**Interim Report**

**Indiana State University**

**August 2014**

**Section I**

**Items marked “Not Met”:**

I.H.4. Client Confidentiality Procedures: Our [informed consent](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CWilliam%20and%20Norma%20Grosjean%20Clinic%20consent%20form.pdf) form for clients in the Norma and William Grosjean Clinic in University Hall has been revised to include more explicit language about the use of recordings. Additionally, we revised the [Norma and William Grosjean Clinic Manual](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CWillaim%20and%20Norma%20Grosjean%20Clinic%20Manual.pdf) and changed “tape” to “recording” throughout. Page 15 of the manual has updated current faculty and supervisors in the clinic.

I.O. Faculty Advisor: During the 2012-2013 academic year, we redistributed advisor assignments. Students were assigned to core faculty members whose primary teaching assignment was not in the students’ major (School Counseling students were assigned advisors in CMHC and CMHC students were assigned advisors primarily in School Counseling). This became problematic when faculty members were asked to sign evaluations forms as the student’s advisor when they had not personally observed the behaviors. Students were confused by essentially answering to three faculty members; instructors, advisors, and program coordinators. Depending upon the faculty members’ role, different information was shared. Student feedback was solicited. The consensus among both faculty and students was to revert to the Program Coordinators serving as the advisors for students enrolled in each program respectively. To support the students, any time a [remediation plan](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CRemediation%20Plan%20spring%202014%20GG.pdf) was implemented; a faculty member from the other program would join the remediation meeting and serve as an advocate for the student. This effectively supports the students and maintains fidelity in the evaluation process. Additionally, we are discussing with students the concept of having a faculty mentor. Students could select among core faculty whom they would like as a mentor. This would be an additional support for students ([COUN meeting minutes – mentors and advisors](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20meeting%20minutes%20-%20advisors%20and%20mentors.docx)). Advising information is provided in the [Student Handbook](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CStudent%20Handbook%20Revised%20July%202012.doc).

I.AA.1 Review by program faculty of programs, curricular offerings, and characteristics of program applicants.

Programs: Our intent was to meet as a counseling area faculty in January and in August of each year to discuss assessment data. Given the structure and sequencing of courses, the fall semester was the most logical time to develop an [Executive Summary of the SLO Data](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5Crevisions%5CExecutive%20Summary%20CACREP%202014%209-23-14.docx), [Clinical Mental Health Program Outcome Report,](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CProgram%20Outcomes%20Report%5CClinical%20Mental%20Health%20Program%20Outcomes%20Report%202014.docx) and [School Counseling Program Outcome Report](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CProgram%20Outcomes%20Report%5CSchool%20Counseling%20Program%20Outcomes%20Report%202014%20Indiana%20State%20University.docx). We have four core faculty members who meet on a bi-weekly basis. We reviewed and aggregated data, then discussed the following data points at the program level:

[Alumni survey data](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Csurveys%5CCounseling_Area_Programs_Alumni_Survey__2012.docx)[, employer survey data](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Csurveys%5CCounseling_Area_Programs_EmployerSupervisor_Survey.docx)[, current student survey data](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Csurveys%5CCounseling_Area_Programs_Graduate_Survey_Current_Student_Survey_-_2012.docx) were gathered into an [Executive Summary of the SLO Data](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5Crevisions%5CExecutive%20Summary%20CACREP%202014%209-23-14.docx) for discussion.

These data are gathered on an annual basis and meeting twice was not productive, so we have moved to an annual discussion about program data in August/September.

Aggregated data from case presentations, course objective sheets, dispositions, and assessments of student skills from supervisors which comprise the benchmark assessments of student work were discussed at the program level each year. Each of these benchmark assessments are discussed in detail later in this document. The most recent results of this data collection and analysis are reported in the [Executive Summary of the SLO Data.](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5Crevisions%5CExecutive%20Summary%20CACREP%202014%209-23-14.docx) Each program identified key progress markers or benchmarks to guide review of both individual student progress and overall program efficacy.

