Name of Program: University of Northern Iowa

Name of Department Head / Program Coordinator: Dr. Darcie Davis-Gage

Date of Assessment (inclusive semesters): Fall 2017-Summer 2018

Date Form Completed: 9/14/18

LEARNING OUTCOME(S)

Identify the learning outcome(s) that you are measuring.

2. Student will exhibit knowledge of group dynamics, group leadership, group development and apply these concepts in a variety of group types.

6. Students will illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.

ASSESSMENT PLAN

Artifact #2: A student's demonstration of group leadership is completed and evaluated using the Group Evaluation Form. The Group Evaluation Form is discussed during the semester with the students in order to reinforce the identification of group counseling skills. This addresses Learning Outcome #2.

Artifact #3: A student's demonstration of counseling skills in practicum and internship is evaluated using the Counselor-in-Training Evaluation of Skills (CITES). The CITES measures the level of mastery of a series of counseling techniques in a summative fashion that demonstrates the ability of the student to integrate the content knowledge acquired during the training and apply it with real clients. The CITES also measures the level of mastery of counseling theories beyond the theoretical level and how students apply them to guide their counseling sessions as well as measure the level of knowledge, sensitivity, and integration of the multicultural issues in counseling sessions. This addresses Learning Outcome #3, 5, and 6.

Date(s) of administration.
● **Artifact #2:** Group Evaluation Form - End of spring semester
● **Artifact #3:** Counselor-in-Training Evaluation of Skills (CITES) (Practicum/Internships) - End of fall & spring semester

Sample (number of students, % of class, level, demographics).
Artifact #2: First year students in Group Counseling Course (N=21)
Artifact #3 All evaluations of second and third year students (N=70)

DATA ANALYSIS

Direct Assessment (Include a narrative and a summary table of the data here; include all scores in Appendix E.)

Artifact #2: A student's demonstration of group leadership (Learning outcome 2)

The Group Evaluation Form is discussed during the semester with the students in order to reinforce the identification of group counseling skills. At the end of the course, a formal group session is conducted by the student and evaluated by the instructor using the Group Evaluation Form. A rating scales is used to determine the levels of mastery of group counseling skills and discussed with the student individually. This past academic year, students were rated on their demonstration of group counseling skills and 95% demonstrate group facilitation at a superior level or above average performance level with 100% rated as average or above. Results were compiled and analyzed students' ability to master group counseling skills. Then faculty discuss how to improved student group counseling skill set through instruction and supervision.

Artifact #3: A student's demonstration of counseling skills (Learning outcomes 3,4, and 6)

The CITES measures the level of mastery of a series of counseling performance in a summative fashion that demonstrates the ability of the student to integrate the content knowledge acquired during the training and apply it with real clients. Besides measuring counseling skills, it also measures how students apply theories to guide their counseling sessions and measures the level of knowledge, sensitivity, and integration of the multicultural issues in counseling sessions. Overall, this academic year 100% of students met the expected criteria detailed on the CITES, with 73% exceeding expectations based on their total score. This past year, we decided to track subscores to specifically target counseling skills, theoretical and conceptualization skills, and multiculturally competent skills. According to the skills subscore, 100% of students met the expected criteria, with 79% exceeding expectations. When evaluating theoretical and conceptualization skills, 96%of students met the expected criteria, with 70% exceeding expectations. Lastly, 97% of students met the expected criteria of providing culturally competent counseling, with 77% exceeding their supervisor's expectations

Inter-rater Reliability

In the various measures used, students are evaluated at the instructor, advisor, and comprehensive assessment committee. This ensure that multiple perspectives are generated which allow for better and more accurate feedback.

USE OF ASSESSMENT FINDINGS TO IMPROVE STUDENT LEARNING

According to the artifacts, rubrics, and instruments used for assessment, the student learning for each SLO measured during the last year has exceeded the expectations set by the faculty . Only SLO # 2 and # 6 did not demonstrated 100% student learning. To address SLO #2, faculty reviewed the curriculum of COUN 6220 Group Counseling and Process, examined the CPCE Group subsore (100% of students scored above the mean),and discussed the future tracking of CITE scores related to group counseling to determine if by internship, the group skills are meeting expectations. To Address SLO # 6, faculty reviewed the curriculum of COUN 6256 Multicultural Counseling, examined the CPCE Multicultural subsore (100% of students scored above the mean),and discussed the continued tracking of CITE scores related to culturally competent counseling to determine if by internship, the cultural competence skills are meeting expectations.

