5. **Program Effectiveness – Outcomes Assessment**

The Department has written learning outcomes for each of the degrees offered by the Department. These can be found at the following website: [http://learningoutcomes.utah.edu/department-program/16](http://learningoutcomes.utah.edu/department-program/16)

The website includes outcomes for the M.A. degree, which the Department offers, but which no student has applied for during the seven years of the review period. The outcomes for the M.A. are the same as those for the M.S., but also require passing a language competency exam offered through the Graduate School.

The expected learning outcomes are written at a fairly global level, as they have to apply to multiple programs within the Department offering the same degree. The individual programs have more specific information about expectations regarding graduate students in their student handbooks. The following are links to each program’s student handbook:


### 5.1 Outcomes assessment procedures

Since 2010-2011 (staff turnover caused a gap in data collection), the Department has collected information on GRE-V, GRE-Q, GRE Analytic Writing, undergraduate GPA, graduate GPA (if available), student gender (if reported) and ethnic status (if reported), letters of recommendation, student personal statement, and curriculum vita for applicants and admitted students. All Ph.D. students are assessed at the point of admission to candidacy for the Ph.D. (Counseling Psychology, School Psychology, and Reading & Literacy do this through a comprehensive exam; Learning and Cognition does this through three student projects). All Ph.D. programs also conduct annual reviews of student progress.

At the end of the program, the following programs have either capstone classes or capstone projects: (a) M.Stat. in Statistics; and (b) M.Ed. in Instructional Design and Educational Technology. The following programs have students take the Praxis examination at the end of their program: (a) M.Ed. in School Psychology; (b) M.Ed. in School Counseling, and (c) M.Ed. in Reading & Literacy. The M.Stat. in Statistics requires a project that is similar to a master’s thesis. The M.Ed. in Clinical Mental Health Counseling requires students to take the Counselor Preparation Comprehensive Examination at
the end of their program. All M.S. students must complete a thesis prior to graduation; all Ph.D. students must complete a dissertation prior to graduation. Most graduates of the Ph.D. programs in Counseling Psychology and School Psychology take the psychology licensure examination after graduation.

All Ph.D. graduates complete an exit interview at graduation. The Department maintains contact with current students and alumni through a Facebook page and Department newsletters created by the Student Activities Committee. The Department also periodically mails alumni as part of fundraising activities. Information on time to degree, educational costs, student attrition, licensure rates, admission rates, and admitted student statistics are available on the Counseling Psychology Ph.D. website (http://ed-psych.utah.edu/_documents/apa/C20-2014.pdf) and the School Psychology Ph.D. website (http://ed-psych.utah.edu/school-psych/), as these statistics are required by the American Psychological Association, which accredits these programs.

5.2 Outcomes assessment feedback

All programs collect feedback from students and recent alumni, although there is no uniform process followed by all programs. However, the following are examples of changes made by programs as a result of feedback over the past seven years:

1. The M.Stat. in Statistics program reduced the number of units required from 36 to 33 units to make the program more appealing to potential applicants. This decision was reached by the University Statistics Committee (the Department has a representative on this committee), and affected all five departments that offer the M.Stat. degree.

2. The course sequencing for the M.Ed. in Instructional Design and Educational Technology was changed in 2012-2013 based on feedback from students to better prepare students for the capstone project. Various courses were also more closely linked (e.g., Research Design and Advanced Instructional Design) so that students could create stronger projects.

3. The Department has consulted with educational trainers from the Utah Educational Network and informally surveyed students who are in-service teachers to revise our undergraduate offering in technology for the teacher training program (i.e., Urban Institute of Teacher Education). This led to a decision to add a social media component (i.e., Twitter) for professional learning networks. The Department is also expanding its hardware in teacher training classes to include Chromebooks and Smartboards.

4. The School Psychology program is currently considering moving from an M.Ed. to an Ed.S. degree to provide students with a degree that better matches the current curriculum requirements of the program and provides them an advantage during the job placement process.

5. Course sequencing in the M.Ed. in School Counseling was also changed in response to feedback from a faculty member who taught one of the required courses. Students seemed to be struggling, and a few even failed the final exam for the course. This course has been moved to later in the program course sequence, and now students are performing well and seem adequately prepared.

6. The M.Ed. in School Counseling has also added online modules on “College & Career Readiness” to their program in response to changes at the state and national level in school counseling. Students now graduate with a designation in “College & Career Readiness” and will have completed one-third of the coursework necessary to apply for the new Utah College & Career Readiness Certificate.

7. The M.Ed. in Clinical Mental Health Counseling program found that students had significant concerns about finding suitable internships. In response, the program hosted an “internship fair” at which internship sites
(local mental health agencies) could meet with prospective interns (graduate students in the program). This has resulted in several additional placements of students, and a better match between student interests and agency expectations.

8. Reading & Literacy has changed from offering two M.Ed. courses per semester to one course per semester based on changes in students’ enrollment patterns. These patterns were affected by students’ preference for taking fewer courses at one time, as well as changes in the number of courses that local school districts would pay for in-service teachers to take. The program has also begun to incorporate hybrid courses (an online component paired with fewer in-class meetings) based upon student feedback that such courses were more convenient, while preserving face-to-face contact during the smaller number of in-class meetings.

The expected learning outcomes are published on the web at: http://learningoutcomes.utah.edu/department-program/16, and more specific expectations for students in various programs are published in student handbooks for each program (see the introductory material at the beginning of Section 5). There is also an overall Department Handbook that can be found at: http://ed-psych.utah.edu/_documents/downloads/ed-psych-handbook.pdf.

5.3 Degree completion data

See Table 5.1 for Graduate Degree Completion/Attrition Data.

