

## Section 1: The Learning Environment

### Specific Requirements:

1.X: Core Faculty Professional Identity - All core faculty members are required to align with the profession through sustained professional memberships in counseling organizations and showing evidence of sustained professional development and renewal activities, scholarship, and research in counseling. At this time, not all identified core faculty are meeting the expectations of this standard. Therefore, we encourage consideration of how to enhance the professional counseling identity for all core faculty.

The Department of Applied Clinical and Educational Sciences has provided monetary support for the one specific faculty member to join [ACA and ACES](#). This will continue annually. Additionally, the faculty member will be attending a Trauma Informed School Conference in October. This will be funded through the university as well. There is a strong commitment on this faculty member to ensure her professional identity aligns with CACREP expectations for core faculty members. Although she has presented at APA, she has not been a member of APA for more than of 5 years.

1.CC and 1.DD: The structure of the counseling unit is that three core faculty serve as program-area coordinators. While Dr. Chris McDonald serves as the Department Chair where the counseling unit is housed, Drs. Balch, Viviani, and Wagner coordinate and lead the three specialty areas. As these three coordinators are also responsible for leading practicum/internship, there is a concern that these leadership functions are not meeting standards I.CC and I.DD as they are currently structured. Provided job descriptions outline an extensive list of duties and responsibilities that only come with one course release per year. The program is encouraged to examine the leadership structure in the department to ensure that both counseling unit oversight and practicum/internship coordination are clear, distinct roles with job descriptions and that those serving in counseling unit oversight have workload adjustments that reasonably allow for administration of the unit.

Program coordinators met with the department chair to discuss creating a Practicum/Internship coordinator. Two options were discussed, either a core faculty who was not coordinating a program would be the Practicum/Internship supervisor or it would leave the department and be a duty for the assessment officer. Faculty consensus was to appoint Dr. Bridget Roberts-Pittman as the [Practicum/Internship Coordinator](#). Dr. Roberts-Pittman has strong connections with both the mental health community and local school district. She will be an ideal in this position and relieve program coordinators of placement and contract duties. Below are the job descriptions for the CMHC & SC program coordinators.

[CMHC](#)

[SC](#)

## Section 2: Professional Counseling Identity

### Specific Requirements:

2.D: Syllabi - Syllabi provided to the team for review did not follow a clear template, making it difficult to ascertain that all syllabi included the required elements under this standard. For example, not all syllabi include knowledge and skills outcomes, and when these were present, they were sometimes not anchored to CACREP standards or learning activities. Even courses that are taught outside of the program that are identified as required for counseling students must show coverage of required accreditation standards and learning activities.

Syllabi have a common format with all CACREP required elements and standards listed for that course in a table format. Every standard in the course is in the table and if a KPI is in the course, it is highlighted in a CACREP standards table. Faculty have made this change for all Fall 2021 syllabi and will use the same format when developing spring syllabi. Fall syllabi are in the Curriculum file. We want to develop the new syllabi with fidelity and not simply rush. Changes in courses/assignments will be noted in the Annual Report.

2.F.3.a - 2.F.3.i: Human Growth and Development standards - On the crosswalk, ESY 621- Development Through the Lifespan was identified as the primary course where these standards are met. There was no information in the provided syllabus to support this assertion. The program is encouraged to work with all faculty (core, adjunct, and affiliate) to ensure that core courses required for completion of the CACREP degree include evidence of standards met and learning activities aligned with those standards. For the school counseling program, these standards were only identified as being met in COUN 739B-School Counseling Internship, and there was no evidence of their coverage in that syllabus. It is strongly recommended that the Counseling department develop and teach their own Human Growth and Development class that can be taken by both CMHC and SC students and can therefore fulfill the requirements for this core area of the CACREP standards.

Program coordinators met with the department chair. The request to move this back to core faculty was heard. The chair was open to either moving the course to core faculty or teaching the course herself and ensuring all CACREP standards are included in the syllabus and are accurately assessed. At ISU, department chairs are required to teach one course. Dr. MacDonald has taught this course with fidelity in the past. The Development through the Lifespan syllabus ([EPSY 621](#)) has been updated to reflect the standards and how they are met in the course.

2.F.5.c: Theories and models of consultation - Reviewers found evidence of coverage of this standard in the SC program during the COUN 535-Introduction to School Counseling course, but not in CMHC. For the CMHC program it is identified on the crosswalk as only being covered in COUN 634-Practicum, but it is not identified on that syllabus.

