**Mid-Cycle Report**

**Indiana State University**

**Clinical Mental Health Counseling Program**

**School Counseling Program**

**June 2016**

*I. Changes in Faculty (Standards I.M, N, W-Y)*

In the Clinical Mental Health Counseling (CMHC) program and the School Counseling (SC) program, we have had a faculty change during the last two years. We have increased the number of adjunct faculty to accommodate a new minor.

A core faculty member resigned from Indiana State University effective May, 2016. We conducted a successful search during the spring of 2016. Dr. David Johnson joined our faculty in August of 2016. Our faculty is very excited for the additional knowledge and expertise he will bring to our programs. His background in statistics will be particularly beneficial as we open a Counselor Education and Supervision doctoral program in the fall of 2017. His fall teaching load will be primarily in the CMHC program as well as supervising teaching assistants for COUN 135, College, Career, and Life Planning (COUN 793T). COUN 135 is a course required for incoming freshman who have not declared a major and any student on probation. We generally teach five or six sections each semester. The core courses he will teach in the fall of 2016 are Internship (COUN 739B), Multicultural Counseling (COUN 666), and Theories of Counseling (COUN 633). In the spring semester, he will be teaching Techniques of Counseling (COUN 533), Foundations of Research (COUN 620), Practicum (COUN 634),and Supervised Teaching (COUN 793T). [Dr. Johnson’s Vitae.](DJohnson%20CV_20160801%20%283%29.docx)

The only course affected by the change in faculty is a workshop for Play Therapy. This was offered on a rotating basis depending upon current student interest. If students request this course in the future, there is a licensed play therapy supervisor in Terre Haute who is willing adjunct the course. All other courses taught by this associate professor are covered by current faculty.

We began offering a minor in Counseling in the spring of 2015. This has been a very popular minor and has increased our need for adjunct instructors. We offer each course required for the minor every semester. We are fortunate to have qualified individuals who are interested in teaching. As noted below, we have been able to provide consistent instructors for many of the courses. The following table lists courses and adjunct faculty during the last two years.

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **Adjunct Faculty** | **Course Number** | **Course Title** |
| Fall 2013 | Jennifer Pupard | COUN 620.301 | Foundations of Research |
|  | Denise Harden  | COUN 623.001  | Counseling Children and Adolescents |
|  | Tracy Pruitt  | COUN 739B.003  | School Counseling Internship |
| Summer 2014 | Angela Hayes | COUN 710.102 | Community Counseling |
| Fall 2014 | Angela Hayes | COUN 655.001  | Advanced Counseling Techniques |
|  | Jennifer Pupard  | COUN 620.301 | Foundations of Research |
|  | Denise Harden  | COUN 623.001 | Counseling Children and Adolescents |
| Spring 2015 | Angela Hayes  | COUN 434.001 | Foundations of Mental Health Counseling |
| Summer 2015 | Angela Hayes | COUN 415.101 | Group Dynamics |
|  | Angela Hayes | COUN 710.101 | Community Counseling |
| Fall 2015 | Melissa Dreher | COUN 533.002 | Techniques of Counseling |
| Spring 2016 | Malea Crosby | COUN 425.301 | Career Development for Women |
|  | Angela Hayes | COUN 434.001 | Foundations of Mental Health Counseling |
|  | Angela Hayes | COUN 434.002 | Foundations of Mental Health Counseling |
|  | Melissa Dreher | COUN 533.001 | Techniques of Counseling |
|  | Melissa Dreher | COUN 634.002 | Practicum |
| Summer 2016 | Angela Hayes | COUN 415.101 | Group Dynamics |
|  | Angela Hayes | COUN 710.101 | Community Counseling |

We have requested a full-time instructor line to teach and coordinate the counseling minor.