The attrition rate for the master’s degree summed over the seven years was 5.34%. The attrition rate for the doctoral degree summed over the seven years was 9.57%. It should be noted that the doctoral rate is based upon a smaller number (94 total students for the doctoral degree versus 356 total students for the master’s degree) and, therefore, may be a less stable statistic.
Table 5.1: Graduate Degree Completion/Attrition Data
Department of Educational Psychology – 2008-2014

<table>
<thead>
<tr>
<th>Entering Student Cohort Academic Year</th>
<th>Number of students admitted to master’s program</th>
<th>Number of students admitted to doctoral program</th>
<th>Number of students who left before completing master’s degree</th>
<th>Number of students who completed master’s degree</th>
<th>Number of students who left before completing doctoral degree</th>
<th>Number of students who completed doctoral degree</th>
<th>Average time to complete master’s degree</th>
<th>Average time to complete doctoral degree</th>
<th>Number of students remaining in graduate programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>33</td>
<td>15</td>
<td>3</td>
<td>30</td>
<td>2</td>
<td>13</td>
<td>2.8</td>
<td>7.5</td>
<td>0</td>
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<tr>
<td>2009-10</td>
<td>40</td>
<td>19</td>
<td>2</td>
<td>38</td>
<td>3</td>
<td>15</td>
<td>2.7</td>
<td>6.5</td>
<td>1</td>
</tr>
<tr>
<td>2010-11</td>
<td>53</td>
<td>15</td>
<td>4</td>
<td>49</td>
<td>2</td>
<td>13</td>
<td>2.8</td>
<td>8.6</td>
<td>2</td>
</tr>
<tr>
<td>2011-12</td>
<td>67</td>
<td>11</td>
<td>3</td>
<td>64</td>
<td>1</td>
<td>4</td>
<td>2.8</td>
<td>7.8</td>
<td>6</td>
</tr>
<tr>
<td>2012-13</td>
<td>53</td>
<td>12</td>
<td>2</td>
<td>51</td>
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<td>2.8</td>
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</tr>
<tr>
<td>2013-14</td>
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<td>2.0</td>
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<tr>
<td>2014-15</td>
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<td>0</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
<td>68</td>
</tr>
</tbody>
</table>

5.4 Employment

The Department’s different programs have somewhat different job prospects. Some programs, such as Counseling Psychology, School Psychology, Clinical Mental Health Counseling, and School Counseling, have relatively well-defined job markets; therefore, the job outlook for these graduates is able to be assessed with some degree of certainty. Other programs, such as Learning and Cognition, Instructional Design and Educational Technology, and Reading and Literacy, have less well-defined job markets; therefore, the job outlook for these graduates can only be estimated.

According to the American Psychological Association’s report Psychology Job Forecast: Partly Sunny (retrieved from [http://www.apa.org/gradpsych/2011/03/cover-sunny.aspx](http://www.apa.org/gradpsych/2011/03/cover-sunny.aspx)), there were approximately 152,000 jobs for clinical, counseling, and school psychologists in 2008. This number is expected to grow to 168,800 jobs in 2018, an increase of 11%. According to the Occupational Outlook Handbook of the US Bureau of Labor Statistics, the number of jobs for psychologists in 2012 was 160,200, with a median pay of $69,280 per year. The “job outlook” for psychologists was an increase of 12% from 2012 to 2022.
According to the Bureau of Labor Statistics, Mental Health Counselors (excluding Psychologists; relevant to the Clinical Mental Health Counseling M.Ed.) comprised approximately 120,010 jobs, with a median income of $43,990. No estimated growth statistics were provided in this report (http://www.bls.gov/oes/current/oes211014.htm).

According to the Occupational Outlook Handbook of the US Bureau of Labor Statistics, the number of School and Career Counselors (relevant to the School Counseling M.Ed. program) was 262,300, with a median pay of $53,610 per year. The “job outlook” for School and Career Counselors was an increase of 12% from 2012 to 2022.

According to the Occupational Outlook Handbook of the US Bureau of Labor Statistics, the number of jobs for Statisticians (relevant to the Statistics M.Stat. program) was 27,600, with a median pay of $75,560. The “job outlook” for Statisticians was an increase of 27% from 2012 to 2022.

Learning & Cognition Ph.D. students find jobs as professors, quantitative data analysts, and working for testing companies. Instructional Design and Educational Technology M.Ed. graduates find employment in schools as educational technology specialists and in industry as employment training specialists. Reading & Literacy M.Ed. and Ph.D. graduates find jobs as reading specialists (working with students) or reading coaches (working with teachers) in school districts. Reading & Literacy graduates also work as reading coordinators or curriculum coordinators in school districts and state offices of education.

Overall, the outlook for the Department’s graduates is strong.

6. Facilities and Resources

6.1 Operating budget issues

The Department’s annual operating budget in 2015-16 is $2,094,024. Revenue is generated primarily from state funds, student credit hour productivity, contracts with the Continuing Education Office on campus, as well as grant support for course releases and student support. Major expenses include faculty salaries, graduate student support, adjunct teaching costs, and Department operations. The Department maintains a balance of less than 4% of the operating budget each year (required by the University Office for Budget and Planning), in order to adjust for fluctuations in student credit hour productivity and Department expenses. As noted in Section 1.2, in recent years the Department has been able to allocate increasing amounts of funding toward graduate student support, as well as specific funds for the recruitment of students from diverse backgrounds. Open lines are not used to support Department operations; there is a search underway for the only currently open line, which was vacated late in the spring of 2015. The Department has been able to meet basic operating costs while also increasing allocations for faculty travel and computer and technical support. We have also been able to allocate funds toward the renovation of our training clinic and laboratory spaces, now consolidated in a more centrally located building on campus. Overall, the Department has a sound and stable budgetary planning model. Table 6.1 provides a view of the Department’s revenue and expenses for the current academic year.