The syllabi for [COUN 534](#), Foundations of Clinical Mental Health Counseling and [COUN 710](#), Community Counseling have been revised and clearly note how this standard is met in both courses.

2.F.5.m: Crisis Intervention Strategies - Reviewers found evidence of coverage of this standard in the CMHC program during the COUN 634-Practicum course, but not in the SC program. In

the SC program, it is identified on the crosswalk as only being covered in COUN 739B-School Counseling internship, and there is no evidence of its coverage on that syllabus.

This standard will be covered in COUN 634, Practicum and COUN 731, Organization and Administration of Guidance Programs, Suicidal Ideation & [Safety](#) Plan assignment and Suicide Prevention Project respectively. The book, *School Crisis Prevention and Intervention, Second Edition* will be added to COUN 731, Organization and Administration of Guidance Programs in the fall of 2021. The Practicum syllabus will be updated prior to spring.

2.F.8.a - 2.F.8.j: Research and Program Evaluation standards - On the crosswalk, COUN 628 is indicated as a primary course where standards are met for the SC program. However, no information was found about these standards on the syllabus. This is similar to other courses noted on the crosswalk (COUN 634, COUN 666, COUN 738D, COUN 739B); while these standards may be covered within the curriculum, they are not specifically indicated in the syllabi as to how the standards are being addressed (e.g., readings, discussions, assignments, quizzes, etc.). The COUN 620 course could potentially address most of the 2.F.8 standards; however, it currently only focuses on research (no program evaluation), and no CACREP standards are provided on the syllabus.

This standard is met through Foundations of Qualitative and Quantitative Research, [COUN 620](#). Please note on the syllabus how standards are met. A significant number of these standards are also in Appraisal in Counseling, COUN 628. That syllabus will be updated to include a CACREP table clearly noting how standards are met. For the SC program, standard d is met through Organization and Administration of Guidance Programs ([COUN 731](#)). This standard is met in the CMHC program in Foundations of Mental Health Counseling ([COUN 534](#)). Standard e is met in Practicum for both programs.

### **Section 3: Professional Practice**

Specific Requirements:

3.O: Doctoral students serving as supervisors -The team could not find evidence that doctoral students serving as supervisors have completed or are receiving preparation in clinical supervision. The program should provide evidence that students serving as supervisors have completed training in supervision and are under the supervision of counselor education faculty.

All doctoral students completed their Supervision (COUN 834) course prior being in the clinic or providing any individual or triadic supervision. All of their supervision is recorded so that their faculty supervisor reviews the recording and meets with them for weekly supervision while they are providing supervision. After they take the Supervision course, they provide supervision in the clinic and are supervised by faculty and other

licensed supervisors in the live supervision model. This is also noted in the [Counselor Education & Supervision Student Handbook](#) (pg. 16) and is in the syllabus for [COUN 834](#).

3.P: Site supervisor credentials -The team could not find evidence that site supervisor training in supervision was verified. It is noted that the counseling department is in the process of developing orientation and training videos that will provide opportunities to verify site supervisor credentials.

Drs. Balch and Viviani met with Dr. MacDonald, department chair, regarding the development of supervision videos for all site supervisors to review prior to supervising ISU graduate students. Dr. MacDonald agreed to a course release in the fall of 2021 for Dr. Viviani to complete the videos. They will be shared with current supervisors and beginning next year, prior to supervising our graduate students.

3.Q: Orientation and training for site supervisors - The program is in the process of developing additional orientations and trainings for site supervisors, but due to COVID, these have not been fully developed or implemented.

Drs. Balch and Viviani met with Dr. MacDonald, department chair, regarding the development of orientation and training videos for all site supervisors to review prior to supervising ISU graduate students. Dr. MacDonald agreed to a course release in the fall of 2021 for Dr. Viviani to complete the videos. They will be shared with current supervisors and beginning next year, prior to supervising our graduate students.

#### **Section 4: Evaluation in the Program**

Specific Requirements:

4.A: Systematic written plan for evaluation of the program -While the counseling program does have a spreadsheet called, "Program Evaluation" that outlines the program objectives and data points, this plan does not include a description of the cycle and process of evaluation in the program, how data points represent multiple measures over multiple points in time, and how the outcomes are specifically evaluated against measures like Key Performance Indicators (KPI's). Reviewers noted that much of the narrative provided in the original self-study could potentially be used to inform the development of a comprehensive assessment plan.

*A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.*

The data points, *case presentations* and *dispositional assessments*, identified to evaluate the program objectives address all seven of the program objectives.

