

**Five-Year Program Plan
2005-2010
Department of Counseling and Human Development Services**

A. Statement of Vision and Goals

1. Vision

The Department of Counseling and Human Development Services will prepare students to function and provide leadership for a diverse, ever-changing, and complex world by focusing on prevention and remediation of human challenges and the enhancement of well being in individuals and groups in schools and community settings, and through public policy.

2. Goals

- ④ CHDS faculty will produce and disseminate research that will positively impact schools, communities and families.
- ④ CHDS faculty will increase the productivity and impact of their research by pursuing external funding and disseminating results to appropriate audiences.
- ④ CHDS faculty will develop programs that will become national/international models for leadership development in both undergraduate and graduate programs.
- ④ CHDS faculty will improve the quality of teaching and learning in the various settings in which we work by collaborating, forming partnerships, and increasing service-learning opportunities for our students.
- ④ CHDS will promote civil engagement and social justice in school, higher education, and community practice.

3. External Factors

- ④ Societal need for research-based leadership in the local, state, national, and global arenas.

Given our research extensive university status, we need to take the intellectual leadership in our graduate programs to insure a well prepared faculty pipeline and the development of new knowledge. As such, our department, like the College, must provide quality graduate and undergraduate education to an increasingly diverse population; assisting communities to empower themselves; promoting physical, mental, and emotional health and well-being across the life span; and preparing citizens who can thrive in a global environment. Masters and doctoral level education must be strengthened to prepare counseling, psychology, student affairs, and leisure service professionals necessary to take on these leadership positions.

- ④ Increased accountability for learning outcomes as well as engaged learning processes.

Educational reform is calling for the creation of meaningful, engaged learning opportunities that move away from traditional lecture-based classrooms. The North Central Regional Educational Laboratory¹ characterizes engaged learning as “challenging, authentic, and multidisciplinary...correspond[ing] to the tasks in the home and workplaces of today and tomorrow...and require[ing] integrated instruction that incorporates problem-based learning and curriculum by project.” President Adams has noted on many occasions that the University will take a careful look at how we are engaging our students and our ability to verify that learning is taking place in our programs. Accountability, both externally and internally imposed, will provide an increased press for outcomes we can clearly tie to involvement in our programs and services.

- ④ Increased enrollment demands and personnel shortages in the State of Georgia and nationally in all of our programs

¹ North Central Regional Educational Laboratory. *Meaningful, Engaged Learning*. Online at <http://www.ncrel.org/sdrs/engaged.htm>

Critical shortages are anticipated in several teaching fields, in leadership positions at all levels and in student support areas. For example, according to the Georgia Department of Labor, Office of Workforce Information Analysis, 2002, an additional 380 licensed psychologist will be needed by 2010 (new and replacement), which is an increase of 16.8% over 2000 employment number. The U.S. Bureau of Labor Statistic *Occupational Outlook Handbook* provides similar projected needs for school and community counselors, recreation workers, and student affairs administrators.

- ④ Increased demand for professionals to provide positive experiences for youth that promote education, health, and well-being in non-classroom settings

American youth today spend more time unsupervised by adults than in any other period of American history, and the Bureau of Labor Statistics projects a growing demand for workers in recreation and leisure services. The Rand Corporation² identified three trends that make it important to offer high-quality after-school programs: (a) a steady decline in the percentage of parents who are at home when school lets out; (b) a growing number of highly publicized violent incidents involving children and adolescents; and (c) a move toward academic accountability that has focused attention on after-school programs as a means for improving school performance. In order to combat this, the CDC highlights the importance of programs that provide recreation supervisors “with the training they need to offer developmentally appropriate, safe, and enjoyable physical activity experiences for young people.”³

- ④ Increased demand for professionals to provide effective interventions for focus on children and adolescents

The nation is facing a public crisis related to the mental healthcare for children and adolescents. One in 10 children suffers from mental illness severe enough to cause some level of impairment, with only 1 in 5 of those children actually receiving services⁴. In addition to mental healthcare issues is the need for effective interventions in schools and community-based organizations.

4. Program Priorities

These four program priorities will be in place for the duration of the five year plan. The specific initiatives associated with each priority will be re-examined annually based on a variety of factors (e.g., faculty attrition, student demand). Each program in the department had acquired national reputations and have maintained a leadership role at the local university, state, regional, and at the national levels. In order to maintain this level of excellence, a component of our five year plan is to be able to retain the current level of faculty, and increase faculty in strategic areas as defined in our plan. To retain the current level, we will expect to be able to replace any faculty who leave the department, including through taking other positions or retirements.

- ④ Recruit and retain a diverse faculty of nationally and internationally known scholars in our various disciplines. Specific current needs are in student development, marriage & family counseling, GUC counselor educator/administration, vocational psychology and community counseling generalist.
- ④ Curriculum revisions that will maximize faculty skills and talents, increase credit hour production, and strengthen the integration of our departmental programs
- ④ Increase the promotion of social of justice in the departmental programs through coursework and service learning activities.

² Beckett, Hawken, & Jackowitz, *Accountability for After-School Care: Devising Standards and Measuring Adherence to Them*. Online at <http://www.rand.org/publications/MR/MR1411/>

³ Center for Disease Control and Prevention, *Promoting Better Health: Youth Sports and Recreation Programs*. Online at <http://www.ncrel.org/sdrs/engaged.htm>

⁴ [Assertive community treatment: An update of randomized trials](#). Burns, Barbara J.; Santos, Alberto B.; Psychiatric Services, Vol 46(7), Jul 1995. pp. 669-675.