Note on data collection for the surveys listed above: The alumni and employer surveys are both posted on our webpage and may be accessed at any time. We actively seek input from alumni and employers every two years and will distribute the surveys in the fall of 2014. The current student survey is distributed every other year in the spring to collect data from current students. This student survey was collected spring of 2014. The student assessment of internship sites is distributed annually.

Curricular offerings: Indiana’s requirements for licensure and CACREP are fairly prescriptive. As state and accreditation changes occur, we will discuss the need for changes to the curriculum during our annual program evaluation meetings. Over the course of the last two years, we have made curricular changes and have expanded our course offerings. We have completed the necessary university paperwork to re-open our Counselor Education Ph.D. The proposed program of study is noted in [COUN meeting minutes – PhD and schedule changes](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20%20meeting%20minutes%20-%20PhD%20courses%20and%20schedule%20changes.docx). Additionally, we will open a Counseling Minor in the spring of 2015. We have also proposed an Advanced Internship course ([COUN meeting minutes- advanced internship)](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20%20meeting%20minutes%20-%20advanced%20internship.docx). Students are currently enrolled in two semesters of internship. Based upon meeting licensure requirements in other states, we felt this would better capture the work our students are performing in their second semester and strengthen their transcript.

Program applicants: Applicant reviews begin in December and January. A support staff member produces a descriptive Excel file of all applicants. The academic characteristics of applicants for master’s programs are compiled and reviewed by the faculty to determine who should be invited for on-campus interviews.  For the master’s program, characteristics reviewed include program area, undergraduate GPA, post-baccalaureate GPA (if applicable), previous master’s degree GPA (if applicable), GRE or MAT scores, past work experience, professional goals statement, professional references, and applicant gender and race.  A [Sample Copy of CDCSEP SC CMHC ENDS Adm Database](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CSample%20Copy%20of%20CDCSEP%20SC%20CMHC%20ENDS%20Adm%20Database.xlsx) of the master’s applicant pool is provided for review. Once the interview pool is selected, applicants are invited to campus for an on-site interview. [Rating forms](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5CInterview%20Form%20and%20Questions.pdf) are used by faculty members and graduating students to record applicant strengths and weaknesses. Final decisions are made by the faculty within two weeks after the interview day is completed.

I.AA.4. Student Learning Assessment:

Our student learning outcome assessment has been revised. The School Counseling program initially identified TK20 as the platform we would use to collect student learning outcome data. This platform was not user friendly and relied upon other individuals to aggregate the data. Faculty members were uncomfortable asking colleagues to perform additional duties for reports outside their area of expertise. As a result, we have moved to using Excel as the primary data collection platform. The CMHC program utilizes a combination of Qualtrics and Excel to collect and aggregate data. Counseling faculty members meet annually to review all available data to inform decision making.

Each program has identified key progress markers or benchmarks to review both individual student progress and overall program efficacy. These are reported annually through TaskStream for university assessment. The most recent reports are [Task Stream Report Data Clinical Mental Health Program 2014](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CTask%20Stream%20Report%20Data%20Clinical%20Mental%20Health%20Counseling%202014.docx) and [School Counseling Program Assessment Findings 2014](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CSchool%20Counseling%20Program%20Outcomes%20Report%202014%20Indiana%20State%20University.docx).

 Course evaluation forms were created for one course to measure how well the students felt able to articulate, and when appropriate, apply the knowledge, practice, and skills from the course. Student names are not attached to these forms. They are for course evaluation purposes only, as an additional layer of assessment beyond the generic course evaluation forms, SIR II, required by the University. This was a pilot to determine if the results yielded are equivalent to the amount of work involved in creating, distributing, and compiling the forms and the data. The data we obtained were not worthy of the time spent. We have attached sample form for the course [COUN 633 (Counseling Theories](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5C633%20SLO%20form%20draft.docx)). This will not be utilized in our assessment plan.