Plan to Address this Year's Program Assessment Results for Continuous Improvement

All the results were shared with the program/unit faculty as part of the student and program annual review process in which outcomes are analyzed in order to inform course content which is part of the Program Assessment Plan (Appendix B) and recorded on Program Comprehensive Assessment Analysis Form(Appendix H). Also, these results are shared with all the university constituents by posting them on the vital statistics link of the program's webpage. Finally, these are also shared with the national accreditation board (CACREP) during the yearly reports. Each semester we examine the subscores of the eight core areas of the CPCE (national standardized exam) to ensure that there is continuity and homogeneity of delivery of content in the corresponding courses correlated with the these subscores (content areas). According the specific results of this report, group skills and multicultural competent counseling skills will be the specific areas to improve during the 2018-2019 academic year. The faculty decided to track group and culturally competent counseling skills subscores on the CITES, compare the group and multicultural subscores of the CPCE to the national normed means, complete live observation of counseling with diverse client to assess cultural competent skills. During practicum or internship, supervisors will also observe a group counseling session to assess group skills at the end of the program.

Program Content
1. Students will exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.
2. Student will exhibit knowledge of group dynamics, group leadership, and group development and apply these concepts in a variety of group types.

Communication
3. Students will be able to implement basic and advanced counseling techniques in the framework of helping relationships.

Critical Thinking
4. Students will show command of counseling theories and how to conceptualize cases from a wellness perspective.
5. Students will provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.
6. Students will illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.

Appendix B – Overview of Program Assessment Plan For Counseling Program

COURSE or SEMESTER	RUBRIC/FORM	WHEN	WHO	REPORTS
COUN 5105 Counseling Skills	Professional Counseling Performance Evaluation Form (PCPE)	1. Mid-semester and end of the semester. 2. <u>Turn in end of the semester evaluations the week BEFORE finals week.</u>	Professor	Comprehensive Assessment Committee
COUN 6220 Group Counseling Skills and Processes	Group Evaluation Form	1. Expose students of its content through the semester. 2. T<u>urn in the final evaluation BEFORE finals week.</u>	Professor	Comprehensive Assessment Committee
COUN 6205 Counseling Processes with Individual and Systems	Professional Counseling Performance Evaluation Form (PCPE)	1. Mid-semester and end of the semester. 2. <u>Turn in end of the semester evaluations the week BEFORE finals week.</u>	Professor	Comprehensive Assessment Committee
COUN 6290 Practicum **Clinical Mental Health and School Counseling**	Professional Counseling Performance Evaluation Form (PCPE)	1. Mid-semester and end of the semester. 2. <u>Turn in end of the semester evaluations the week BEFORE finals week.</u>	● Faculty Supervisor ● Onsite Supervisor	Comprehensive Assessment Committee

COUN 6291 Internship **Clinical Mental Health and School Counseling**	Professional Counseling Performance Evaluation Form (PCPE)	1. Mid-semester and end of the semester. 2. <u>Turn in end of the semester evaluations the week BEFORE finals week.</u>	● Faculty Supervisor ● Onsite Supervisor	Comprehensive Assessment Committee
	School/Clinical Mental Health Alumni Program Satisfaction Survey	<u>Turn in Surveys week BEFORE finals week.</u>	● Faculty Supervisor	Comprehensive Assessment Committee
	Student Evaluation of **Site and Faculty** Supervisor Form (remember to collect both for onsite and faculty supervisor forms)	<u>Turn in Surveys week BEFORE finals week.</u>	● Faculty Supervisor	Comprehensive Assessment Committee
Spring semester	Screening Evaluation of Applicants	February	Comprehensive Assessment Committee	Comprehensive Assessment Committee
Fall semester	Progress Review Evaluation	End of November, early December	Comprehensive Assessment Committee	Comprehensive Assessment Committee

Fall semester	Level II Screening Requirements	End of November	Secretary	Comprehensive Assessment Committee
Fall/Spring semesters	CPCE	November/March	Proctor/assigned faculty	Comprehensive Assessment Committee
Fall/Spring semesters	NCE	November/March	Assigned proctor	NCE
Fall/Spring semesters	Scholar Symposium Poster Presentation	November/March	Comprehensive Assessment Committee	Comprehensive Assessment Committee
Spring semester	Employer Satisfaction Survey—School/Clinical Mental Health Counseling	April/May	Secretary	Comprehensive Assessment Committee
Fall/Spring semesters	Exit Requirement Form	November or March	Secretary	Comprehensive Assessment Committee
Spring/Fall	Comprehensive Assessment Report	Either end of Spring or beginning of Fall semester	Comprehensive Assessment Committee	Comprehensive Assessment Committee

