

## Comprehensive Assessment Plan Report And Program Modifications

The programs of School Counseling and Mental Health Counseling have gone through extensive review and modifications to align with the 2009 Standards and to complete the re-accreditation self study. All stakeholders have been surveyed for feedback including students, graduates, employers, and site supervisors. All stakeholder surveys were updated and modified. A Site Supervisor and Graduates Program Evaluation Surveys were developed based on the Student and Employer Program Evaluation Surveys to facilitate comparison of data.

All syllabi have been modified and peer reviewed to comply with the 2009 Standards. A Standards Matrix and Standards Table were developed to indicate which standards are met in which classes and how the specific standard is assessed. Department Syllabi have been created for all adjunct and affiliate faculty to use to ensure uniform delivery of 2009 standards content to all students. Consultation and Program Evaluation was strengthened in the curriculum through course revision.

A class grading rubric was developed to provide a common standard among faculty about “what grades mean” and to be able to use grades as one piece of the student monitoring process. The faculty determined that any grade of C or below would represent problems with knowledge, skills, and/or disposition/professionalism and would trigger faculty review. The faculty adopted the Professional Counselor and Performance Evaluation (PCPE) to use in student monitoring and review of knowledge, skills, and disposition/professionalism throughout the program.

The department admissions materials and requirements have been reviewed and modified. The online admissions process was updated and simplified. A Program Transfer Policy was adopted for students who started one counseling program and later wanted to be admitted to another. A Counselor Characteristics/Cultural Writing Sample was developed for applicant review of writing skills, cultural experiences and general fit for a counseling program. A Department Admissions Committee was re-activated to review applicants for admission decisions on a rolling basis. The department adopted a list of duties for the Admissions, Assessment, and Clinical Coordinators and Committees for clarity in departmental concerns.

Students have been surveyed for feedback on the advising process through the Student Survey on advising. Surveying students on advising issues occurred through the comprehensive exam process and through a Student Open Forum and focus groups meeting held March 2011. The feedback from these surveys resulted in many changes in the advising materials and information to students, including a comprehensive advising letter sent to all new admissions and a series of four Steps documents that provide information from admissions through certification/licensure. The department adopted an Admissions/Advising Handbook and placed the information on the

department website to assist perspective and current students with advising issues from admissions to graduation.

Through the surveys and Open Student Forum, students gave feedback on concerns over online classes and how the number have increased over the last few years. This feedback resulted in a faculty discussion of delivery of classes and which classes are appropriate for online, on campus, or a combination of online and on campus. It was confirmed that some classes (COU 847, 848, 849) were designed as advanced techniques, not advanced theories, and should have some portion of on campus instruction focused on counseling skills.

The Student Handbook and Practicum/Internship Handbook were updated and placed on the department website. The Comprehensive Exam/Graduation section of the department website was updated with current information. The Oral Examination process and content was revised. The department website was reorganized based on student feedback to make it more accessible.

### **Program Modifications Based on the Comprehensive Assessment Plan**

1. One major change that occurred in the department in February 2011 (that will have a direct and positive impact on the counseling programs) was the agreement to move the Human Service-Student Personnel Services in Higher Education degree from the Counseling and Educational Psychology Department to the Department of Educational Leadership and Policy Studies. These students have consistently given feedback that they do not feel like they fit in the department because their focus on student affairs and they are not training to become certified/licensed counselors. The introductory classes of COU 813 Professional Orientation and Ethics and COU 840 Theory and Practice of Counseling will have a singular focus and the class sizes will be reduced as the student affairs students transition out of these classes. A proposal to move this program is going through the university process and approval is expected during the next academic year.
2. During the Open Student Forum and Student Survey on Advising, several complaints were stated in the area of advising. In response to these student concerns, the department updated their website with several documents specifically addressing advising issues (e.g. advising letter, steps for admission, steps for practicum/internship, steps for graduation, steps for certification/licensure). The planned programs/curriculum contracts were revised for clarity, and a general advising letter was written and included with the student's letter of acceptance. Complete faculty review of the advising process was discussed during weekly department meetings. An [Admissions/Advising Handbook](#) was adopted and put on the web to improve student advising.
3. Clean up of the Graduate catalogue in the areas of admissions and program information was initiated in February 2011 and paperwork for the revisions is currently going through the university process for approval. This change will improve advising in the department by aligning written advising information in the Graduate catalogue with the current advising practice and website information.