Each semester students were instructed to meet with their advisors to discuss progress in the program based on their grades in courses and benchmark evaluations. As stated earlier, in assigning advisors outside of the student’s primary degree, this became extremely problematic. Assigned advisors had difficulty completing Student Progress Evaluation forms for SC and for CMHC with fidelity. This was resolved when the Program Coordinator or direct supervisor completed the forms. Advisors use the data collected on the benchmark assessments and interactions with the student, and if needed other faculty members and supervisors, to determine whether the student exceeds, meets, or does not meet expectations. Most students receive marks of “Meets” on most areas, with some receiving marks of “Exceeds” or “Does Not Meet.” Any mark of “Does Not Meet” triggers a discussion about how the student plans to improve in that area. Ongoing or serious concerns may trigger the generation of a remediation plan. We have attached samples of [Student Progress Evaluations](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CStudent%20Progress%20Report.pdf) for review.

Results of analysis of all of the following data points are included in the [Executive Summary of the SLO Data.](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5Crevisions%5CExecutive%20Summary%20CACREP%202014%209-23-14.docx)

The identified benchmark assessments for each program are:

Clinical Mental Health Counseling:

**Oral and written case presentations**- This is a comprehensive and developmental assignment students complete three times: once in practicum, once in the first semester of internship, and once in the final semester of internship. The third iteration of this assignment also serves as the capstone evaluation of student work prior to graduation. Students write a comprehensive report about a client from the counseling clinic in practicum or from their external internship site during internship. They discuss the client’s background, history, multicultural considerations, and reactions to assessments. The student then uses this information to form a diagnostic impression, create a case conceptualization grounded in counseling and developmental theories, create a treatment plan, design appropriate interventions, and discuss the client’s progress in treatment. ([Rubric for oral case in 634](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5Coral%20case%20prac%20rubric.docx), [written case rubric in 634](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5Crubric%20written%20case%20prac.docx), [rubric for oral presentation in 739D](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5Crubric%20oral%20case%20intern.docx)[, and rubric for written presentation in 739D](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Cwritten%20case%20intern%20rubric.docx))

The CMHC program coordinator compiles students’ scores on the oral and written case presentations to determine that students are able to meet expectations in working with clients. The [CMHC Score spreadsheet](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCMHC%20Score%20Spreadsheet.xlsx) from the 2013-2014 academic year is attached.

**Recording evaluation forms**: These forms rate the quality of student counseling work during internship. Students submit a total of six recordings across two semesters of internship. The recordings are rated by their university supervisors. We are now collecting the data from these rating forms and aggregating them to look for patterns of student strengths and weaknesses ([sample form](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5CRecording%20Evaluation%20Form.docx) [spreadsheet](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5CTape%20evaluation%20cmhc%202012.doc)). Beginning this fall, we will be using Qualtrics to rate the students on the same skills.

**Supervisor assessments:** Supervisor assessments rate student’s counseling and professional skills during practicum and internship. The rating forms for the CMHC program are now housed in Qualtrics to make data collection and analysis simpler. A copy of the paper version of the [forms](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5CEVALUATION%20OF%20COUNSELOR%20BEHAVIORS.docx) and [the COUN 739D Site Supervisor Evaluations](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20739D%20Site%20Supervisor%20Evaluation.docx) and [COUN 634 Clinic Supervisor Evaluations](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20634%20Clinic%20Supervisor%20Evaluations.docx) from the 2013-2014 practicum and internship are provided for review.

**Dispositions:** At three points during the program, students are assessed on their professional dispositions. The first assessment is completed by the student, the second by a faculty member, and the third by the internship supervisor. A sample of the [form](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5CPersonal%20Dispositions.docx) and [the CMHC Personal Disposition Assessment](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCMHC%20personal%20disposition%20assessment.doc) of aggregated data from the previous academic year are attached.

**NCE scores**: These are examined by the program coordinator when they are received each summer and are discussed in the first faculty meeting in the fall. We view NCE scores as a salient benchmark for overall program efficacy. Results are discussed in the [Executive Summary of the SLO Data](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5Crevisions%5CExecutive%20Summary%20CACREP%202014%209-23-14.docx).