The *case presentations* address the following objectives:

1. Students will develop a knowledge base relevant to their profession.
2. Students will develop knowledge and skill relevant to scholarly activity research and inquiry.
3. Students will develop knowledge of diversity in their academic career at ISU.
4. Students will develop appropriate counseling knowledge and skills.

The *dispositional assessments* address the following objectives:

5. Students will develop knowledge of professional ethics and standards based on applicable professional organizations and other applicable ethical standards (such as state licensure standards). In addition, students will apply these ethics and standards in their professional practice.
6. Students will develop an appropriate professional identification.
7. Students will demonstrate the disposition necessary to be an effective counselor and advocate.

\*\*\* Case presentations will be assessed at three points in each program utilizing the same rubric. In courses with multiple instructors, interrater reliability data is collected. The case presentations will be assessed during Practicum for first year students. In Internship each fall for second year students. The final assessment will be the last spring semester, Advanced Internship for CMHC and Internship for SC. The rubric is consistent across all courses.

\*\*\*Dispositional Assessments will be every fall and spring semester. Identified courses for dispositional assessment are:

CMHC: Techniques in Counseling, Practicum, Internship, and Advanced Internship

SC: Fieldwork, Practicum, Internship (fall), and Internship (spring).

CE:

The data points identified to evaluate the program objectives address all six of the program objectives.

The practicum/internship supervision addresses the following objectives:

1. Students will have clinical counseling experiences beyond that required of master's level clinicians.
5. Students will have supervised practicum and internship experiences to improve their knowledge and skills as clinicians as well as to prepare them to work with counselor education students and community-based masters' and doctoral level clinicians.

The research paper addresses the following standards:

2. Students will have research and scholarship experiences to prepare them to conduct research studies and then share those results with various stakeholders

including their local and regional community, their colleagues, and the local, state, regional, national, and international counseling communities.

The dispositional assessments address the following objectives:

3. Students will have supervision experiences to prepare them to work with counselor education students as well as entry level masters' and doctoral level clinicians.
4. Students will have teaching experiences to prepare them to work with counselor education students at the masters' and doctoral levels.
5. Students will have leadership and advocacy experiences to prepare then to work with counselor education students as well as members of their community, state, and national organizations.

Data that will be collected:

*CMHC:*

- (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;

Three primary data points collected relative to knowledge, skills, and dispositions are, NCE scores, dispositional assessments each semester, and case presentations in Practicum, Internship, and Advanced Internship.

- (2) demographic and other characteristics of applicants, students, and graduates;

Demographic information is compiled during the application process and finalized for students during the first course on campus. This information is reported each year in the Vital Statistics Report.

- (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The graduate survey asked program level questions, knowledge areas and skills, and strengths and suggestions for improvement. Site supervisors' dispositional assessments are reviewed by faculty teaching the experiential courses and is a component of the students' files. A Qualtrics survey was developed in July, 2021, and was shared via two social media platforms and sent to alumni's ISU email account requesting their place of employment, direct supervisor, and supervisor's email. An employer survey has been developed in Qualtrics and will be sent to employers early this fall when we have collected sufficient supervisor names. To date, we have had only 10 responses.

*SC:*

- (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;

Three primary data points collected relative to knowledge, skills, and dispositions are, Practicum case presentation scores, Internship case presentation scores in the fall and spring, and dispositional assessments each semester.

- (2) demographic and other characteristics of applicants, students, and graduates;

Demographic information is compiled during the application process and finalized for students during the first course on campus. This information is reported each year in the Vital Statistics Report.

- (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The graduate survey asked program level questions, knowledge areas and skills, and strengths and suggestions for improvement. Site supervisors' dispositional assessments are reviewed by faculty teaching the experiential courses and is a component of the students' files. A Qualtrics survey was developed in July, 2021, and was shared via two social media platforms and sent to alumni's ISU email account requesting their place of employment, direct supervisor, and supervisor's email. An employer survey has been developed in Qualtrics and will be sent to employers early this fall when we have collected sufficient supervisor names. To date, we only have 6 responses.

*CE:*

- (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions:

Three primary data points collected relative to knowledge, skills, and professional disposition are annual dispositional assessments, teaching/scholarship/service portfolios, and course evaluations.

- (2) Demographic and other characteristics of applicants, students, and graduates:

Demographic information is compiled during the application process and finalized for students during their first course on campus. This information will be reported each year in the Vital Statistics Report.

- (3) Data from systemic follow-up studies of graduates, site supervisors, and employers of program graduates.