*Standard I.M-Core Faculty Credit Delivery*

Core faculty deliver the majority of courses required for each degree. We have done this and successfully supported a sabbatical for a faculty member. The table below lists the total credit hours delivered each semester for both cores and non-core faculty members.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty Members | Fall 14 | Spring 15 | Fall 15 | Spring 16 | Summer 15 | Summer 16 |
| Dr. Viviani | 9 | 12 | 9 | 10 | 11 | 12 |
| Dr. Tucker | 4 | 12 | 10 | 7 | 3 | 0 |
| Dr. Balch | 13 | 12 | 15 | 9 | 9 | 9 |
| Dr. Roberts Pittman | 6 | 6 | 9 | 6 | 9 | 9 |
|   |   |   |   |   |   |   |
| Total credits hours Core | 32 | 42 | 43 | 32 | 32 | 30 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
| Dr. Ganapathy-Coleman | 1 | 0 | 0 | 3 | 3 | 0 |
| Melissa Dreher | 0 | 0 | 3 | 6 | 0 | 0 |
| Jennifer Pupard | 3 | 0 | 3 | 0 | 0 | 0 |
| Angela Hayes | 3 | 0 | 0 | 0 | 3 | 3 |
| Denise Harden | 3 | 0 | 0 | 0 | 0 | 0 |
| Dr. Sperry | 0 | 1 | 1 | 1 | 3 | 6 |
| Jamie Royal | 0 | 0 | 0 | 3 | 0 | 0 |
| Dr. Monahan | 0 | 3 | 0 | 0 | 0 | 0 |
| Dr. Hampton | 0 | 3 | 0 | 0 | 0 | 0 |
|   |  |  |  |  |  |   |
| Total credits hours Non Core | 10 | 7 | 7 | 13 | 9 | 9 |
|   |  |  |  |  |  |   |
| Total credits hours Non Core & Core | 42 | 49 | 50 | 45 | 41 | 39 |

 Dr. Tucker was on sabbatical fall of 2014. Dr. Roberts-Pittman is the Grosjean Clinic Director. We are clearly meeting the standard.

*Standard I.N- FTE Student to FTE Faculty Ratio*

Indiana State utilizes Blue Reports to access student data including historical and trend data. Full-time equivalency for graduate students at ISU is a 12-credit hour load each semester. Students in both programs generally take nine-credit hours each semester. Full-time equivalency for faculty means teaching 12-credit hours each semester. Program coordinators are required to take a course release either spring or fall semester. Dr. Roberts-Pittman has a two-course release each semester to coordinate the Grosjean Clinic in University Hall.

In the Fall of 2015, we had 45 students enrolled in CMHC and SC programs. As students only take 9-hour load instead of 12-hour load, the FTE is calculated by multiplying 45 by .75= 33.75 FTE for students. Each core faculty member is considered a 1 FTE for teaching a 12-hour load with the exceptions noted above. Core faculty contributed 4 FTE. Additionally, we had three adjuncts teaching 7-credit hours. Non-core faculty are considered .067 per credit hour. Non-core faculty contributed .47 FTE. Total faculty FTE was 4.47.

To determine FTE student to faculty ratio, divide 33.75 by 4.47. The ratio for Fall 2015 is 7.55.

In the Spring of 2016, we had 39 students enrolled. Student FTE was 29.25. Faculty FTE was 4.93. The FTE student to faculty ratio for Spring 2016 was 5.93.

We had one student change their major, two students withdrew for personal reasons, two students were academically dismissed, and one student took a medical leave.

*II. Changes in Curriculum (StandardsII.G.1-8, Program Area Standards)*

We have made several significant curricular changes during the past two years. As part of the College of Graduate and Professional College’s (CGPS) Graduate Program Review, programs were provided dashboard data regarding student credit hour generation, student full time equivalency, number of full and part time students, and number of new students. The university is very focused on dashboard metrics and there is a strong push to have specific faculty-to-student ratios. This is challenging given our cohort model and CACREP stipulations in practicum and internship supervision. Through survey data and students’ conversation with faculty, we have re-sequenced courses, created new courses, and changed requirements relative to electives in the CMHC program to ensure students graduate in a timely manner and to more accurately describe coursework.