Artifact #2: A student's demonstration of group leadership

Skills Demonstration (CACREP STANDARDS: G6.a, G6b., G6d., CMMH: D5, F3, J2, J3, SC: C5, D2): As part of student training in group counseling, students will practice group facilitation numerous times throughout the semester. Student will sign up for three skills demonstrations throughout the semester. The first two will be graded as pass/fail and the last one will be worth 40 points. Grades will be based on demonstrating the skills portions of the course outcomes. Classmates will serve as group participants.
(COUN: 6220: Group Counseling and Processes syllabus)

Artifact #3: A student's demonstration of counseling skills

Counselor-in-Training Evaluation of Skills (CITES): Site and university supervisors will complete a CITES midterm and final evaluation. Students will complete a midterm and final self-evaluation. Forms is in the Clinical Mental Health Internship and Practicum guide located under the resource tab. Students must also schedule time with their site supervisor and university supervisor to discuss the evaluation. Students will earn 15 points by uploading a copies of their midterm and final CITES self-evaluation and meeting with their site and university supervisors to review the CITES.(15 points).
(COUN:6290/6291: Counseling Practicum Internship syllabi)

Artifact #4: The student's performance on the national Counselor Preparation Comprehensive Examination.

1. **Comprehensive Exam**
   a. During the last semester of coursework, students will take the comprehensive exam. This exam will include
      i. The CPCE exam
         1. Student will complete a 160 questions multiple choice exam
         2. The CPCE covers eight major sections:
            a. Human Growth and Development
            b. Helping Relationships
            c. Social and Cultural Foundations
            d. Group Work
            e. Career Lifestyle Development
            f. Appraisal
            g. Research and Program Evaluation
            h. Professional Orientation and Ethics
   b. Essay Questions
      i. The exam will contain two essay questions related to the specific area of study (Clinical Mental Health Counseling or School Counseling). For more information on the CPCE please visit the official site: http://www.cce-global.org/org/cpce
((Masters of Arts in Counseling Student Handbook, p. 8)

Progress Review Evaluation

Date:
Student Name:
Student ID:
Instructor's Name: or

Program Comprehensive Assessment Committee:

Category of Assessment	Exemplary	Target	Unacceptable
Knowledge/ Academic Performance	A or above	A- to B	C or below
Self-Awareness	Strong	Adequate	Inadequate
Coping Skills	Strong	Adequate	Inadequate
Counseling Skills	Strong	Adequate	Inadequate
Professional Dispositions	Strong/ethical Professional	Adequate/ethical	Inadequate/unethical

Comments by faculty or Program Comprehensive Assessment Committee:

Group Evaluation Form

University of Northern Iowa
Counselor Education
Clinical Mental Health Counseling and School Counseling Programs

Facilitator/student _____

Faculty_____

Date _____

Evaluation of Group Activity

The group leader (facilitator) demonstrates the following skills:

1. Active Listening	9. Supporting
2. Clarifying	10. Empathizing
3. Summarizing	11. Facilitating
4. Questioning	12. Evaluating
5. Interpreting	13. Giving Feedback
6. Confronting	14. Modeling
7. Reflecting Feelings	15. Blocking
8. Reflecting Content	16. Dealing with Silence
17. Terminating Session	18. Immediacy
19. Linking/connecting themes	20. Organization and Structure
21. Beginning Session	22. Open/democratic
23. Ability to "read" nonverbals	24. Therapeutic tone
25. Therapeutic voice	26. Handles conflict therapeutically
27. Handles group emotions therapeutically 28.	

__Check-in   ___Summary of Check-ins __Bridge Question   __ Introduction of Activity ___Asked for questions and clarification ___Summary of Activity ___Check-out ___Appropriate use of time ___3 Levels of Communication

<div align="center"><u>**Interpretation Scale:**</u></div>

___**Superior--Use of 10 to 12 Skills or more**: Including **frequent use of** Linking/Connecting Themes and a **complete** use of the Group sequence (i.e., check-in, summary of check-ins, etc.).