At this point, we do not have graduates as our first cohort will graduate in May 2021. We are in the process of gathering data from site supervisors at this time.

#### Procedure for how and when data will be collected

*CMHC:*

- (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;

NCE scores are sent electronically to the program coordinator each spring. Students take the NCE during their final semester on campus. Dispositional assessments are reviewed by faculty teaching practicum, internship, and advanced internship at the end of each semester. Any concerns are shared during executive sessions of the counseling area meetings. The case presentations are during practicum, internship, and advanced internship. Faculty teaching each course will collect the data. Faculty will utilize Microsoft Teams for data storage and ease of collection.

- (2) demographic and other characteristics of applicants, students, and graduates;

Demographic information is compiled and maintained by a support staff member, Paula Cramer. Data collection begins during the application process and is updated as needed. This information is shared with CACREP liaison when writing Vital Statistics Report annually.

- (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The CACREP liaison is responsible for data collection. Surveys are vetted through the counseling area faculty. Graduate surveys will be sent in May every three years. Site supervisors' evaluations are reviewed each semester and are placed in students' file. Once we receive employer names and email addresses, an employer survey will be sent fall 2021.

*SC:*

- (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;

Interrater reliability scores are kept for both Practicum and Internship case presentations. This is collected as students share their case presentations during class in Practicum and twice during Internship (fall and spring) in an Excel spreadsheet and maintained by the lead instructor for the course. At the end of the semester, this data is shared with the program coordinator. Dispositional assessments are completed at the end each semester and placed in students' files. Dispositional assessments are completed by both ISU faculty and site supervisors during students' time at ISU.

- (2) demographic and other characteristics of applicants, students, and graduates;

Demographic information is compiled and maintained by a support staff member, Paula Cramer. Data collection begins during the application process and is updated as needed. This information is shared with CACREP liaison when writing Vital Statistics Report annually

- (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.



The CACREP liaison is responsible for data collection. Surveys are vetted through the counseling area faculty. Graduate surveys will be sent in May every three years. Site supervisors' evaluations are completed at the end of Practicum and Internship by students in each respective course. Once we receive employer names and email addresses, an employer survey will be sent fall 2021.

*CE:*

- (1) Aggregate student assessment data that address student knowledge, skills, and professional dispositions:

Dispositional assessments are reviewed by program faculty each year. Any concerns are shared during executive sessions of the counseling area meetings. Course evaluations and Teaching /scholarship/service portfolios are reviewed annually at the same time as dispositional assessments. University annual reports are completed annually in October by Program Directors.

- (2) Demographic and other characteristics of applicants, student, and graduates:

Demographic information is compiled and maintained by a support staff member, Paula Cramer. Data collection begins during the application process and is updated as needed. This information will be shared with CACREP liaison when writing the Vital Statistics Report annually.

- (3) Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Surveys are vetted through the counseling faculty. Once we have graduates, graduate surveys will be sent in May of each year. Site supervisors' evaluation are reviewed each semester (for external placements) and are placed in students' file.

#### Method for review/analysis

*CMHC*

- (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;

NCE Score are reviewed by content matter and compared to national averages. If there are any content areas below the national average, the syllabi and textbook are reviewed and additional content or supports are incorporated into the course primarily covering the content area. If content is embedded in multiple courses both syllabi are reviewed. Case presentations are reviewed by faculty teaching Practicum, Internship, and Advanced Internship. Scores will be recorded on an interrater reliability excel sheet and examined by counseling faculty to ensure the rubric is measuring the skills and disposition we are hoping to track. The interrater reliability scores during Practicum inform the Internship instructor and Internship scores inform the program. KPI data is also reviewed at this time. KPIs were selected from core courses that would demonstrate specific knowledge,

skills, or dispositions. Many of the KPIs are directly related to specific sections on the case presentation rubric. This provides another data point to inform the program.

Dispositional Assessment are reviewed by faculty teaching the course and the program coordinator. Two KPIs were related to student dispositions. These were reviewed as they addressed the role and process of the professional counselor advocating on behalf of the profession and legal and ethical considerations. There are very few surprises as the faculty meet every other week and discuss any student concerns, either academic, skills, or dispositions during executive sessions. By the end of the semester, if a concern has been raised, a remediation success plan would be in place. Over the course of the past three years, three out of four students on remediation success plans were successful.

