

**Program Comprehensive Assessment Report 2015**  
**Program Comprehensive Assessment Analysis Form**

**Year: 2015**

**Academic Semester: Summer 2015**

**Members of the Program Comprehensive Assessment Program: Drs. Davis-Gage, Meany-Walen, and Swazo**

**1. I. Modifications to Academic Logistics:**

**Yes/No: Comments**

**Academic Logistics**

**No**

Alter Admission Criteria and Procedures

**Language revision**

Level I Evaluation Procedures

**Discuss presentation and paper  
Language revision**

Level II Evaluation Procedures

**Inquire about additional faculty line  
as suggested by CACREP visiting team**

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

**Discuss assignments**

Suggest Graduate Assistant Changes

**Neuroscience**

Suggest Training Improvement for Faculty and Staff

**No**

Incorporate Technological Changes

**Add more**

Changes to the Website

**Highly encouraged to take Human  
Development or Intro to Psych  
Instructions for CPCE and NCE**

**Class assignment or not**

Allocation of Students Records

**Peer review journal and/or conference  
presentation as an alternative**

Exit Requirements and Form

- Personal Counseling
- Advocacy Activity

- Group Counseling
- Professional Conference
- Diversity Plan
- Program Orientation
- Abuse Report Seminar
- Research Paper and Poster Presentation

<b>Yes-Evaluations</b>	Changes to Clinical Mental Health Practicum/Internship Protocols (i.e., use of sites, etc.)
<b>Yes-Evaluations</b>	Changes of School Practicum/Internship Protocols (i.e., use of sites, etc.)
<b>No</b>	Other Changes
<b>No</b>	No Changes

**Explanation of suggested changes:** \_\_\_\_\_

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

<b>Yes/No: Comments</b>	Modifications to Program Comprehensive Assessment Plan
<b>No</b>	Alter Student Learning Outcomes
<b>No</b>	Analyze Data Access and Collection Methodology
<b>No</b>	Need to Collect Additional Data
<b>Alter practicum/internship form Evaluation contract Writing rubric</b>	Need to Add New Rubric/Measurement Forms
<b>No</b>	Other Changes
<b>No</b>	No Changes

**Explanation of suggested changes:**

Incorporate data results into conversations at all levels in order to make it relevant for potential changes.

**1. III. Curriculum Alterations**

**Yes/No: Comments**

**Curriculum Alterations**

**Consider practicum only in Spring**

Alter Course Rotations

**Exploring the possibility of requiring a Human Development course at undergraduate level for potential applicants**

Revision of Prerequisites

**Feedback about students not ready for guidance & ASCA outside of required standards**

Analysis of Course content- CACREP Standards Course Assessment/Course Grid (evaluative rubric)

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

**Yes**

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

**No**

Eliminate Course

**Electives if/when we can**

**Yes**

**No**

**Yes**

**No**

**No**

Add Course

Add Endorsement leading to Certificate

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

Revision of Program Comprehensive Mission Statement

Other Changes

No Changes

**Explanation of suggested changes:**

Additional certificate ideas were discussed and will be pending upon hiring additional faculty.

1. IV. **Modifications to Formative Assessments**

**Yes/No: Comments**

**No**

**No**

**Yes-Making changes to School Counseling portion**

**No**

**Modifications to Formative Assessments**

Screening Evaluation of Applicants

Progress Review Evaluation

Professional Counseling Performance Evaluation  
(Counseling Skills Course)

Class Research Papers

No	Individual/Group Presentations
No	Class Tests
No	Analysis of ethical dilemmas
No	Service Learning Activities
No	Article analysis
No	Role Plays
No	Videotape Activities
No	Analysis of case studies
No	Other Changes
No	No Changes

**Explanation of suggested changes:**

Alter the evaluations in order to be more relevant.

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

<b>Yes/No: Comments</b>	<b>Modifications to Summative Assessments</b>
No	Research Paper Evaluation Rubric
Yes	UNI Counselor Education Scholars Symposium/Poster Presentation (evaluative rubric)
Yes	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:**

Revise counseling performance evaluations

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

**General comments:** Overall, the 2014-2015 academic year was a tremendously successful year that concluded with the CACREP re-accreditation of both programs for a period of 8 years. Also, a new faculty was hired (Dr. Olivia Chen) to bring additional expertise in the area of school counseling.