__**Above Average-Use of 7 to 9 Skills**: Including **occasional use of** Linking/Connecting Themes and a **complete** use of the Group sequence (i.e., check-in, summary of check-ins, etc.).

__**Average-Use of 4-6 Skills**: **Partial or no use of** Linking/Connecting Themes and a **partial** use of the Group sequence (i.e., check-in, summary of check-ins, etc.).

__**Below Average-Use of 1-3 Skills**: **No use of** Linking/Connecting Themes and a **fragmented or limited** use of the Group sequence (i.e., check-in, summary of check-ins, etc.).

Comments:

_____

_____

Note:

- Faculty will assign a point system consistent with their course evaluation scale and interpretation scale of the instrument.

This instrument is part of the Program Comprehensive Assessment Plan and a summative assessment

Counselor-in-Training Evaluation of Skills (CITES)

Student: _____ **practicum/internship I/internship II**
Supervisor:_____
Semester/year: _____ **date:** _____

Supervisor: please complete the following evaluation of skills. Assessments should be consistent with what is expected for other CITs with similar level of training and experience. For example, a practicum student who scores a "4" would perform differently from an internship II student who scores a "4."
N/A – not applicable or not observed
1 – low proficiency; 3 – on-target; 5 – exceeds expectations

Counseling skills

Counselor-in-training:

Develops a collaborative and therapeutic relationship	N/A	1	2	3	4	5
Demonstrates effective group counseling skills	N/A	1	2	3	4	5
Maintains appropriate structure such as session times, location, duration of session	N/A	1	2	3	4	5
Guides the session without relying heavily on questions	N/A	1	2	3	4	5
Communicates non-verbally through body language, voice tone, etc.	N/A	1	2	3	4	5
Uses minimal encouragers such as "tell me more" "go on," "uh hu," "head nod," etc.	N/A	1	2	3	4	5
Asks open-ended questions	N/A	1	2	3	4	5
Reflects feelings	N/A	1	2	3	4	5
Empathize s- Understand clients' perspective without over-identifying with client	N/A	1	2	3	4	5
Reflects meaning	N/A	1	2	3	4	5

Use interventions in a way that is timely and on-target with the goals of the session	N/A	1	2	3	4	5
Collaborates with clients to set meaningful and appropriate goals	N/A	1	2	3	4	5
Facilitates movement toward the counseling goals	N/A	1	2	3	4	5
Keeps accurate and timely records	N/A	1	2	3	4	5
Effectively begins a session	N/A	1	2	3	4	5
Manages termination of the counseling sessions	N/A	1	2	3	4	5
Manages termination of the counseling relationship	N/A	1	2	3	4	5
Applies forma assessment tools to the counseling process (e.g. SASSI, BDI, CCAPS, OQ-45)	N/A	1	2	3	4	5

Conceptualization skills

Counselor-in-training is able to:

Identify and consistently demonstrate guiding theory	N/A	1	2	3	4	5
Demonstrate an understanding of his or her own cultural worldview or biases and how they might interface with the counseling process	N/A	1	2	3	4	5
Understand the unique elements of clients' story	N/A	1	2	3	4	5

Recognize implications of culture on the counseling relationship	N/A	1	2	3	4	5
Respond to cultural differences in a way that is helpful to the client	N/A	1	2	3	4	5

Professional Demeanor

Counselor-In-Training:

Conducts self ethically and in compliance with legal requirements	N/A	1	2	3	4	5
Relates to peers appropriately	N/A	1	2	3	4	5
Relates to other professionals appropriately	N/A	1	2	3	4	5
Seeks out resources that help him or her improve in-session skills	N/A	1	2	3	4	5
Is aware of his or her levels of wellness or limitations	N/A	1	2	3	4	5
Practices self-care strategies	N/A	1	2	3	4	5
Recognizes boundaries of competence	N/A	1	2	3	4	5
Seeks supervision when necessary	N/A	1	2	3	4	5
Responds well to supervision and feedback	N/A	1	2	3	4	5
Implements feedback from supervision	N/A	1	2	3	4	5
Is able to recognize personal, professional, or skills deficits that influence their counseling	N/A	1	2	3	4	5

Takes responsibility for deficiencies	N/A	1	2	3	4	5
Demonstrates appropriate levels of self-confidence	N/A	1	2	3	4	5

Supervisor Comments:
 Strengths:

 Areas for growth:

Supervisor Signature: _____

or

University Supervisor Signature: _____
Counselor-in-Training Signature: _____

Appendix E – Direct Assessment Scores

Learning Outcomes	Population	Artifact	Results
1. Students will exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.	N=51	#1	100% of students met the target criterion regarding professional dispositions, with 56% exceeding expectations
2. Student will exhibit knowledge of group dynamics, group leadership, group development and apply these concepts in a variety of group types.	N=21	#2	Students were rated on their demonstration of group counseling skills: 95% demonstrate group facilitation at a superior level or above average performance level.
3. Students will be able to implement basic and advanced counseling techniques in the framework of helping relationships.	N=70	#3	Total CITES Score 100% of students met the expected criteria, with 73% exceeding expectations Skills Subscore 100% of students met the expected criteria, with 79% exceeding expectations Subscore average = 4.34

4. Students will show command of counseling theories and how to conceptualize cases from a wellness perspective.	N=70	#3	Total CITES Score 100%of students met the expected criteria, with 73% exceeding expectations Conceptualization Subscore 96%of students met the expected criteria, with 70% exceeding expectations Subscore average = 4.14
5. Students will provide illustrations of human growth and career developmental theories framed in the principles of assessment and appraisal.		#4	Fall 2017: N=9 Total Scores UNI Mean: 98.5 UNI Cutoff Score:70.34 National Mean:87.13 Subscores of CPCE Human Growth and Development:100 % of UNI students scored above the national mean Career Development: 100% of UNI students scored above the national mean

			Assessment: 100% of UNI students scored above the national mean b. Spring 2017: N=10 <u>Total Scores</u> UNI Mean:97.5 UNI Cutoff Score:70.34 90% met UNI cutoff score National Mean:87.13 80% met national mean score 20% did not meet national mean score <u>Subscores of CPCE</u> Human Growth and Development: 100% of UNI students scored above the national mean Career Development: 100% of UNI students scored above the national mean Assessment: 100% of UNI students scored above the national mean

6. Students will illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.	N=70	#3	<u>Total CITES Score</u> 100%of students met the expected criteria, with 73% exceeding expectations <u>Multicultural Subscore</u> 97% of practicum and internship students met the expected criteria, with 77% exceeding their supervisor's expectations Total average = 4.34

Appendix G – Sample Student Work across a Range of Scores

Since our Artifacts are student performances of professional disposition, counseling skills, and performance on the Counselor Preparation Comprehensive Exam, we do not have actual samples of student work. We discussed having the students turn in a video of their counseling work, but due to confidentiality of the counseling session, this is not possible.

Each year in May, the faculty meeting focuses on Student Learning Outcomes and the Program Comprehensive Review. This year the discussion focused on improving the cultural competency skills of your students. Each faculty shared their observations of group and culturally competent counseling skills and reviewed the CITES forms of their students in Practicum and Internship and discussed how to systematically improved these skills. . The faculty discussed accomplishing the goal of improvided cultural competent and group counseling skills by infusing the following into courses:

- In all skills courses (Counseling Skills, Group Counseling, Counseling Children and Adolescents, Career Counseling, Practicum, and Internship) instructors will demonstrate the broaching of cultural differences and emphasize this intervention in case studies and skill practice. For example, in Career Counseling the faculty member will specifically discussed gender and social class differences and how to discuss the impact of these identify on career development in group and individual counseling. When students complete the career counseling skills demonstration, a cultural competency score will be added to the rubric. The expected outcome of this intervention will be improved scores on the CPCE subscales and CITES items related to cultural competency.
- The program will continue to develop opportunities for students to be engaged in diverse experience through our student and faculty exchange program with National Chengchi University in Taipei, Taiwan and through service learning activities in various courses (i.e. Multicultural Counseling; Family Counseling, and Assessment). This exposure is designed to improve cultural awareness and will be measure by improved scores on the CPCE subscales and CITES items related to cultural competency.
- When reviewing recordings for practicum and internship, faculty will provided feedback on student's abilities to broach the topic of cultural differences, their abilities to provided culturally competent interventions, and cultural relevant case conceptualizations. The expected outcome of this intervention will be improved scores on the CPCE subscales and CITES items related to cultural competency.