(2) demographic and other characteristics of applicants, students, and graduates;

Demographic information is reviewed after our interview day on campus. We attempt to develop a diverse cohort based upon admissions criteria and including undergraduate degree, race/ethnicity, age, locale, etc. Students in the program draw from Indiana and often, rural Indiana. We have a high persistence rate among all demographic groups.

(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The CACREP liaison is responsible for compiling graduate data and presenting to counseling area faculty for review. This is disaggregated by program and content and skills areas are reviewed. We generally survey graduates every three years. Site supervisor evaluations are reviewed by the faculty member teaching either Practicum, Internship, or Advanced Internship. If the faculty member notes any challenges for the student, either they or the program coordinator will reach out to the site supervisor to provide additional context. Any surprises are shared during executive session of the counseling area meetings. Faculty determine if a remediation success plan is necessary to address the supervisor's concerns. A survey was with alumni via their ISU email and on two social media platforms requesting employer name and supervisor's email in July 2021. During the fall of 2021, an Employer survey will be sent to the email addresses we receive requesting feedback. [Graduate Survey](#)

SC:

(1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;

In Practicum and Internship, faculty score each student on each content area of the case presentation. This data is collected on an Interrater reliability spreadsheet and each content area is reviewed. Average scores for each content area are reviewed and one is selected as a focus for the following year. The interrater reliability scores during Practicum inform the Internship instructor and Internship

scores inform the program. KPI data is also reviewed at this time. KPIs were selected from core courses that would demonstrate specific knowledge, skills, or dispositions. Many of the KPIs are directly related to specific sections on the case presentation rubric. This provides another data point to inform the program.

Dispositional Assessment are reviewed by faculty teaching the course and the program coordinator. One KPI was related to student dispositions. This was reviewed as it addressed the role and process of the professional counselor advocating on behalf of the profession. There are very few surprises as the faculty meet every other week and discuss any student concerns, either academic, skills, or disposition during executive sessions. By the end of the semester, if a concern has been raised, a remediation plan would be in place. During the review period, two students self-selected out of the program for personal reasons.

### Dispositional Assessment

(2) demographic and other characteristics of applicants, students, and graduates;

Demographic information is reviewed after our interview day on campus. We attempt to develop a diverse cohort based upon admissions criteria and including undergraduate degree, race/ethnicity, age, locale, etc. Students in the program draw from Indiana and often, rural Indiana. We have a high persistence rate among all demographic groups. Vital Statistics Report

(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The CACREP liaison is responsible for compiling graduate data and presenting to counseling area faculty for review. This is disaggregated by program and content and skills areas are reviewed. We generally survey graduates every three years. Site supervisor evaluations are reviewed by the faculty member teaching either Practicum, Internship, or Advanced Internship. If the faculty member notes any challenges for the student, either they or the program coordinator will reach out to the site supervisor to provide additional context. Any surprises are shared during executive session of the counseling area meetings. Faculty determine if a remediation plan is necessary to address the supervisor concerns. A survey was with alumni via their ISU email and on two social media platforms requesting employer name and supervisor's email in July 2021. During the fall of 2021, an Employer survey will be sent to the email addresses we receive requesting feedback. [Graduate Survey](#)

*CE:*

(1) Aggregate student assessment data that address student knowledge, skills, and professional dispositions:

Counseling faculty evaluate student dispositional assessments in executive session of the counseling area meeting on a regular basis. This regular discussion allows faculty to identify areas of concern early to develop and implement a remediation

plan if needed. Teaching/Scholarship/Service portfolios are reviewed by course faculty on a regular basis and then by program faculty on an annual basis beginning the end of the second year of doctoral students' program of study. We are off by one semester at this time due to program director's sabbatical. Course evaluations are pulled from the University evaluation system and are considered in the students' portfolio. We are one semester behind on this as well due to faculty sabbatical.

(2) Demographic and other characteristics of applicants, students, and graduates:

Demographic information is reviewed after interview day on campus. We are attempting to develop a diverse cohort based upon admission criteria and including undergraduate/graduate degrees, race/ethnicity, age, locale, etc. Our admissions have been limited so far due to the lack of CACREP accreditation. We are hopeful this will change with accreditation based on inquiry calls of prospective students.

(3) Data from systemic follow-up studies of graduates, site supervisors, and employers of program graduates.

The CACREP liaison will be responsible for compiling (program director assistance) graduate data and presenting to counseling area faculty for review. This is disaggregated by program and content and skills areas are reviewed. We will plan to survey graduates every three years (once we have graduate). Site supervisor evaluations are reviewed by faculty teaching practicum and internship. If the faculty member notes any challenges for the student, the faculty or the program director will reach out to the site supervisor to provide additional context. Any irregularities are then shared with the faculty during executive session of the counseling area meetings. Faculty will determine if a remediation plan is warranted. No employer surveys have been distributed since we have not had graduates as yet.