**Self- assessment of skills:** Students are expected to reflect on their own personal and professional development at regular intervals throughout the program. This is done formally via the self-assessment of skills [form](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5CSelf.docx) at several points during practicum and internship. In practicum, the student turns in a self-assessment of skills with their oral and written case presentation documents. In internship, students complete the self-assessment with each of their case presentations for a total of four data collection points in internship, and a total of six across the program ([spreadsheet](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Ccmhc%5CCMHC%20739D%20self%20assessment%20of%20skills.doc) from academic year 2013-2014).

School Counseling:

**Case Presentations**

This is a comprehensive and developmental assignment students complete three times; once in practicum, once in the first semester of internship, and once in the final semester of internship. Students write a comprehensive report about a K-12 student from their field experience site during practicum and internship. They discuss the client’s background, history, multicultural considerations, and reactions to assessments. The student then uses this information to develop goals with the K-12 student. The SC student creates a case conceptualization grounded in counseling and developmental theories, designs appropriate interventions, and discusses the K-12 student’s progress in treatment ([Case Presentation](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCase%20Presentation%20Assignment-Rubric%20-revised%202014.doc)).

The School Counseling program coordinator compiles students’ scores on the case presentations to determine that students are able to meet expectations. The coordinator also collects data on how students are rated by the different instructors in the course to ensure interrater reliability ([Interrater Reliability](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CInterrater%20reliability%209-18-14.xls)).

**Recording Evaluation Forms**

These forms rate the quality of student counseling work during internship. Students submit two recordings, one each semester of internship. The recordings are rated by their university supervisors. We are collecting the data from these rating forms and aggregating them to look for patterns of student strengths and weaknesses ([The Individual Counseling Evaluations of Internship](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CSC%20docs%5CIndividual%20Counseling%20Evaluations%20Internship%20Spring%202014.xlsx)).

**Supervisor Evaluations**

Supervisor assessments rate each student’s counseling and professional skills during practicum and internship. The rating forms for the School Counseling program are collected at the end of each field experience course: Supervised Fieldwork, Counseling Practicum, and Internship. These forms can be completed either in a hard copy or as an electronic form, whichever the on-site supervisor prefers. A copy of the spreadsheets and blank forms ([practicum](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CSC%20docs%5CIndividual%20Counseling%20Evaluations%20Counseling%20Practicum%20Spring%202014.xlsx) and [internship](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CSC%20docs%5CIndividual%20Counseling%20Evaluations%20Internship%20Spring%202014.xlsx)) from the 2013-2014 year can be found in UAS Data Collection School Counseling Spring 2014.

**Dispositions**

At three points during the program, students are assessed on their professional dispositions. A blank [form](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CSC%20docs%5CSD%20Dispositions.doc) is provided for review. The first assessment is completed by the student during their first field experience, Supervised Fieldwork. The second assessment is completed by an ISU faculty member during the second field experience, Counseling Practicum. The final assessment is completed by an on-site internship supervisor. The aggregated data can be found in UAS Data Collection School Counseling Spring 2014.

**Self-Assessment of Skills**

Students are expected to reflect on their own personal and professional development at regular intervals throughout the program ([Self-Reflection form](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CSelf-Reflection%20Form.xls)). Students assess the effectiveness of each session spent with K-12 students on every case note. Formal documentation of students’ self-assessment is gathered during practicum and internship when students submit case presentation documents. The COUN 739B [Self-Assessment of Skills](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CSC%20docs%5CStudent%20Self-Reflection%20Form%20Internship%202011-2014.xls) from academic year 2013-2014 is provided.