4. Minor revision of courses to match practice included adding pre-requisites to the COU 849 Addiction Disorders Counseling which shifted this required class to the advanced techniques level.
5. The Individual Intelligence Assessment (IIA) elective classes were converted to a cohort model because they are a series of three classes for School Counselors who want to do special education evaluations in the schools.
6. Admissions Committee was changed to meet on a weekly basis along with the Department meeting during the academic year. Several changes were made in the area of admissions: a) probationary admission status was eliminated; b) only students who have passed the minimum [Graduate School](#) requirement will be considered for admission; c) Graduate School minimum requirements will not be waived for students who have a previous Master's degree; d) a student's application must be complete to be considered for admission; e) students must complete a graduate exam prior to admissions, f) the Praxis/PLT will no longer be acceptable to use for admissions to the School Counseling program..
7. Students have historically been able to informally transfer from school to mental health counseling and vice versa. A Program Transfer Policy was adopted which outlined specific criteria and timeframes for students who want to transfer counseling programs. This policy was posted on the website for student advising.
8. The first Open Student Forum for the department was held March 2011. The department agreed to hold an Open Student Forum each year to update students on our programs and to invite their feedback for program modification.
9. The Department website was completely revised in conjunction with the re-accreditation self study and student feedback. Students complained about the problems navigating and inconsistent or inaccurate information on the website. The website was re-organized into a general [Student Handbook](#), [Admissions/Advising Handbook](#), [Practicum/Internship Handbook](#), with accurate and consistent information to better serve students.
10. The Department agreed to review adjunct and affiliate faculty each semester for their professional identity, expertise, and student feedback to determine the best fit for teaching classes.
11. The application for the CPCE exam was revised and made available online in the department website for a more efficient process.
12. Department syllabi were developed for all full time, adjunct, and affiliate faculty to use in order to ensure that the 2009 Standards are met and students are prepared for the CPCE.
13. Consultation was strengthened in the program by revising COU 803 Mental Health Counseling and Consultation and COU 814 Administration and Consultation in School Counseling.
14. Program Evaluation was strengthened in the program by revising EPY 869 Research and Program Evaluation
15. The area of Human Development was strengthened by revising EPY 839 Human Growth

## and Development

16. A Class Grading Rubric was developed to assist faculty with having a more standardized method of using class grades to measure knowledge, skills, and dispositions/professionalism. Grade of A=Outstanding competency in the areas of knowledge, skills, and dispositions/professionalism; Grade of B=Sufficient competency in the areas of knowledge, skills, and dispositions/professionalism. Grade of C= Marginal competency in the areas of knowledge, skills, and dispositions/professionalism; Grade of D or F=incompetency in the areas of knowledge, skills, and dispositions/professionalism. Knowledge, skills, disposition/professionalism will be monitored through the PCPE.
17. Faculty have experimented with online instruction for the past few years. Feedback from students indicated that there were too many online classes, that some classes should not be online, and that all classes may need at least some face to face instructor time. In addition students stated they want more skills taught face to face (particularly in the advanced skills classes). The faculty engaged in an on-going discussion about the delivery mode for classes: on campus, online, or mix of both. It was confirmed that some classes (COU 847, 848, 849) were designed as advanced techniques, not advanced theories, and should have some portion of on campus instruction focused on counseling skills.
18. Review of stakeholder surveys resulted in a revision of the surveys: a) rewording of some items that were deemed vague or not applicable; b) develop a separate Site Supervisor and Graduates survey. Faculty decided to do minor revisions of the current surveys for better comparison of results. Faculty are concerned about the quantity and quality of the stakeholder surveys. The Dean's office has agreed to extend its consultation contract to a company that manages survey data for accreditation needs and the comprehensive assessment plan.
19. Two site supervisors indicated on the Site Supervisor Survey on Program Evaluation the need for review of our School Counseling program to bring it into alignment with the actual job duties of a school counselor. The faculty discussed this feedback and reconfirmed the department's commitment to the ASCA National Model for School Counseling programs.
20. CPCE review of the last three years of administrations indicated that students in the department has a 95% pass rate on the first attempt of the CPCE, and a 100% pass rate if they must retake the exam. Any student who fails the exam and must retake the exam meets with the Department Assessment Committee and is involved in developing a remediation plan. The department students have generally scored above the national mean on the CPCE and no specific CPCE subtests results consistently fell below the national mean. Faculty continue to review results to inform instruction and pedagogy within these subtest areas to support student learning needs.
21. Faculty instituted an annual review of the curriculum and all syllabi for meeting 2009 Standards and assessing student learning outcomes. A Standards Matrix was

developed that shows the assessments for all standards. In addition peers reviewed all syllabi and provided written feedback for course revisions.

- 22.** The department approved a series of three Play Therapy courses that will meet the curriculum requirements for Play Therapy certification. The Play Therapy series of electives will strengthen the School Counseling program. In addition, faculty revised COU 848 Child and Adolescent Counseling to provide some introductory techniques and information for Play Therapy.
- 23.** A link to the CACREP re-accreditation self study was placed on the department website for student and public review, along with the Comprehensive Assessment Plan Report and Program Modifications. A letter was sent to all stakeholders indicating the location of the CACREP Self Study and Comprehensive Assessment Plan Report and Program Modifications.

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