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Department of Counseling and Educational Psychology

M.A.Ed. in School Counseling
M.A. in Mental Health Counseling

Response to Site Team Visit Report

Council for Accreditation of Counseling and Related Educational Programs

April 2012

Response to CACREP Site Team Report

Visiting Team: Drs. Nick Piazza (Chair), Solange Ribeiro, Rhonda Bryant

Date of Visit: March 18-21, 2012

Report on Site Visit dated 3-20-2012

CACREP 2009 Standards

SECTION I
The Learning Environment: Structure and Evaluation
All Standards Marked as Met in Team Report.

Strengths:

Standard I.D: Program faculty enjoys excellent financial support for faculty development from the department, the Dean of the College of Education, and the Graduate School.

Standard I.I: Because School Counseling is the only accredited program in the State of Kentucky, it offers the most robust training program available in the state.

Standard I.P: The program has a very thorough and systematic procedure for individual faculty to assess student professional development at multiple points throughout the program.

Standard I.W: The site team wants to commend the program for reducing the number of courses taught by adjuncts and assigning more courses to the core faculty. Students were very positive in their response to this change in course assignments.

Suggestions:

Standard I.N: FTE ratio for Fall2011 was 9.24:1. This is in compliance with the CACREP standard and demonstrates that the program has taken positive action to reduce its student/faculty ratio. <u>The site team suggests that the program continue to monitor enrollment, student progress through the program, and graduations to insure that FTE ratios continue to meet standards.</u>

The department chair will analyze the status of the FTE ratio each semester and prepare a report to the College of Education Dean and University Provost if there is movement above the recommended 10:1 FTE ratio.

Standard I.P: Individual faculty do an outstanding job of evaluating student professional development. There is less evidence, however, that the program systematically monitors student academic progress toward degree attainment. <u>The site team recommends that the program implement a formal procedure for tracking student progress through at least annual meetings with the student's advisor.</u> <u>There should also be documentation that faculty as a group conduct regular retention, remediation, and progress reviews.</u> These reviews would be in addition to and supplement the individual student evaluations currently practiced. The site team learned that the university has excellent technological resources available to assist advisors in monitoring students and their progress. <u>We would encourage the program to explore this with the EKU information technology unit.</u>

Underway is the development of a formal procedure to track student progress through at least annual meetings with each student to assess his or her progress toward the degree and plan the remainder of the students program is underway. The university has recently started using DegreeWorks Software for all students. This software allows us to provide each student with a computerized planned program that is available at all times to both the student and the advisor and that keeps a running check of the progress of the students on all identified program requirements. Each student will print a program audit from this system in late September through November and then again in March, prior to enrolling in each semester. The advisee will then be required to email a copy of their audit to their advisor along with any questions or concerns they may have or with a request for an appointment to discuss the audit. Advisers will then have the responsibility of verifying they received and reviewed the emailed copy from each of their assigned advisees. If they do not receive a copy it will be their responsibility to contact their advisee and request it. Each semester, student retention data will be analyzed, documented and recorded in a systematic manner. This will be shared with the faculty and the dean of the college as well as the provost. The chair will work with the EKU Information Technology personnel in finding ways to facilitate this process most effectively using both the DegreeWorks software and our other program software. The faculty will use this systematic analysis to review the progress of all students but also to identify any areas where we need to make changes in the program to assure learning or to address barriers to successful completion of academic programs.

Standard I.V: During the site visit, the team learned that the program has hired a Clinical Director for practicum and internship. This is a very labor and time intensive leadership role in any program. In fact, it is one of only two leadership positions identified in the standards. <u>The site team suggests that due to the complexity, importance, and time commitment of this assignment, this job function be equivalent to a three credit hour course assignment and workload be adjusted accordingly.</u> The team is concerned that

students will be poorly served in their clinical training by someone who has insufficient time to devote to the job.

Effective Fall Semester 2012 the Clinical Coordinator will be given the equivalent of three credit hours course reassigned time to complete the duties and responsibilities of this position. This will include the identification of 30-40 high quality sites from which both practicum and internship students may select each semester. The Coordinator will develop MOAs for each site so that both onsite and university faculty have a mutually shared understanding of the experiences expected of the counselor-in-training and supervisory responsibilities of both onsite supervisor and university faculty member. The Coordinator's responsibilities will include conducting the supervision training of on site supervisors of the practicum and internship students. This individual will also be responsible for the coordination of the curricular experiences for practicum and internship classes.

Standard I.AA: The site team found evidence that continuous evaluation of the program is occurring. The site team suggests that the program adopt continuous systematic evaluation procedures that are more formal and which rely less on informal data collection and personal relationships.

In addition to student forums (which have paid great dividends) now held each semester, the Department Chair will conduct annual student surveys of all students as well as all students graduating each semester. The current surveys used will be examined and modified as judged necessary by the faculty. This data will be collected, analyzed and shared with the faculty.

Standard I.AA.l-3, 5, & 6: There is evidence that faculty have collected feedback data from students and have made use of the data to implement significant changes to procedures and practices as a result. The team was unable to find evidence that the program has systematically sought formal evaluative information from supervisors, employers or cooperating faculty. The site team recommends that the program continue to implement its continuous evaluation program and expand that to include supervisors, employers, and cooperating faculty.

The program has sent two surveys in the past year to stakeholders (graduates and employers) but the return rate has been unacceptably low. We will continue to explore ways to increase the response rate of surveys of our graduates and their employers. This will include a re-examination of the surveys and delivery method to the stakeholders. It is possible that incentives have to be added to encourage participation by said

SECTION Ⅱ
Professional Identity
All Standards Marked as Met in Team Report.