The faculty also completed the Program Comprehensive Assessment Analysis Form. This form allows us to discuss how we have impacted student learning and to track modification made during the last year. This is a requirement of our accreditation requirements. Then in the fall, we specifically review identified student learning outcomes and discuss a plan for improvement. This is the report we completed at our May 1, 2018 faculty meeting. All meeting minutes and agendas are maintained for accreditation purposes and can be provided if necessary.

University of Northern Iowa

Program Comprehensive Assessment Analysis Form

Year: <u>2017-2018</u>

Academic Semester: <u>Summer 2018</u>

Members of the Program Comprehensive Assessment Program: <u>Drs. Davis-Gage, Chen, Swazo, and Prof. Self.</u>

I.   <u>Modifications to Academic Logistics:</u>

<u>Yes/No: Comments</u>	<u>Academic Logistics</u>
No	**Alter Admission Criteria and Procedures**
Yes; Update with Grad.	**Level I Evaluation Procedures**
Yes; Update handbook	**Level II Evaluation Procedures**
Yes; Secretary **Faculty Line**	**Suggest Staff Changes (i.e., full-time faculty, secretary, adjunct faculty)**
Yes; Supervision Method **Additional office**	**Suggest Graduate Assistant Changes**
Yes; Professional Development **Department of Education**	**Suggest Training Improvement for Faculty and Staff**
No	**Incorporate Technological Changes**
Yes; Summer & Fall	**Changes to the Website**
Yes	**Allocation of Students Records**
Yes; Updated and revised the student handbook; discussed Diversity Plan	**Exit Requirements and Form** ● **Personal Counseling** ● **Advocacy Activity** ● **Group Counseling** ● **Professional Conference** ● **Diversity Plan** ● **Program Orientation** ● **Abuse Report Seminar** ● **Research Paper and Poster Presentation**

No	Other Changes
No	No Changes

Explanation of suggested changes: The counseling program was able to secure a secretary line to assist in the collection of data and program management. Also additional space for graduate assistants was obtained and graduate assistant handbook was reviewed. We also updated the student handbook & website.

II.   Modifications to Program Comprehensive Assessment Plan

Yes/No: Comments	Modifications to Program Comprehensive Assessment Plan
Yes, added evaluations of subscores	Alter Student Learning Outcomes
Yes; Completed Student Outcome Assessment using a new template created by the university.	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:

Student outcome data revealed we are meeting goals 95-100%

III.   Curriculum Alterations

Yes/No: Comments	Curriculum Alterations
Yes	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	Eliminate Course
Yes	Add Course
Yes	Add Endorsement leading to Certificate
Yes; Content areas, Alignment with CACREP standards and Student Learning Outcomes, Course Objectives.	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	Other Changes
No	No Changes

Explanation of suggested changes: Faculty complete a comprehensive curriculum restructuring. Due to changes in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, we increased the school counseling emphasis area to 60 hours. We also added a crisis counseling and intervention course and wellness, self-care, and brain based intervention to prepare counselors for the change in our field.

IV.   **Modifications to Formative Assessments**

Yes/No: Comments	Modifications to Formative Assessments
No	Screening Evaluation of Applicants
No	Progress Review Evaluation
No	Professional Counseling Performance Evaluation (Counseling Skills Course)
No	Class Research Papers

Yes	Individual/Group Presentations
Yes	Class Tests
No	Analysis of ethical dilemmas
Yes, Assessment & Family	Service Learning Activities
No	Article analysis
No	Role Plays
Yes; Assessment Review	Videotape Activities
Multicultural comm. board meeting	Analysis of case studies
No	Other Changes
No	No Changes

Explanation of suggested changes: <u>We continue to refine our review of student formative portfolio. Multiple faculty engage students in service learning to increase cultural competency.</u>

V.   Modifications to Summative Assessments

Yes/No: Comments	Modifications to Summative Assessments
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: <u>We updated rubrics and assessments for both paper and presentation at the symposium</u>

VI.   Modification to Program's Evaluative Assessments

Yes/No	Modification
Yes; Explore ways to do it?	Employer's Satisfaction Survey
Yes; To Mary	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)
Yes	National Counselor Exam (NCE)
Yes	Course Evaluations by students (Overall Calculation of Professor's Effectiveness)
No	Student's Program Satisfaction Form (survey)
Yes	Advisory Board
No	Other Changes
No	No Changes

General comments: Faculty strive to continue on the path of improvement with our curriculum and program. The changes this year benefited student learning and provided us helpful feedback to improve our program.