**Professional Development Presentations**

During Internship, COUN 739B, students research a topic, write a formal paper, and are responsible for a 45 minute Professional Development Presentation. Students are scored on scholarly content, handouts, and organization and delivery of presentation. The course instructor shares scores with the Program Coordinator. A copy of the [presentation rubric](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CProfessional_Developement_Rubric.doc) is provided for review. Data from the past several years may be found on the [Interrater Reliability spreadsheet.](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CInterrater%20reliability%209-18-14.xls)

I.AA.5. Use of findings:

Program modifications are made on an as-needed basis when identified by members of the faculty, students, alumni, or community partners and when reviewing the SLO benchmarks annually. Ideas for innovations are brought to counseling area faculty meetings for discussion and consideration. Once a course of action is determined, it is agreed upon by the faculty and enacted. Examples of changes include adjustments to course sequencing, combining multiple sections of the same course to encourage cross specialty collaboration, and developing procedures/protocol for non-degree licensure-only students. Please review the recent minutes for examples. [[COUN meeting minutes- PhD, merging of sections (distance concerns), core faculty in early coursework](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20meeting%20minutes-%20PhD%2C%20merging%20of%20sections%28distance%20concerns%29%2C%20core%20faculty%20in%20early%20coursework.docx); [COUN meeting minutes - procedures for non-degree students]](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20meeting%20minutes%20-%20procedures%20for%20non-degree%20students.docx) Both of these documents are included on the cd and in hard copy.

I.AA.6. Official Report Distribution:

An [Executive Summary of the SLO Data](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5Crevisions%5CExecutive%20Summary%20CACREP%202014%209-23-14.docx) has been created. It is posted on the programs’ homepage and was emailed to a variety of stakeholders, including: ISU assessment leadership, the Deans of the Colleges of Education and Graduate and Professional Studies, current site supervisors, and current students.

**Section II**

**Items marked “Not Met”**

II.B.2. Reflect Input on program objectives: We modified the [alumni survey](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5Crejoinder%20ISU%5Csurveys%5CCounseling_Area_Programs_Alumni_Survey__2012.docx) to include a question about program objectives. Plans to solicit feedback via paper survey at Counselor Day on Campus were dismissed due to low attendance by alumni. We also surveyed employers who have hired our graduate students. Data from both surveys are included in [the Executive Summary of the SLO Data](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5Crevisions%5CExecutive%20Summary%20CACREP%202014%209-23-14.docx). Both the Alumni Survey and Employer Survey are posted on our website. Additionally, an Advisory Board has been created for our department this year and will serve to provide feedback on all programs.

**Section III**

**Items marked “Not Met”:**

III.F.2: Individual Supervision: In the School Counseling program, ISU supervisors from Counseling Practicum will email onsite supervisors on a biweekly basis to ensure students are progressing and receiving on-site supervision. The [Counseling Practicum On-Site Supervisor Form](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCounseling%20Practicum%20On-site%20Supervisor%20Contact.docx) will be completed by ISU supervisors. This was implemented in Spring 2013. Our students have either two or three site supervisors during their practicum experience. All were contacted by ISU supervisors and feedback was requested. As this was a new practice, many of our site supervisors responded with one quick sentence. They have been accustomed to contacting ISU if there was a problem. We continue to make this a priority and an expectation of supervising our students. A [Practicum Student Progress Form Sample](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCounseling%20Practicum%20On-site%20Supervisor%20Contact%20Sample.docx) is provided for review.

**Specialty Areas: Clinical Mental Health Counseling**

**Items marked “Not Met”:**

A.9 Impact of crises: This standard is met in the CMHC program via the course, COUN 631 Family Violence, Trauma, and Crisis. The [COUN 631](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20631%20Family%20Violence%20Syllabus.docx) syllabus and [Crisis Final Exam](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCRISIS%20FINAL%20EXAM%202014.docx) are attached here.

C.4. Addictions and co-occurring disorders: This standard is met in the course, [COUN 595](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCounseling%20Workshop%20595-Substance%20Abuse%20Fall%202013.doc) Treatment of Substance Abuse Disorders. Specific steps were taken to add to the student’s fund of knowledge and assess his or her understanding of addiction. A reading was added that offered key information and served as a critical resource for students. This addressed specifically the etiology of addiction. A quiz measures the student competency in this area of the course content.

 C.6. Crisis intervention: Crisis intervention is also covered in the course, COUN 631 Family Violence, Trauma, and Crisis ([COUN 631 syllabus](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20631%20Family%20Violence%20Syllabus.docx) and [Crisis Final Exam](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCRISIS%20FINAL%20EXAM%202014.docx)).