Explanation for curricular and program improvement

(1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;

Students in both programs are required to take Multicultural Counseling. In this course the Intercultural Development Inventory is given that presents a snapshot in time of their intercultural mindset as primarily monoculture (only viewing the world through their primary culture) or ethnorelative (viewing the world through multiple cultural lens). From summer 2017 through fall 2019, the percentage of students with a monocultural mindset was 85%, 62%, 87.5%, and 66.6%. Students are expected to address multicultural considerations in their case presentations and most do accurately from a knowledge perspective. However, during class discussions and actual work with clients and K-12 students, this does not always translate to truly understanding another's lived experience. Multicultural contexts are embedded throughout the coursework. In 2017, we noted improvement in case presentations and courses discussion in general.

However, the faculty perceived a lack of empathy and understanding of the lived experiences of individuals in poverty. In the last year, we added supplemental texts relative to poverty in all experiential courses.

### CMHC

The comprehensive case presentation was an evaluation independent of the Advanced Internship course and included the site supervisor. Faculty re-sequenced the program of study to strengthen the program and more effectively meet students' needs. Below is an explanation of the changes that were made and the rationale.

Theories of Counseling was moved to a summer session. This allows students to explore a variety of theories prior to their Techniques of Counseling course. It was necessary to move an additional course to a summer to meet the need for a May graduation.

Multicultural Counseling was moved to a 16-week course and during their first fall semester. This provides a focus on cultural competence prior to the students working with clients. We feel this is a foundational course that provides consistent and welcoming language and cultural awareness and competence is infused throughout all experiential courses.

Introduction to Group Counseling was moved from a summer course and paired with Counseling Practicum in the spring. This was an ethical decision to ensure students had appropriate knowledge and skills relative to group counseling prior to providing services. Indiana licensure specifically states that students must provide 10 hours of group counseling during Counseling Practicum.

Psychological Appraisal was moved from the spring to the fall when students had completed Counseling Practicum and developed knowledge and skill relative to individual counseling. It was purposefully paired with Internship where they were providing more direct, on-going services.

Ethics and Professional Practice was moved to their first summer and paired with Foundations in Mental Health Counseling. The rationale was to provide a foundation for ethics and professional behavior at the start of their graduate work. The two courses complement one another.

### SC

The Lilly Grant Advisory Board noted curricular changes for Career Counseling. This would include a variety of postsecondary options and assessments. This course was revised in June of 2018 to reflect the suggestions. During Internship, they discussed the importance of starting the first day of school or any registration days. This is strongly encouraged but not required during Internship as they start date is based upon their site supervisor's willingness to have them begin that early. Students should be able to implement the ASCA National Model. This is now an assignment in Organization and Administration of Guidance Programs.

At the program level, areas for improvement included additional courses or content coverage in current courses for substance abuse, special education, and standardized testing. These topics are incorporated in Internship during with invited guest speakers.

(2) demographic and other characteristics of applicants, students, and graduates;

We reach out to graduates in both programs to promote ISU's counseling programs. Our alumni have been strong recruiters and ambassadors for our programs.

(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Graduate surveys noted that overall, students were happy with their preparation. Overall program curriculum was rated Very Good or Good by 90.47% of respondents and professional competence of program faculty was rated Very Good or Good by 90.48% of respondents. Faculty as mentors (77.42%) and accessibility/availability of the program faculty (69.8%) had the lowest scores for Very Good or Good. Faculty been more purposeful in ensuring they are available and responsive to students. From the content questions on the survey, it was noted that students feel very prepared relative to group dynamics with 94.23% rating Very Good or Good. This was also the case for multicultural counseling (92.73%) and ethics and legal issues (91.07%). Areas for improvement include counseling persons with special needs (57.7%), research and statistics (60.42%), and standardized testing (61.23%). These results were not surprising and quite a few students selected Neutral in their responses. It is noteworthy for the School Counseling program that the advisory board had similar suggestions. Historically, graduate students have been very nervous about research and statistics. We have embedded research requirements via papers and presentations in an effort to lower anxiety levels.