In an effort to meet the university standard for student-to-faculty ratio, we have attempted to combine courses in the CMHC and SC programs. This is challenging because CMHC students are typical graduate students who are on-campus regularly. The SC students are only on campus one weekend per month and are located throughout the state. The only means to bring all students together has been through the Collaborate live-streaming function in Blackboard. For the past two years, students have been together one evening a week; students within driving distance come to a technology-rich classroom and those at a distance join via Blackboard for Appraisal in Counseling, [COUN 628](Appraisal%20628%20syllabus%202016.pdf). This has proven beneficial for the SC students as they have access to assessments more readily and has encouraged collegiality between CMHC and SC cohorts.

The SC program of study is sequenced to build upon prior knowledge. Two courses were re-sequenced to better prepare students for Internship. School and Society (EDLR 608) moved from a spring course to a fall offering and Foundations of Research (COUN 620) which had been taught in conjunction with Internship is now required in the spring semester prior to Internship. This will ensure students are exposed to the basics of research earlier in their program of study. This is the current [School Counseling Program of Study](School%20Counseling%20Program%20Schedule%20of%20Study%20Revised%2011-20-14.docx).

 In the CMHC program, we discovered several issues through surveys and student conversations we felt must be addressed to better serve and prepare our students. We reviewed these issues at the program and course level. Historically, students began their program of study during July, which is our second summer term. They would take courses for the following two academic years and two summer sessions. In Indiana, students must accumulate 3000 supervised hours prior to setting for the licensure exam. Our students were taking one final course their last summer session. Many were gainfully employed even though they had not technically graduated due to the one remaining course. Their graduation date was August. The majority of our students were unable to count accumulated hours during the summer towards the 3000 hours needed for licensure. We moved the start of the program to Summer I, during June. This ensured cohort graduation in May and hour accumulation two months earlier.

This alteration of the cohort year provided the impetus for other changes. We historically offered several workshop courses on a rotating basis. They would cover topics such as substance abuse and play therapy. The workshop designation did not accurately reflect on student transcripts what material was covered in each course. We submitted paperwork through our curricular process at Indiana State University to provide a stand-alone designation more reflective of content knowledge. The renumbering was beneficial for students seeking licensure both in and out of state. COUN 595K, Substance Abuse is now [COUN 642](COUN%20642%20Treatment%20of%20Addictive%20Behaviors%20Fall%202016.doc), Treatment of Addictive Behaviors, and [COUN 645](COUN%20631%20Crisis%20Family%20Violence%20Syllabus.docx), Family Violence, Trauma, and Crisis Intervention. These are now required courses. Historically, our CMHC students enrolled in two semesters of internship. This was also problematic for licensure reasons and we submitted paperwork to pull the two semesters apart. [COUN 740](740D%20Advanced%20Internship%20Spring%202015.docx), Advanced Internship, more accurately reflects students’ progression through the program. While taking this course, they are no longer under live supervision in the Grosjean Clinic.

As stated above, the university is clearly focused on raising student-to-faculty ratios. To accomplish this with integrity, some courses are offered on a rotating basis with both first- and second-year cohort members together. Not only does this meet university expectations, it also encourages collegiality between cohorts. COUN 645, Family Violence, Trauma, and Crisis Intervention, and COUN 635, Career Counseling, are taught on an every other year rotation during the summer sessions.

Multicultural Counseling, [COUN 666](COUN%20666%20Multicultural%20Counseling.pdf), was typically a summer, four-week course. Based upon student feedback and the nature of the course, it was moved to the fall semester as a 16-week course. Ethics and Professional Practice, [COUN 738D](COUN%20738D%20Ethics%20Syllabus%20Summer%20B16.pdf), was a split three-hour course. Students would take one credit during the summer semester at the beginning of their program of study and two credits toward this end. This proved problematic from both a content standpoint and financial duress for students. The course was moved back to a three-hour summer course at the beginning of students’ program of study.