**Specialty Areas: School Counseling**

**Items marked “Not Met”:**

C.1. Effective counseling and wellness programs:

This standard is met in the three courses, COUN 793B Supervised Fieldwork, COUN 634 Practicum, and COUN 739B Internship. In Supervised Fieldwork, the Student Success Skills Curriculum is required for all students in the course. This researched based curriculum focuses on helping students key cognitive, social, and self-management skills they need to succeed. [COUN 793B syllabus](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCoun%20793B%20Syllabus%202014.pdf) is provided for your review. Students’ individual counseling skills are monitored throughout practicum and internship. [Individual Counseling Practicum Evaluations](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CSC%20docs%5CIndividual%20Counseling%20Evaluations%20Counseling%20Practicum%20Spring%202014.xlsx) and [Individual Counseling Internship Evaluations](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5CSC%20docs%5CIndividual%20Counseling%20Evaluations%20Internship%20Spring%202014.xlsx) note student skill levels.

C.6. Crisis intervention:

The textbook: Willer, J. (2009). *The beginning psychotherapist’s companion.* Rowman & Littlefield was required in [Counseling Practicum, COUN 634.](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20634%20Practicum%20-SC.docx) In [COUN 731](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CCOUN%20731.doc) Organization and Administration of Guidance Programs crisis intervention is discussed from a leadership perspective. Students demonstrate knowledge during class discussion. If we feel students are not reading or participating, a quiz covering relevant topics may be given ([crisis intervention quiz](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5Ccrisis%20intervention%20%20quiz.docx)).

L.3. Differentiated instructional strategies:

This standard is met in the course, COUN 793B, Supervised Fieldwork. Each student is required to complete a [Classroom Developmental Guidance Plan](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CClassroom_Developmental_Guidance_Lesson_Plan%20Updated%20October%202012.doc). Students are required to note differentiated instructional strategies utilized for every lesson taught. Additionally, this item is included in their [Student Reflection Form – Developmental Guidance Lesson](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CStudent%20Reflection%20Form%20-%20Developmental%20Guidance%20Lesson.doc) that is required upon completion of all classroom lessons. In COUN 739B Internship, all students are required to complete a Professional Development Presentation. The [Professional Development Rubric](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CProfessional_Developement_Rubric.doc) scores student presentations and specifically notes differentiated instructional strategies.

M.6. Peer Programming Interventions:

The standard is met in the course, COUN 731 Organization and Administration of Guidance Programs, and COUN 739B Internship. In COUN 731, students are required to develop a Comprehensive School Counseling program utilizing the Redesigning School Counseling on-line template. As part of this requirement, students must incorporate peer programming interventions, either in the form of peer mediation programs, peer tutoring programs, or peer mentoring programs ([Redesigning School Counseling assignment](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CRedesigning%20School%20Counseling%20assignment.docx)). This standard is also met in COUN 739B Internship. Attached is a copy of a student’s [Individualized Internship Educational Plan](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CIndividual%20Internship%20Educational%20Plan%20July%202013.doc). All students must complete this document, sign it, and obtain signatures from both their site supervisor and program coordinator. This requirement is on page 3: “conduct peer programming/peer helping strategies.”

N.4. Peer Helping Strategies:

This standard is met in the course, COUN 739B Internship. Historically, students meet this standard during internship and specifically when conducting individual sessions and facilitating groups. We have amended the Individualized Internship Educational Plan to state specifically that all students must address peer helping strategies at one of their placement sites. This could take the form of incorporating peer helping strategies into individual sessions, facilitating groups, or program coordination. A revised [Individualized Internship Educational Plan](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CIndividual%20Internship%20Educational%20Plan%20July%202013.doc) and copy of [Individualized Internship Educational Plan](file:///C%3A%5CUsers%5Ctbalch%5CDocuments%5CBackup%204-26-12%5CMy%20Documents%5CCACREP%5C2014-15%5CInterim%20Report%20Documents%5CIIEP.pdf) are attached and provided in a hard copy for your review.