Comprehensive Assessment Report 2014
The Comprehensive Assessment Report comprises a synopsis of program areas that were evaluated at the end of the year and were deemed to be improved according to all the data sources utilized.

1. Area Addressed: Modification to Academic Logistics

   Summary/action: The core faculty determined that all tenured track counseling professors and adjunct faculty must implement technological changes to the courses in order to improve delivery and collection of data. In addition, in order to maintain a more agile assessment process, Levels I and II are conducted internally without interfacing with the admissions office. The website will be updated and G.A.’s will be trained to maintain it with the latest program information to be accessible to all constituents.

   Source: Comprehensive Assessment Committee

2. Area Addressed: Curriculum alterations

   Summary/action: The comprehensive assessment committee determined that based on the feedback received by the CACREP reviewers, a more homogeneous and standardized template for all syllabi will be implemented. This will clearly reflect the areas that are being assessed, how this is being conducted, and in what areas of the courses specifically.

   Source: Comprehensive Assessment Committee

Year: 2014
Academic Semester: Summer
Members of the Program Comprehensive Assessment Program: Drs. Meany-Walen, Darcie Davis-Gage, Barlett, and Swazo

1. Modifications to Academic Logistics:

   Yes/No: Comments       Academic Logistics
   No                     Alter Admission Criteria and Procedures
   Yes                    Level I Evaluation Procedures
Yes  
Level II Evaluation Procedures

Yes  
Suggest Staff Changes (i.e., full-time faculty, secretary, adjunct faculty)

No  
Suggest Graduate Assistant Changes

No  
Suggest Training Improvement for Faculty and Staff

Yes  
Incorporate Technological Changes

Yes  
Changes to the Website

Yes  
Allocation of Students Records

Yes  
Exit Requirements and Form
  - Personal Counseling
  - Advocacy Activity
  - Group Counseling
  - Professional Conference
  - Diversity Project
  - Program Orientation
  - Abuse Report Seminar
  - Research Paper and Poster Presentation

No  
Changes of School Practicum/Internship Protocols (i.e., use of sites, etc.)

No  
Changes of Clinical Mental Health Practicum/Internship Protocols (i.e., use of sites, etc.)

Other Changes

No Changes

Explanation of suggested changes: Level I and II procedures will be conducted internally without interfacing with the office of admissions. The program will keep the same procedures but these will not impede students from registering and therefore, will expedite registration procedures. The same level of rigor will be kept. An additional faculty line (5th) has been officially requested by the program and School Director. Faculty members are utilizing the E-learning/Blackboard platform for purposes of flipped-classroom and hybrid teaching alternatives. Alternative for data repository are being sought. Budgetary considerations are being
applied to implement the transition from traditional paper documentation into fully electronic storage. One fully online course (COUN 6226 Ethics, Supervision, Crisis, and Consultation) has been implemented and has been very successful and sought after by the students. The website has been frequently updated with promotional videos, Multicultural Counseling in Guatemala PP’s, and promotional flyers. Also, statistical reports have been updated. Personal counseling is required instead of optional for all new incoming students.

1. **II. Modifications to Program Comprehensive Assessment Plan**

   **Yes/No: Comments**

   Modifications to Program Comprehensive Assessment Plan

   - No Alter Student Learning Outcomes
   - No Analyze Data Access and Collection Methodology
   - No Need to Collect Additional Data
   - No Need to Add New Rubric/Measurement Forms
   - No Other Changes
   - No No Changes

   **Explanation of suggested changes:**

   None

1. **III. Curriculum Alterations**

   **Yes/No: Comments**

   Curriculum Alterations

   - No Alter Course Rotations
   - No Revision of Prerequisites
   - No Analysis of Course content- CACREP Standards Course Assessment/Course Grid (evaluative rubric)
No  
School Counseling--Standard related Assessment of Student Learning Outcomes through Assignment Evaluation and Syllabi Analysis
  • Calculations of passing rates
  • Item analysis
  • Content analysis
  • Rubrics and passing rates

No  
Clinical Mental Health Counseling--Standard related Assessment of Student Learning Outcomes through Assignment Evaluation and Syllabi Analysis
  • Calculations of passing rates
  • Item analysis
  • Content analysis
  • Rubrics for assignments, projects, presentations and passing rates

Yes  
Revision of Course Syllabi—Structural and Sequential Analysis
  • Format
  • Content areas
  • Methods of instruction
  • Required and optional texts
  • Alignment with CACREP standards
  • Student Performance Evaluation Criteria and Procedures
  • Course Objectives

No  
Revision of Program Comprehensive Mission Statement

No  
Add Endorsement leading to Certificate

No  
Eliminate Course

No  
Add Course
Yes Other Changes
No Changes

Explanation of suggested changes: Based on the feedback received by the initial CACREP self-study report submission, all syllabi have been standardized and clarity on what is being assessed, where, and how it occurs have been incorporated in the forms of columns. New counseling course electives will be implemented; Play Therapy and Counseling Creativity.

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<thead>
<tr>
<th>Modifications to Formative Assessments</th>
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<tr>
<td>Yes/No: Comments</td>
<td>Screening Evaluation of Applicants</td>
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<td>Progress Review Evaluation</td>
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<td>Role Plays</td>
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<td>Videotape Activities</td>
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No

Analysis of case studies

No

Other Changes

No

Explanation of suggested changes: The vast majority of quizzes and exams administered in courses will be delivered via the E-learning/blackboard platform. More international service learning activities will be integrated into the Multicultural counseling course in Guatemala. These will be directed toward students, teachers, and parents from the community.

1. **V. Modifications to Summative Assessments**

   **Yes/No: Comments**

   **Modifications to Summative Assessments**

   No
   Research Paper Evaluation Rubric

   No
   University of Northern Iowa Counselor Education Scholars Symposium/Poster Presentation (evaluative rubric)

   No
   Professional Counseling Performance Evaluation (Practicum/Internship Courses)

   No
   Counselor Preparation Comprehensive Examination (CPCE)

   No
   National Counselor Exam (NCE)

   No
   Other Changes

   No
   No Changes

Explanation of suggested changes:________________________None________________________________________________________________________

1. **VI. Modification to Program’s Evaluative Assessments**

   **No**

   Employer’s Satisfaction Survey
| No | Alumni Satisfaction Survey |
| No | Student’s Evaluation of Faculty/Onsite Supervisor |
| No | School/Clinical Mental Health Counseling Graduate Survey |
| No | Counselor Preparation Comprehensive Examination (CPCE) |
| No | National Counselor Exam (NCE) |
| No | Course Evaluations by students (Overall Calculation of Professor’s Effectiveness) |
| No | Student’s Program Satisfaction Form (survey) |
| No | Advisory Board |
| No | Other Changes |
| No | No Changes |