- ☞ Explore pedagogical methods of valuing diverse perspectives in teaching, research, and service.

B. Departmental-Level Performance Measures

The methods described below will be used to annually measure demand, quality, productivity and impact:

1. Demand

- ☞ Documented personnel shortages
- ☞ Intended majors enrollment reports
- ☞ Ratio of applicants to admitted students in undergraduate and graduate programs

2. Quality

- ☞ **The following key outcomes identified in our existing major assessment plans(s) will be monitored annually:**

Evaluations from supervisors for internships and practica
Exit surveys
Student awards and honors
NCE and Praxis results
Comprehensive exams
Alumni/employer surveys
Presentation and publications

- ☞ **The following key outcomes identified in our existing graduate program assessment plan(s) will be monitored annually:**

Certification or licensure exam passage rates
Evaluations from supervisors for internships and practica
Student awards and honors
NCE and Praxis results
Comprehensive exams
Alumni/employer surveys
Presentation and publications
Electronic portfolio review (in programs that use them)

3. Productivity

a. Faculty – the following methods will be used and reported annually in order to monitor and measure the full range of faculty accomplishment.

- ☞ **Teaching**

Credit hour production
Student assessments through teaching evaluations
Peer teaching reviews
Awards/Honors

- ☞ **Research**

Number of publications in peer reviewed journals
Externally funded research activities
Awards/Honors
Leadership roles in professional organizations

- ☞ **Service**

Number of leadership positions in international, national, regional, and state organizations
Leadership on departmental, college, university committees
Community outreach activities
Service learning collaborations
Awards/Honors

b. Students

- Graduation rates – students admitted versus those who graduate
- Outcome studies
- Publications and conference presentation rates of graduate students
- Quality of internship sites (Counseling Psychology)

c. Benefits to Community, State, Region, Nation, Global Community

- Number of clients seen in the Center for Counseling and Personal Evaluations
- Number of workshops conducted locally, statewide, nationally, & internationally
- Number of person-hours provided by students to the community through internships, practica, and service learning activities.
- Number of activities with schools and community based agencies.

4. Impact

The impact on the University’s three strategic goals will be measured and monitored as follows:

⌚ Building New Learning Environment

- Number of students participating in alternative delivery programs
- Number of graduates taking positions in-field

⌚ Research Investments

- Number of grants awarded
- Number of publications and presentations by faculty and students

⌚ Competing in a Global Economy

- Number of students and faculty participating in study abroad programs
- Number of faculty conducting research or service to international schools &/or human service agencies

⌚ Our contributions to enhancing diversity will be measured and monitored as follows:

- Number and percent of underrepresented students in all programs
- Number and percent of underrepresented faculty
- Number of students in diverse clinical and school settings

C. Departmental-selected performance measures

We have identified goals as described in A2 above. The following are objectives for each goal and unique performance measures which we will regularly monitor to assess progress towards those objectives:

Goal #1 CHDS faculty will produce and disseminate research that will positively impact schools, communities and families.

Objectives:

- a. Increase the number of publications (in all formats) by the departmental faculty

Key Performance Measure(s):

- a. Increase the ratio of publications per faculty member
- a. **Fall 2005** – collect baseline
- a. **Fall 2006 & beyond** – increase by 1% each year

Goal #2 CHDS faculty will increase the productivity and impact of their research by pursuing external funding and disseminating results to appropriate audiences.

Objectives:

- a. Increase the number of funded research proposals submitted by the departmental faculty

Key Performance Measure(s):

- a. Increase the amount of departmental proposal applications
- a. **Fall 2005** – collect baseline
- a. **Fall 2006 & beyond** – increase by 1% each year

Goal #3 CHDS faculty will improve the quality of teaching and learning in the various settings in which we work by collaborating, forming partnerships, and increasing service-learning opportunities for our students.

Objectives:

- a. Develop a systematic peer teaching review model for the department
- b. Increase the percentage of students who experience at least one course using alternative delivery methods or are involved in structured service learning activities
- c. Increase the number of students who demonstrate professional performance through electronic portfolio and other innovative technical methods.
- d. Increase the number of agencies, school districts and other educational providers with whom we work or partner.

Key Performance Measure(s):

- a. Number of faculty reviewed
Fall 2005 – Appoint committee and charge group
Fall 2006 – 20% of faculty will be reviewed
Fall 2007 & beyond- Complete 25% every year
- b. Number of students involved
Fall 2005 – collect base line data
Fall 2006 & beyond – 5% increase over baseline
- c. Number of students involved
Fall 2005 – Collect baseline data
Fall 2006 & beyond - Increase 5% per year
- d. Number of agencies
Fall 2005 – Collect baseline data
Fall 2006 & beyond - Increase 1% per year

Goal #4 CHDS faculty will develop programs that will become national/international models for leadership development in both undergraduate and graduate programs.

Objective:

Increase the number of undergraduate and graduate students participating in local, regional, national and international leadership, research, and service learning activities.

Key Performance Measure(s)

- Fall 2005** – Collect baseline data
- Fall 2006 and beyond** - Increase 1% per year

Goal #5 CHDS will promote civil engagement and social justice in school, higher education, and community practice.

Objectives:

- a. Establish a departmental advisory committee (faculty and students) to review current and proposed new activities and policies to promote civil engagement and social justice
- b. Increase the number of activities developed for students related to civil engagement and social justice in each program.

Key Performance Measure(s):

- a. **Fall 2005** - Identify potential committee members & obtain their agreement to serve
Fall 2006 & beyond - Hold monthly meetings
- b. **Fall 2005** – Collect baseline data
Fall 2006 & beyond – Increase by 1% each year