Students historically took a course in psychopathology and psychopharmacology from another department on campus. In speaking with students and other faculty, it was noted that the course only addressed adult diagnosis and did not cover childhood or adolescent diagnoses. The course had been problematic for several years and our students were not gaining the knowledge required professionally. This was also noted in alumni surveys. [COUN 626](COUN%20626%20Syllabus%20Spring%202016%20Final%20Copy.pdf), Diagnosis & Psychopathology for Clinical Mental Health Counselors: Across the Lifespan, was developed by a core faculty member and went through the university curricular process. The course now covers adult and childhood/adolescent diagnoses.

It has been challenging to make many curricular changes and keep track of each cohort and the Student Handbook requirements. Faculty have been faithful to the changes, teaching courses in multiple formats to meet student needs, and ensure timely graduation.

III. Changes in Practicum and Internship (Standards III.A-G)

We have not made any changes in clock hour requirements or supervisor qualifications requirements. For our field based courses, Fieldwork, Practicum, Internship, and Advanced Internship, we carefully follow CACREP recommendations for clock hours and student-to-faculty ratios for supervision.

In the SC program, students are placed at an elementary, middle, and high school during their first academic year. The majority of students will stay with their site supervisors for two full academic years. Occasionally, a supervisor will retire or a change positions which may prompt a supervisor change. All supervisors at the middle and high school levels are licensed school counselors with at least two years of experience. Indiana does not require a licensed school counselor at the elementary level. The majority of our graduate students at the elementary level work with a school counselor and some with a social worker or the administrator of the building. We avoid supervision by social workers and administrators to the greatest extent possible while still meeting student requests for placement in their locale. During the 2014-2015 academic year, we had students in eight different school corporations. We have a strong relationship with Vigo County School Corporation and place approximately one-third of our students with them. We have 16 counselors who have regularly supervised our students. This consistency in supervision has been beneficial to our students. Site supervisors oversee students in Fieldwork (COUN 793B), Practicum (COUN 634), & Internship (COUN 739B). The [Field Experience Manual](Field%20Experience%20Manual%20revised%202016.pdf) is provided to on-site supervisors explaining our expectations for each student during their field experiences and our expectations for supervision.

Supervision in the CMHC program is different. Students begin transitioning into the Grosjean Clinic in the fall of their first semester while enrolled in Techniques of Counseling (COUN 533) under live supervision. Students remain in the clinic for Practicum (COUN 634)with both core faculty and staff supervision. During internship, students are placed in the community as well as in the Grosjean Clinic. Student will finish in the clinic in December and complete their internship hours in the community during Advanced Internship. Staff supervisors are individuals who work in the Terre Haute area with expertise in counseling and supervision. Staff supervisors generally work one evening a week. A core faculty member is always present during clinic hours as well.

We have long standing relationships for students during internship with the Terre Haute community. Interns are placed at Rose Hulman Institute for Technology Counseling Services, Indiana State University Student Counseling Center, Family Services Association (FSA) Counseling Center, Hamilton Center, Wabash Valley Correctional Facility, and Gibault Children’s Services. At each site, we have established long term relationships with highly qualified certified supervisors. Consistency in supervision has been beneficial for both the interns and program. We have added two new internship sites, Union Hospital Integrated Behavioral Health and IU Bloomington, Adult Patient Program, to broaden student opportunities.

At the course level, we have added new textbooks and developed new assignments based upon current research and student and client needs primarily in our practicum and internship courses. Course-level modifications include topics such as dialectical behavior therapy (DBT), mindfulness trauma, and neuroscience. See syllabi for COUN 739D and COUN 634.

IV. Changes in Program Operations (Standards I.J, K, L, N, O, T, & V)

We have experienced changes in our support staff during the last several years. This has been due to internal promotions and retirements. The turn-over has been challenging because two support staff had a very long history with the department. One support staff was in a very bad accident and was not able to work for several months. Unfortunately, many of these events occurred during recruitment and interview times. We now have all support staff positions filled, most having at least one year of experience at time. Paula Cramer joined our department in January of 2016 and is a valuable asset to the counseling programs.