Both the Clinical Mental Health Program and School Counseling Program assess student learning outcomes each year. Program coordinators complete a Student Outcomes Assessment and Success Report (SOARS). It outlines what learning outcomes were assessed, what specific assessment or activity determined how well the outcome was attained and in what course it was assessed, what were expected results and actual results, and what changes or improvements will be made. The reports are reviewed by the Assessment and Student Success Councils under the purview of the University Assessment Office and feedback is provided. Programs are ranked as Undeveloped, Developing, Mature, and Exemplary. In the most recent year, both programs were ranked as Exemplary. This report will inform our Annual Report that will be posted each year on our website.

The links below are for the 2019-2020 report and feedback.

[CMHC](#)   [SC](#)   [CE](#)

CE:

- (1) Aggregate student assessment data that address student knowledge, skills, and professional dispositions:

We have scheduled an assessment day for the CE program (August 13, 2019) to review curricular issues that have been discovered as well as overall program improvements. While revision of the student handbook has begun (at a previous counseling area meeting) we need to complete that and consider tightening the expectations and the evaluation of progress through the program. For example, not all students are meeting our goals for scholarship development. Due to low enrollments and faculty course loads, we have had to allow our students to take classes out of other department and college areas (to meet University demands). With the addition of our fifth faculty member effective August 2019, we hope to resolve some of these issues and change specific course offerings to improve the program.

- (2) Demographic and other characteristics of applicants, students, and graduates:

Since reopening of admissions in 2017, our applicants have represented a wide range of demographics, however this has not translated into a diverse student body. To date we have three students in the first cohort and one student in the second cohort. It appears there will not be any admissions for the third cohort. Of those admitted, they represent gender and ethnic diversity. We have been challenged by the lack of CACREP accreditation in our recruitment efforts with many potential candidates stating they will wait to see us “in progress” on the CACREP site before considering ISU. In October 2019, faculty will be participating in the I-72 Graduate and Professional School fair at two universities that have aster’s programs but no doctoral programs to advertise the CE doctoral program. Both universities have a diverse student body and are within the consortium area to offer lower tuition rates to graduate students. We will not have graduates until May 2021.

- (3) Data from systemic follow-up studies of graduates, site supervisors, and employers of program graduates.

At this time we have not implemented any curricular or program changes. No students have graduated for any follow-up data.

4.D: Development and posting of annual report -The program provided data reports for AY 2019-2020 for all programs. Given changes to the website, these reports are not yet posted. In addition, annual data reports should reflect data points identified in the comprehensive assessment plan for program evaluation and student learning; not just indicators on the institutional SOASR reports. While the SOASR reports do meet institutional requirements for data reporting, they do not currently contain all CACREP requirements.

*D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on*

*the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.*

The CACREP liaison will create an annual report each fall in conjunction with the university assessment cycle that will include all data points collected in the assessment plan outlined under section A. This will be posted annually on the website along with CACREP Vital Statistics report and Student Outcomes Assessment & Student Success report.

4.F: Systematic evaluation of student progress - The program provided a KPI table that identified some assignments linked to standards, but it did not include representation of multiple measures over multiple points in time nor did it relate to the identified program/student learning outcomes in the annual report. There were some spreadsheets provided that include “CACREP data”, but it was not clear how this data was used in the systematic evaluation of student progress or included in a summary of data findings to inform program improvements. The program is required to develop measures of student knowledge, skills, and dispositions that are anchored in the core curriculum and specialty standards that are measured at different points in the program, and that are used to assess both student progress and opportunities for program improvement. There should be a clear feedback loop between the written comprehensive assessment plan, the identified measures including KPI’s and dispositions assessments that measure identified program/student learning outcomes, and the annual report of data that presents and summarizes findings to include plans for program improvement.

The KPIs selected are aligned with program objectives. They primarily focus on knowledge and skills and two for CMHC are aligned with students’ disposition and one for SC is aligned with students’ disposition. Data collected for a given semester will be discussed in the first meeting of the next semester. As noted previously, there are generally few surprises for faculty given the number of students across programs. This data is reviewed both for individual students and aggregated. This summary data is used to inform program level changes. KPIs and dispositional assessments aggregated data are included in the annual report which presents and summarizes findings and outlines any program improvements. The hyperlinks below are the KPIs for the SC, CMHC, and CE programs.

