

**Counseling and Human Services Annual Report
2008-2009
Graduate Program**

Program Name: Counseling and Human Services (Graduate Program)

Report Prepared by: Terry L. Shepherd, Department Head

Who is the current assessment contact for your program?

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Should assessment information be sent to anyone else in your department?

Assessment Information should be sent to Karen Clark, Assessment
Coordination/Associate Dean.

1. What are the program's educational goals? (Please take goals directly from your program's assessment plan, and highlight any changes made this year.)

The Department of Professional Education Services of the School of Education has adopted the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards for candidates preparing to become school counselors and community counselors. CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in the counseling field.

Standard One: Professional Orientation and Ethical Practice

Candidates will understand the following aspects of professional functioning: history and philosophy, professional roles and responsibilities, strategies and models, advocacy, and ethical standards.

Standard Two: Social and Cultural Diversity

Candidates will understand the cultural context of relationships, issues, and trends in a multicultural society, and acquire the skills and dispositions to be effective counselors in a multicultural society.

Standard Three: Human Growth and Development

Candidates will understand the nature and needs of persons at all developmental levels and in multicultural contexts, and utilize the principles of human growth and development in their counseling activities.

Standard Four: Career Development

Candidates will understand career development and related life factors, and will acquire the skills to provide career development counseling.

Standard Five: Helping Relationships

Candidates will understand the counseling process in a multicultural society, and will acquire the skills for a therapeutic helping relationship.

Standard Six: Group Work

Candidates will acquire the theoretical and experiential understandings and skills of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Standard Seven: Assessment

Candidates will understand individual and group approaches to assessment and evaluation in a multicultural society, and will acquire individual and group assessment skills.

Standard Eight: Research and Program Evaluation

Candidates will understand research methods, statistical analysis, needs assessment, and program evaluation, and acquire research and evaluation skills.

2. What assessment techniques did the program use? (Please take assessment techniques directly from your program's assessment plan and highlight any changes made this year.)

Currently, the Department of Professional Education Services and School of Education rely on the following data sources to measure progress of candidates in the Counseling and Human Services programs and to determine the success of the programs:

- Program Applicant Review
- Comprehensive Exit Exam
- Exit Project
- Annual Student Review
- Alumni Survey

Program Applicant Review: The CHS faculty members review all applicants to the program. Each applicant completes a graduate application, essay, and personal interview. In addition, the applicant provides three letters of professional reference.

Comprehensive Exit Exam: The comprehensive exit exam has been modified for candidates who complete the program in 2008-2009. The exit exam is given in the final semester of students' course of study. It is an oral examination where each individual student answers questions from two faculty members within a 60-minute time slot. The questions require a practical application of all the knowledge and skills outlined in the educational goals for CHS students.

Exit Project: The 2008 guidelines require all students to do a service project in the community. Student will identify a community problem, create a program to address that problem, and implement the program. Each project, which can be completed in teams, is supervised and evaluated by the G542/G585 instructor.

Annual Student Review: The faculty reviews each student's progress annually.

Alumni Survey: Alumni and area employers were surveyed to ascertain the quality and preparedness of our graduates.

3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . .)

The entire CHS faculty participated in collecting and analyzing the information received from the assessment tools. All members of the faculty as well as guest faculty members participated in the exit exam and the annual poster session where the exit projects were evaluated. The entire faculty, in regularly scheduled faculty meetings, discussed and analyzed the outcomes of the exercises. The minutes of the faculty meetings reflect these discussions.

This year the CHS faculty also altered the program content. Based on CACREP requirements, six semester credit hours were added to the Community Counseling Program. Additionally, based on community needs, a 15-credit graduate certificate in Alcohol and Drug Counseling will be offered beginning fall 2009. The state of Indiana has a professional certification for substance abuse counselors, the Certified Alcohol and Drug Abuse Counselor (CADAC) designation. This program was designed to fill the gap in quality training for substance abuse counselors in Indiana and Michigan, provide candidates with relevant and up-to-date research based training and ultimately to provide substance abuse services to the community.

The faculty members of the Department of Professional Education Services will discuss the assessment data at the September 2009 departmental meeting.

4. After reflecting on assessment activities in your unit, as a result of assessment what are two issues you would like to address?

The Counseling and Human Services faculty members will review the admission requirements in view of candidates' needs and federal financial aide.

Faculty members will also continue to review the student field placement process in order to refine procedures.