

Institutional Effectiveness

2020-2021

Program: Counseling and Psychology EdS

College and Department: College of Education – Department of Counseling & Psychology

Contact: Stephanie Kazanas

Mission: The Department of Counseling and Psychology has the primary mission of offering strong academic programs in counseling and psychology that serve the community and public school system. The graduate program is designed to prepare people for careers in a variety of helping professions. Instruction is a major component of the academic mission of the department in the graduate programs. A committed faculty serves the programs through instruction, scholarly activity, and service aimed at providing high quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity. The department also serves the wider University Community, Upper Cumberland region, State, and Nation through research and public service.

Program Goals:

- PG 1: Maintain adequate faculty with appropriate expertise to deliver a quality program.
- PG 2: Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.
- PG 3: Maintain sufficient student enrollment at the graduate level to ensure the viability of the program and course offerings.

Student Learning Outcome:

SLO 1: Provide appropriate training to produce competent professionals in the concentrations we offer to meet State and national standards.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1: Maintain adequate faculty

1. Faculty credentials - One measure is that faculty credentials meet SACS/COC standards and standards appropriate for other accrediting agencies that evaluate our program (CAEP, CACREP).
2. Student Credit Hours (SCH) generated by psychology courses.
3. IDEA teaching evaluations - An indirect measure of student perceptions of teaching effectiveness is the IDEA system. We would expect teaching effectiveness to meet or exceed the University and National average if we had adequate faculty with appropriate expertise delivering a quality program.

4. Delaware Cost Study - A fourth measure of adequate faculty to maintain a quality program is based on analysis of Delaware Cost Study data involving comparisons educational expenditures per Student Credit Hour SCH in the department to national expenditures in similar programs. The Delaware Cost Study findings also provide a way to compare the research productivity of faculty as measured by the amount of external funding generated across faculty in the department in comparison to national data for similar departments.
5. External Evaluations of Graduate Programs - Our programs are externally reviewed by CAEP and CACREP for accreditation. These external reviews examine the detailed relationship between our courses and the professional standards in the fields our curriculums are designed to prepare students to pursue.

PG 2: Maintain appropriate facilities and equipment

1. Assessment of Facilities – There are a variety of means both internal and external to the department including the University evaluation of the condition of every building on campus and plans for maintenance and renovation on a regular schedule. Instructional Technology Services (ITS) sets minimum standards for computer equipment used by faculty and students at the University. Equipment that does not meet this minimum standard in the department is disconnected and replaced. The Departmental faculty are also encouraged to evaluate the facilities, available equipment, research and testing material and services, and identify needs. External program ev

Excellence of Course Summary Evaluation	4.6--4.2 4.4--4.2		4.6--4.2
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SLO 2: Produce competent professionals

The graduate programs continue to meet all requirements for accreditation by CAEP and CACREP.

Results from the Tennessee Praxis exam for School Psychology indicate that 100% of our students have passed the licensing exam over the last four years.

PRAXIS Exam – School Psychology

Year

Appendix 1: Curriculum Map

Program: School Psychologist (EdS)	Alignment to Standards of the National Association of School Psychologists (NASP)									
	Data Based Decision Making	Consultation and Collaboration	Interventions and Instructional Support	Interventions and Mental Health Services	School Wide Practices	Preventive and Response Services	Family-School Collaboration	Diversity in Developm. And Learning	Research and Program Evaluation	Legal, Ethical & Professional Practice
Course & Assignment										
Required Courses:	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10.
EDPY 7170 Consultation in the Educational Setting	X	X	X			X				
EDPY 7310 Advanced Educational Statistics EDPY 7610 Intro to	X								X	