a result of a commitment to diversifying external funding sources. The CEA and CASMA represent additional sources for potential growth in external funding, and the graduate program views this as a major priority in maintaining its national leadership in training measurement professionals.

As mentioned earlier, our program is generally viewed as among the strongest and most comprehensive programs in educational measurement in the country. Our strength clearly is in preparing students for high-level professional positions in the educational testing industry. We also have a long history of preparing our graduates for faculty positions at Research I universities. However, we are somewhat concerned about this latter mission for reasons cited above. To that end, we are working to ensure that we continue to prepare students for academic positions. We also plan to continue efforts to recruit students from underrepresented groups. This past year we submitted a proposal for a GAANN grant for recruiting and retaining students from underrepresented groups. A strategic goal of the program is to pursue such opportunities to diversify our student body and expand funding sources available to all students.

**CONCLUSIONS:** The discipline of Educational Measurement and Statistics continues to grow substantially, and the field suffers from a growing shortage of trained professionals. Our program has a rich tradition of excellence, and our principal program goal is to enhance our position as leaders in Educational Measurement and Statistics. To achieve this goal, we will move aggressively on 3 initiatives: recruiting students from underrepresented groups, adding new faculty to our program, and increasing funding from external sources. We believe that success in these 3 areas will keep us at the top of our discipline for many years to come.

**Subtrack in SCHOOL PSYCHOLOGY**

The doctoral program in school psychology is the only Ph.D. program in school psychology in the state of Iowa. In the 1980’s, graduate programs in school psychology were offered at the University of Iowa, Iowa State University, the University of Northern Iowa, and Drake University. By 2000, only two programs remained, an Education Specialist (Ed.S.) program at the University of Northern Iowa and the Ph.D. program at The University of Iowa. These two programs
collaborated in 2002 to create a distance learning Ed.S. school psychology program as there was a shortage of school psychologists in Iowa and across the nation. The program was funded by the Iowa Department of Education for 4 years.

The Ph.D. program has been accredited by the American Psychological Association since 1992, and was last accredited for the maximum renewal of 7 years in 2008. The program was awarded the Suinn Minority Achievement Award by the American Psychological Association in 2002 because of the program’s commitment to diversity.

**MISSION:** The Ph.D. Program in School Psychology at the University of Iowa focuses on the integration of theory and practice, and adheres to a scientist-practitioner model of training. We strive to produce psychologists who view psychology as a science and a profession. We attempt to provide continuous training and exposure to research and practice. This goal is achieved through a variety of processes, including coursework, research groups, graduate assistantships, fellowships, practica, annual portfolio reviews, comprehensive exams, internship, dissertations, and peer and faculty modeling.

**ADMISSION PROCESS AND CRITERIA:** *Student Demand and Recruitment -* Across the nation, there is a shortage of school psychologists in the public schools and school psychology trainers in academic settings. From 1995-2009, we had three fulltime tenure-track faculty members. In 1999, we were able to add a part-time clinical faculty member. The American Psychological Association (APA) requires that there be approximately one full time tenure track faculty line for every 10 students. Thus, for many years we limited our enrollment to 4-6 new students each year. When we lost the clinical faculty member in 2008, we were able to hire a new full-time clinical faculty member in the fall of 2008 and search for a new full-time tenure track faculty member for the fall of 2009. The enrollment in the doctoral program for the fall of 2009 is 44 students. In addition, there is 1 student still enrolled in the distance Ed.S program. This student is currently completing an internship in an Area Education Agency in Iowa.

For the 2009-2010 academic year, we admitted 11 new students and 10 have enrolled for fall classes. We have 9 males and 35 females in the program. Five of the students identify as African American, and 1 as Latina. We also have 4 international students from Mainland China, Taiwan, and India. During the 2008-2009 academic year, 37 doctoral students and 1 Ed.S. student were enrolled; there were 7 males (18.9%), 30 females (81.1%), 2 Latina females (5.4%), 5 African American Females (13.5%) and 4 international students (10.8%). We should be able to add from 8-10 students each year as long as we maintain the four tenure-track faculty positions and the full-time clinical faculty position. We have three female faculty members and 2 male faculty members in the Core faculty. Dr. Ann Marie Garcia Santos is the only faculty member who is a member of a US underrepresented group. In addition, the Assistant Director of the Belin-Blank Center now serves as a non-teaching faculty member in school psychology and could serve as an advisor to our students.

The number of applicants for admission has ranged from a low of 29 to a high of 82 over the last 10 years.

A face to face or a telephone interview is held with each applicant after initial screening has ruled out applicants who do not fit the criteria for admission.

**Selection/Diversity**-The criteria for admission include a minimum cut off score for GPA and Verbal and Quantitative GRE scores. The mean GPA of entering students from 1998-2008 was 3.7, the mean GRE Verbal Score was 502 , and the mean GRE Quantitative score was 585. Applicants’ scores are looked at in conjunction with their writing samples, interview responses, letters of recommendation, research and applied experiences in working with children/adolescents, and the fit between the students’ goals and the program goals. When we have a financial package to offer students, we have been successful in enrolling the highest quality students admitted.