The College of Graduate and Professionals Studies offered competitive $2000 Hoosier First grants to programs for recruitment of Indiana students. The School Counseling program received a grant. GRE scores were purchased and a targeted campaign reached out to undergraduate students interested in the counseling field. This yielded increased applications. Programs were allowed to roll-over additional funds for the following year. This was very beneficial as funds are tight on our campus.

 The College of Graduate and Professional Studies moved to an on-line application process three years ago. This was not a smooth transition and we were not notified of all applications. This has improved each year but has certainly had an impact on students’ first experience with the university and for many, their first experience with graduate education. This has caused fluctuations in the number of admitted students. An additional recruiting challenge is a limited number of assistantships. Communications Disorders and Counseling, School, and Educational Psychology provide many service courses both at the undergraduate and graduate level. In recent years, assistantship stipends have increased in order to be more competitive. Unfortunately, the number of assistantships was cut in order to fund the stipend increases. Counseling graduate students are primarily in teaching assistantships. This can be challenging for recruitment as we do not like first-year graduate students who are new to the university to be stressed with learning to teach and manage a classroom of college freshmen. These two factors have impacted both programs. In the fall of 2015, there were 21 clinical mental health students enrolled and 24 school counseling students. This level of enrollment has been typical with fluctuations of 4-6 students each year. We have had long-standing relationships with different organizations that depend upon our students. We continue to focus on recruitment of strong students.

Indiana State University utilizes Blackboard for course content and grades. All faculty are to submit student grades via Blackboard in a timely fashion. We are in a technology rich building and utilize many features in Blackboard. As noted above, Appraisal in Counseling (COUN 628) has been offered in a hybrid format with students either attending class or utilizing the Collaborate live-streaming function in Blackboard. Students in both programs attend this course in the spring of their first year. This was an adjustment for both faculty and students but has proven effective. School counseling students utilize Tegrity (course recording software) in submitting all recorded work in both Practicum and Internship. On-line submission allow quicker feedback for students. All school counseling documentation for Practicum is through the Journal function in Blackboard. This allows faculty supervisors access to student documentation and recordings in a timely manner and is secure. Our library has purchased access to different counseling videos highlighting different theories and techniques that faculty incorporate into coursework. These are generally assignments outside the classroom that enhance student learning.

V. Changes in Program Assessment & Evaluation (Standards I.P, I.AA-DD & II.A-B)

An Interim Report will be submitted to CACREP as this standard was not met on our last accreditation cycle. All data analysis and programmatic changes are in the Interim Report 2016. Below is an outline of program evaluation activities.

Programmatic changes are made by reviewing and evaluating a variety of reports and data points. These include: University Assessment of Student Learning Outcomes report submitted annually to the Bayh College of Education and Indiana State University’s (ISU) Assessment Director for accreditation with the Higher Learning Commissions (HLC), Graduate Program Reviews for the Clinical Mental Health and School Counseling Programs submitted to the College of Graduate and Professional Studies (CGPS), National Counselor Exam (NCE) scores, annual student survey, annual alumni survey, course assessments, and through discussion and dialogue among faculty.

The University Assessment of Student Learning Outcomes report is submitted each year in June in accordance with the Assessment Office at ISU. The purpose is for faculty to reflect on and discuss the overall quality of the student learning experience and to identify strategies for program improvement. From 2011-2015, this information was submitted through TaskStream, a data warehouse. Reports were submitted throughout the year and included: an action plan, status report, and assessment findings. Student learner outcomes aligned with CACREP standards were identified and data collected for a minimum of a three-year cycle. With a leadership change, the assessment process was streamlined and SLO reports were reviewed by the department chair, college assessment officer, associate dean, and then university assessment director. Reports now are due to the department chair on June 1st each year and will leave the Dean’s office on June 15th. Programs are scored on a university rubric that will be provided during the fall semester. The next scheduled evaluation will be June 1, 2017. The program coordinator is responsible for submitting the report. SLO’s are determined by faculty based upon student performance. The Assessment office encourages programs to select three to four SLO’s and document progress for several years. See Interim Report 2016 for data analysis and program changes.

