2011-2012 Annual Report

Program Name: Counseling and Human Services
School of Education
Department of Professional Educational Services

Report Prepared by: Dr. Terry L. Shepherd, Department Head

Current Assessment Contact for the Program: Dr. Terry L. Shepherd
Dr. Karen Clark
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Should assessment information be sent to anyone else in your department? No.

1. What are the program’s educational goals?
Candidates in the graduate program in Counseling and Human Services in the School of Education are required to meet the standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all candidates in the program (see Table 1). CACREP also has training specialty standards specific to the school counseling degree and the clinical mental health degrees. It is expected that candidates preparing to work as school counselors or clinical mental health counselors demonstrate professional knowledge and skills through didactic and experiential training requirements.

Table 1

<table>
<thead>
<tr>
<th>CACREP Common Core Areas</th>
<th>Description</th>
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<tbody>
<tr>
<td>Professional Identity</td>
<td>Studies that provide an understanding of professional functioning.</td>
</tr>
<tr>
<td>Social and Cultural Diversity</td>
<td>Studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>Studies that provide an understanding of the nature and needs of individuals at all developmental levels.</td>
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</table>
### CACREP Common Core Areas

<table>
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<tbody>
<tr>
<td>Career Development</td>
<td>Studies that provide an understanding of career development and related life factors.</td>
</tr>
<tr>
<td>Helping Relationships</td>
<td>Studies that provide an understanding of counseling and consultation processes.</td>
</tr>
<tr>
<td>Group Work</td>
<td>Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Studies that provide an understanding of individual and group approaches to assessment and evaluation.</td>
</tr>
<tr>
<td>Research and Program Evaluation</td>
<td>Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.</td>
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</table>

A full discussion of CACREP Standards is beyond the scope of this report. The CACREP accreditation information can be found at [www.cacrep.org](http://www.cacrep.org).

### 2. What assessment techniques did the program use?

The Counseling and Human Services Program relies on a number of data sources to measure progress of counseling candidates to determine the success of the programs. The following data sources were employed:

- Program Applicant Review
- Annual Student Review
- Practicum/Internship Evaluations
- Alumni Survey
- Employer Surveys
- Bi-Annual Evaluations

**Program Applicant Review:** The Counseling and Human Services 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.

**Annual Student Review:** The counseling faculty conducts this annual review, and students are notified in writing shortly after the evaluations have been completed. Candidates who receive an unacceptable rating for overall performance meet with the program coordinator and often some sort of remediation plan is implemented. Some faculty members use formative evaluations in addition to summative evaluations during practicum and internship.

**Practicum/Internship Evaluations:** In addition to any evaluation for course requirements, university professors and site supervisors evaluate candidates in practicum
or internship. These evaluations take place each semester. The counseling program keeps all of these evaluations, and uses them to look for general themes across cohorts in addition to any concerns for an individual student. If themes emerge in terms of student preparation, this information is incorporated into any future planning of course adjustments. Practicum and internship candidates are asked to evaluate their site supervisor and their site setting each semester. The site supervisor and site setting evaluations are also reviewed and filed for any future reference.

Alumni Survey: Every other year the Counseling and Human Services Program conducts a survey of alumni and a survey of employers. This survey asks a number of open-ended questions to gather qualitative data on program strengths and weaknesses. Demographic information is also obtained from the instrument, and several quantitative questions focus on candidates’ past coursework, classes, teaching strategies they found most helpful, and use of technology. The focus of these questions is to obtain feedback from graduates now working as counselors with regard to their training and preparation in our program.

Employer Surveys: Employers are surveyed to obtain minimal setting demographics. The remainder of the survey has two sections. Employers rate their employees (former graduates) on their competence with regard to a number of skills relevant to counseling and applicable to the work setting. The final section contains open-ended questions to gather qualitative feedback regarding our graduates and their preparation as a counseling professional.

Bi-Annual Evaluations: The bi-annual evaluations have influenced some recent changes in our program. As the counseling programs were adjusted our program to meet the new CACREP standards, the counseling faculty has aligned courses with the new standards. The content of several courses were changed in response to alumni feedback over several rounds of alumni surveys.

The entire Counseling and Human Services faculty participated in collecting and analyzing the information received from the assessment tools. The entire counseling faculty, in regularly scheduled faculty meetings, discussed and analyzed the outcomes of the exercises. The minutes of the faculty meetings reflect these discussions.

3. What has your program done with assessment information this year?

Assessment information and data has been shared with faculty members at School of Education and the Department of Professional Educational Services meetings. Additionally, assessment data has been shared with stakeholders at the Counseling and Human Services Advisory Board meetings.

4. Does your academic program have courses that fulfill General Education requirements? What general education goals does the course address? How do you assess whether these goals have been met?

This is a graduate level program and does not fulfill any General Education requirements.
5. **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 Program is currently aligning courses, syllabi, and activities to the 2009 CACREP Standards in preparation for re-accreditation with CACREP.

Beginning in the fall of 2013, the Master of Science in Addictions Counseling will be offered to meet the needs of the community.