We won the 2002 APA Suinn Minority Achievement Award, not only because we had a large group of minority students, who were graduating within 6 years, but also because these students were making a difference in the university and community helping others understand and respect diversity.

**Financial Commitment**-Through the 2008-2009 academic year, we have been able to help each student find at least a one-quarter time graduate assistantship. The department has a very limited number of graduate assistantships, but students are able to obtain assistantships both inside and outside the College of Education. In the 2008-2009 academic year, 25 students were enrolled on campus and had these assistantships; ICATER (3), UIHC/grants (6), special education (2), SGA (2), P & Q (3), Holmes Scholar (1), Psychology (1), State Grant (1), Dean’s Fellowship, (2), Belin- Blank (1), International Programs (1), Neurology (1), and Wendell Johnson Clinic (1).
PROGRAM OUTCOMES: Degree Completion and Time to Degree-The graduation rate for Ph.D. candidates who entered our program between 1996 and 2000 is 81%. Between 1997 and 2009, 48 students graduated from the doctoral program in school psychology at the University of Iowa and the majority (62%) of those students obtained an Ed.S. degree along the way. Of those 48 graduates, 33.3% of the graduates were members of U.S. underrepresented groups; 9 (18.8%) were Latino(a); 6 (12.5%) were African American, 1 (2%) was Asian-American. Four (8.3%) of the graduates were international students. Another international student, who had a Ph.D. in psychology from India, “respecialized” in school psychology and completed all of the Ph.D requirements except an additional dissertation During that same time period, one student was removed from the program, 3 students stopped at the Ed.S. degree, one student changed to a different Ph.D. program in school psychology, one student went into a public health program, and one student went into a child clinical psychology program. The average time to completion for the degree was 6.0 years.

Fellowships/ Awards/Publications- Forty one awards were given to the 48 graduates between 1998 and 2009, including Presidential Graduate Fellowships, Dean’s Graduate Fellowships, Special Graduate Assistantships, Holmes Scholars, Graduate College Summer Fellowships, the Sidney Bijou Award, James and Coretta Stroud Fellowships, T. Anne Cleary Scholarships, the Minority Student Award, the Pi Lambda Theta Award for doctoral students, the Emma Bauman Holmes, Education Scholarship, the Paul Opstad international Award, and the Laura Clark Outstanding School Psychology Student of the Year award by the Iowa School Psychology Association.

Relative to publications, APA requires that each accredited program keep track of presentations and publications by students; 20 of the 48 graduates had presented at national conferences and/or published in professional journals.

Graduate Student Placements-Seventeen of the 48 graduates are working in public or private schools as school psychologists, 14 are in clinical positions in medical or mental health settings, 13 are in academic positions at universities, 1 chose not to be employed, 1 works for a test development company, 1 works in public relations, and 1 a state consultant in autism. The students in any applied psychology program are usually split between academic and applied positions. The program at the University of Iowa follows a scientist-practitioner model, but clearly, the majority of graduates are working in applied settings. Eight of the clinical positions in medical settings are part of a University complex.

PROGRAM CHARACTERISTICS: As an APA accredited doctoral program in school psychology, with four full-time tenure track faculty and 1 full-time clinical track faculty member, the ideal enrollment would be no more than 10 advisees per each tenure track faculty member. Thus, the current student enrollment of 44 students is within the desired range of enrollment. The interests of the faculty are diverse, which gives students an opportunity to choose from an array of research projects that they might be interested in. Each student is expected to join at least one research group during their first year. The research interests of the faculty include “giftedness”, Universal Designs for Learning, consultation at-risk populations, supervision, assessment issues, diversity, early childhood assessment and interventions, applied behavior analyses, and childhood disorders and interventions.

There are no national rankings of school psychology programs. Both Dr. Ehly and Dr. Gerken have served on APA site visitor teams and have a good understanding of the strengths and weaknesses of the school psychology program at the University of Iowa in comparison to the programs they have visited as well as other programs they know about from conferences and other professional activities.

The strengths of the program are the students and their willingness to help each other; the varied practicum sites available for students within the UIHC and in the surrounding areas, the amount of pro bono work offered by faculty in which students also become involved and increase applied research skills, and the flexibility of faculty in spending time with students.

However, a weakness of the program is that there is a lack of structured supervision of practicum students in some of the public school settings. We need a clinic within the College of Education where the experiences of the students could be controlled and the supervision be more systematic. Through some ingenuity, we have served children/adolescents and young adults from Echo Alternative High School (until its demise in 2005), the FAS TRAC program at City High School, the Iowa City Community School District Attendance Task Force, the Juvenile Court Services, and most recently the Black Hawk Community College. But we need a graduate assistant who could screen referrals and set up appointments. Our program goal is to obtain funding for such a clinic through grants, and then conduct applied research as well as provide services in the clinic. Another area of weakness is that some students do not begin their research in a timely manner. We
have made program changes to improve the focus on research when the students enter the program and to help students decrease the time to degree.

We know the areas in which we need to improve and have been holding workshop/retreats with students and faculty in order to work on these areas. The faculty and students felt renewed by the successful search for a new clinical faculty member in 2008 and then the successful search for a new tenure track faculty member in 2009.