The College of Graduate and Professional Studies conducts program reviews to ensure overall quality and sustainability of programs and student experience. This report also requires programs to align program student learning outcomes to the mission and values of ISU and CGPS student learning outcomes/goals. Faculty in CDCSEP began this project during a faculty retreat. Area programs completed during area meetings. For both programs, core faculty worked on the documents. Both programs completed the Assurance of Learning Matrix noting alignment with the university and graduate school. Program coordinators were responsible for submission in January of 2015. School Counseling Graduate Program Review and Clinical Mental Health Program Graduate Review. Reports are reviewed by Graduate Council Program Review Committee, Chair of Graduate Council, Dean of CGPS, and Department Chair. The Provost and President would also have access if they requested. See Interim Report 2016 for data analysis and program changes.

Students in the Clinical Mental Health Counseling Program (CMHC) are required to take the NCE. Students in the School Counseling program (SC) are encouraged to take the exam. Faculty review scores each spring for areas of strength and improvement. The only data shared with constituent groups are overall pass rates. See Interim Report 2016 for data analysis and program changes..

Each spring/summer current students complete a survey. The survey consists of questions relative to overall program quality, instructor quality, and specific knowledge and skills required of counselors. These data inform faculty about knowledge and skill level that needs to be addressed during internship. Curriculum in both programs are scoped and sequenced so some low scores can be predicted.

Core program faculty, the department chair, and a selected student representative meet every other week. Student progress, knowledge acquisition, and skill development are discussed regularly. Additionally, we generally have between two and four working days each year for agenda items requiring extended time, such as standards crosswalk, re-sequencing programs of study, and scheduling. With a faculty of four, we stay in very close contact about both students and programs and this has led to changes that benefit our students. In the past, we have failed to document all data analysis. Beginning in the Fall of 2016 we will have a support staff at meetings to take notes to ensure we have captured the majority of the dialogue.

Faculty discuss course assessments, what is most effective, and what courses dovetail with one another. Assessment and grading have been a focus of departmental conversations and this has surfaced in our counseling area meetings as well.

Program evaluation is widely shared. University Assessment of Student Learning is shared with both the college and university assessment offices and with upper administration. Graduate Program Reviews are shared at the department, Bayh College of Education, and the College of Graduate and Professional Studies prior to sharing with upper administration. CACREP reports are shared with at the department level and with the Bayh College of Education’s assessment office. Additionally, both the Interim and Mid-Cycle report are posted on our website and shared with the CDCSEP Advisory Board.

VI. Program Improvement & Innovation

May graduation for students in the Clinical Mental Health program has been a significant benefit for students in their professional next steps. This modification prompted a myriad of program changes that streamlined the program, aligned with the university’s goals, and breathed energy into the program. Offering courses on alternate years encourages collegiality between CMHC cohorts. Changing the format of Appraisal in Counseling has led to stronger relationships between CMHC and SC students. This format change will enhance the collaboration skills once students are in professional settings. Faculty have observed richer dialogue when combining cohorts.

The Counseling Clinic is supported by the Department of Communication Disorders and Counseling, School and Educational Psychology and serves as the first training component for our CMHC students. First year students complete their practicum semester in the clinic (COUN 634) while second year students complete their Internship semester (COUN 739D) in the clinic. Second year students complete their Advanced Internship (COUN 740) at an external site in the community.

The Counseling Clinic is a fully operational clinic serving the campus community and the Terre Haute community at large. Students are training under a live supervision model and conduct individual, couples, family, and group therapies. They are trained to see clients of all ages and presenting issues. Many referrals come from our strong collaboration with other community partners such as the Vigo County School Corporation (VCSC), Teen Court, and the Vigo County Juvenile Justice Center. The Counseling Clinic is the main referral agency for VCSC and Teen Court. We also partner with the Disability Determination Bureau of the Social Security Administration to conduct disability evaluations. One faculty member conducts the evaluations and students have the opportunity to observe these unique evaluations.

 VII. Issues & Questions