Strengths:

The fact that students in this program have selected an accredited program that is longer and more demanding than other programs in the state speaks highly of their motivation and caliber. The team was impressed with the enthusiasm apparent in the program's students and equally impressed with how supportive and complimentary they were of the program, its curriculum, content faculty, and leadership.

Suggestions:

The site team found evidence that curriculum content is being covered, however, the team noted that this can at times be difficult to ascertain, as curriculum mapping is fragmentary. The team felt that we should be able to look at the syllabus to see a corresponding instructional activity in the schedule that aligns with the content specified in the syllabus. This was not always the case. We found examples of syllabi that claimed to teach certain content, but then were unable to identify specifically where in the course schedule this was covered. Conversely, the initial review found examples of courses that provided coverage of content that was not identified in the syllabus. The team suggests that the program systematically review its syllabi to insure that students can determine what content is to be taught in the course and what instructional activities align with that content.

Currently the specifics of what is required for each class are listed in the course syllabi but then explained with greater detail and with grading rubrics in Blackboard. A plan is already underway to ensure that everything is put in the syllabus for ~~each course~~ requirement. The course syllabi will be designed to ensure that everything the students need to know about the course requirements appears not only in Blackboard but also with equal specificity in the syllabus.

SECTION III
Professional Practice

<p style="text-align:center; color:red;">All Standards Marked as Met in Team Report.</p>

Suggestions:

Standard III.C.4: The program provides training that is required of all site supervisors. The site team did note that some supervisors reported that they had not participated in the training. <u>The site team suggests that the program implement a systematic procedure for tracking supervisors and their training and qualifications.</u> The site team also noted that the program is developing an online program for supervisor training. Such a program would help with qualifying supervisors and tracking who has the necessary training. <u>The team would like to encourage the program to pursue this innovative endeavor.</u>

The newly appointed Clinical Coordinator will develop (and actually has already started to develop) procedures to ensure counselor trainees, practicum and internship sites, and onsite supervisors are tracked. This procedure will document the credentials of the supervisor, the supervision training they have completed as well as the nature of the counseling experience offered at the site.

Although we plan to continue with the development of online supervision training we will continue to offer in person training as well, and we will couple it with the supervision training required of supervisors of Licensed Professional Counselor Associates by the Kentucky Board of Licensed Professional Counselors. We have received permission to do this for NBCC CEU credit and to offer this for Educational Instructional Leadership Hours (EILH) that are required by the state Education Professions Standards Board for CEUs for school personnel such as counselors. By combining the two trainings we will be offering a significant service to onsite supervisors who need both our training and the LPC Board supervision training, as well as required CEUs. This will be a significant service to the supervisors and will help the program build allies in the community.

Standard **III.D:** Supervisors of student teachers receive one free course in compensation for their service. Supervisors of counseling interns receive no compensation or consideration. This raises questions regarding equity of treatment. <u>The site team suggests that the program explore ways to provide equivalent or alternative compensation in recognition of the service provided by site supervisors.</u> An example might be to provide continuing education acceptable for licensure renewal.

This issue is being addressed and is going to take some creative thinking and doing in these fiscally troubled times. We will start with exploring what reinforcement the supervisors would like and appreciate rather than just handing them something they do not necessarily

want. The first thing we will be offering is described above as the supervision training offered for NBCC, EILH and LPC credit and we are looking into other professional development training we can offer that will be wanted by our supervisors and that we can offer in this fiscally tight environment.

Clinical Mental Health Counseling
All Standards Marked as Met in Team Report.

Suggestions:

The site team found evidence that the program is meeting Student Learning Objectives; however, documentation of compliance is incomplete. <u>The site team suggests that the program adopt a curriculum mapping process that maps content and SLOs to the syllabus and that all assignments, measurement techniques, rubrics, etc. be included on the syllabus.</u> Currently, the program delivers much of this material after the class has started through communications via Blackboard. Thus it is not possible for students to know at the start of class what content will be covered, what objectives are addressed, and what assignments and requirements will be needed to perform well in the class.

The mental health counseling program has already established a schedule to review course syllabi annually. Included in this review will be the addition of mapping the SLOs; to curricular experiences, to assessments of those experiences, and to rubrics for those assessments. We will also ensure that this process is assessed including the analysis of the data collected and a discussion of what action should be taken next in the process of assured learning. Faculty will use this process to develop the curricular map and will include all aspects of this on the revised syllabi.
The university has begun a campus wide Assurance of Learning initiative where the emphasis is on using Data to make improvements in programs. This will result in these initiatives in our department being recognized and supported by the university as a whole. The university Assurance of Learning Initiative asks "What improvements should we make based on how students are performing?" This question is addressed through a closed-loop process that has 4 steps: Establishes criteria; Designs measurements; Obtains data; and Takes action based on the data ("Closes the loop.").

School Counseling
All Standards Marked as Met in Team Report.

Suggestions:

The site team found evidence that the program is meeting Student Learning Objectives; however, documentation of compliance is incomplete. <u>The site team suggests that the</u>

program adopt a curriculum mapping process that maps content and SLOs to the syllabus and that all assignments, measurement techniques, rubrics, etc. be included on the syllabus. Currently, the program delivers much of this material after the class has started through communications via Blackboard. Thus it is not possible for students to know at the start of class what content will be covered, what objectives are addressed, and what assignments and requirements will be needed to perform well in the class.

The school counseling program has already established a schedule to review course syllabi annually. Included in this review will be the addition of mapping the SLOs; to curricular experiences, to assessments of those experiences, and to rubrics for those assessments. We will also ensure that this process is assessed including the analysis of the data collected and a discussion of what action should be taken next in the process of assured learning. Faculty will use this process to develop the curricular map and will include all aspects of this on the revised syllabi.
As noted in the item response above, this will fit well with the campus wide Assurance of Learning initiative described above.