[CMHC-KPI](#) [SC-KPI](#) [CE-KPI](#)

**In June, 2021, new KPIs were selected by core faculty. The program will begin data collection for program evaluation this fall. Data collection, any course/assignment changes, and any programmatic changes will be noted in our area meeting every two weeks. By adding program evaluation as an agenda item, this will be a priority for our programs. We feel our individual student assessment is strong and will inform program changes. A Qualtrics survey was sent to alumni to gather employer information. The**



**survey has been open since early July and we have had limited responses. We will follow-up early fall and reach out to employers whose information was shared.**

## **Section 5.G. School Counseling**

Specific Requirements:

5.G.2.h: Psychopharmacological Medications - Identified on the crosswalk as only being met in COUN 739B-Internship in School Counseling, but no evidence that this is covered is in the syllabus.

h. common medications that affect learning, behavior, and mood in children and adolescents

A guest speaker attends an Internship class to present this information. It is regularly discussed during supervision.

[Internship Calendar](#)

5.G.2.i: Signs and symptoms of substance abuse - Identified on the crosswalk as only being met in COUN 739B-Internship in School Counseling, but no evidence that this is covered in the syllabus.

i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

This standard was moved to Professional Seminar (COUN 738B). Students complete a group project that culminates in a PPT with detailed talking notes. It is also a topic of discussion with a guest speaker in Internship ([COUN 739B](#)).

[COUN 738B](#) & [Student exemplar](#)

5.G.2.m: Legislation and Policy - Identified on the crosswalk as being met in COUN 535-Introduction to School Counseling, but there is no specific learning activity identified in the syllabus for this standard. It is also identified on the crosswalk as being met in COUN 638B-Professional Seminar but there are no specific learning activities related to this standard on the syllabus for this course.

m. legislation and government policy relevant to school counseling

This standard was moved to Professional Seminar (COUN 738B). Legislation and policy are discussed at the federal, state, and local level.

[COUN 738](#) & [PPT](#)

## **Section 6. Doctoral program in COUNSELOR EDUCATION & SUPERVISION**

Specific Requirements:

### **A. The Doctoral Learning Environment**

6.A.6: Doctoral programs require two core faculty beyond the three for masters programs - CACREP requires a minimum of three full time core faculty for an academic unit. If adding a doctoral program, there needs to be an additional two core faculty. Since not all core faculty in the academic unit meet the professional standards (as per Standard 1.X), this leaves the counseling unit potentially short one core faculty member. If considerations for 1.X are resolved, this should remedy this standard as well.

The Department of Applied Clinical and Educational Sciences has provided monetary support for the one specific faculty member to join [ACA and ACES](#). This will continue annually. Additionally, the faculty member will be attending a Trauma Informed School Conference in October. This will be funded through the university as well. There is a strong commitment on this faculty member to ensure her professional identity aligns with CACREP expectations for core faculty members.

### **B. Doctoral Professional Identity**

Specific Requirements:

#### 6.B.1.a - 6.B.1f: Counseling

The standards for 6.B.a-f are met primarily in two courses: Advanced Theories ([COUN 750](#)) & Advanced Practicum ([COUN 837](#)). Please review the syllabi and note how each standard is met. Standard f is met Advanced Theories (COUN 750) and Research Seminar- Multicultural focus ([COUN 890](#)). Per the team's recommendation, a common template is used across all syllabi, evidence how each standard is covered, and note any KPI's for the course. If a standard is a KPI, it is highlighted.

#### 6.B.4.a - 6.B.4.l: Research/Scholarship

The standards for research and scholarship are met through Statistical Methods ([ESPY 612](#)) and Introduction to Qualitative Methods ([EPSY 710](#)).

#### 6.B.5.a - 6.B.5f, 6.B.5h – 6.B.5.l: Leadership/Advocacy

This leadership and advocacy course for current students was taught by faculty in the Department of Educational Leadership in our college. We strongly felt the course did not meet our students' needs. We have brought this course back to the department and a core faculty member will be teaching as we move forward. The [Leadership & Advocacy in Counselor Education](#) course will meet all the standards identified above. This course will go through our Curriculog process this year.

### **C. Doctoral Level Practicum and Internship**

6.C.6: Liability insurance - all students should have documentation of current liability insurance coverage while enrolled in the program - at the least during practicum and any counseling or supervision internship. Evidence should remain in the student files.

The requirement for liability insurance is noted in the [CE Doctoral Student Handbook](#) (pg 16). The requirement is also noted in the Advanced Practicum course, [COUN 837](#). The program director will ensure that copies are in all doctoral students files.

6.C.7: 600 Hours across at least 3 domains - while it seems evident that doctoral students have opportunities to gain required hours across several domains, documentation of a total of 600 hours across at least three domains was lacking in all provided student files.

The [Aggregate Training Report](#) evidences a total of 600 hours across multiple domains for our current doctoral students.