



# ARGOSY UNIVERSITY.

Argosy University, Chicago

Counselor Education Department  
Department Review 2009-2010  
October 26, 2010



**COUNSELOR EDUCATION  
DEPARTMENT**

**MA COMMUNITY COUNSELING**



# Section I: Campus Learning Outcomes

## Formative Assessment

### Ratings

- **5= superior    4= good    3= adequate**  
**2= improvement needed    1= remediation needed**

### Learning Outcomes Areas & Definitions

- **Research & Theory** (i.e. knowledge of factual and theoretical content, comprehension and integration of concepts and theories to clinical practice)
- **Application of Skills** (i.e. ability to build and maintain a therapeutic working alliance, empathy and sensitivity, decision making)
- **Ethics** (i.e. understanding and application of ACA Code of Ethics, professional role and responsibilities)
- **Critical Thinking** (i.e. ability to make clinical judgment in accordance to client characteristic and life events, written and oral presentation of ideas and conceptual coherence, Adherence to APA style)
- **Interpersonal Effectiveness** (i.e. class participation, respect for ideas and integrity of others, interaction with faculty and peers)
- **Diversity** (i.e. Awareness of the impact of cultural factors in counseling situations, group settings, and other working relationships)
- **Leadership** (being an independent self-direct learner, punctuality, commitment and dedication, ability to reflect and improve)



# Section I: Campus Learning Outcomes Formative Assessment

## First Year MACC Student Learning Outcome Formative Assessment PC 6104 Counseling Skills – Instructors' Ratings on Student Group Performance

**Ratings:** 5= superior    4= good    3= adequate  
2= improvement needed    1= remediation needed

Campus Learning Outcomes	Capstone Assessment	Result of the Assessment	Outcomes Achieved
1. Research & Theory	(PC 6104) - Final Assignment	3.48	Yes
2. Application of Skills	(PC 6104) - Final Assignment	3.82	Yes
3. Ethics	(PC 6104) - Final Assignment	3.95	Yes
4. Critical Thinking	(PC 6104) - Final Assignment	3.87	Yes
5. Interpersonal Effectiveness	(PC 6104) - Final Assignment	3.88	Yes
6. Diversity	(PC 6104) - Final Assignment	3.94	Yes
7. Leadership	(PC 6104) - Final Assignment	3.58	Yes



# Section II: Campus Learning Outcomes Summative Assessment: MA students

## Counselor Preparation Comprehensive Examination Results 2009-2010

	9-Jan-10			8-May-10			7-Jul-10			28-Aug-10		
	N= 4			N= 19			N= 11			N= 14		
	Pass 4			Pass 16			Pass 9			Pass 10		
	Fail 0			Fail 3			Fail 2			Fail 4		
	Avg.	Nat'l Mean	St. Dev.	Avg.	Nat'l Mean	St. Dev.	Avg.	Nat'l Mean	St. Dev.	Avg.	Nat'l Mean	St. Dev.
<b>Total</b>	95.25	94.18	14.49	91.53	94.18	14.49	88.36	94.18	14.49	89.93	94.18	14.49
<b>Human Growth &amp; Development</b>	14.25	12.75	2.49	12.74	12.75	2.49	12.00	12.75	2.49	12.43	12.75	2.49
<b>Social &amp; Cultural Foundation</b>	11.00	10.88	2.63	10.21	10.88	2.63	10.00	10.88	2.63	9.93	10.88	2.63
<b>Helping Relationships</b>	12.00	11.82	2.22	12.00	11.82	2.22	11.27	11.82	2.22	12.36	11.82	2.22
<b>Group Work</b>	13.25	12.87	2.43	12.00	12.87	2.43	12.27	12.87	2.43	11.64	12.87	2.43
<b>Career &amp; Lifestyle Development</b>	10.50	11.35	2.23	11.05	11.35	2.23	10.82	11.35	2.23	10.64	11.35	2.23
<b>Appraisal</b>	9.25	10.05	2.46	9.74	10.05	2.46	8.55	10.05	2.46	9.5	10.05	2.46
<b>Research &amp; Program Evaluation</b>	11.50	11.48	2.77	10.68	11.48	2.77	10.27	11.48	2.77	10.71	11.48	2.77
<b>Professional Orientation &amp; Ethics</b>	13.50	13.00	2.34	13.11	13.00	2.34	13.18	13.00	2.34	12.71	13.0	2.34



# Section II: Campus Learning Outcomes Summative Assessment: MA students

## Counselor Preparation Comprehensive Examination Results 2009-2010 Campus Averaged Means Compared to Averaged National Means Across Four Administrations of the Exam

<b>N=48 Attempts</b>	<b>Avg of Nat'l Mean</b>	<b>Nat'l S.D.</b>	<b>Avg of Argosy Student Mean</b>	<b>*</b>
<b>Total</b>	94.18	14.49	90.64	-3.54
<b>Human Growth &amp; Development</b>	12.75	2.49	12.61	-.14
<b>Social &amp; Cultural Foundation</b>	10.88	2.63	10.15	-.73
<b>Helping Relationships</b>	11.82	2.22	11.94	.12
<b>Group Work</b>	12.87	2.43	12.68	-.18
<b>Career &amp; Lifestyle Development</b>	11.35	2.23	10.83	-.52
<b>Appraisal</b>	10.05	2.46	9.36	-.69
<b>Research &amp; Program Evaluation</b>	11.48	2.77	10.66	-.82
<b>Professional Orientation &amp; Ethics</b>	13.00	2.34	13.04	.04
*Weighted Average Differences between Argosy Student Means and Averages of National Means				



# Section II: Campus Learning Outcomes Summative Assessment MACC Students

## Assessment of Student Clinical Competencies

### A. University Individual Supervision

#### Practicum University Individual Supervision Evaluation Results

<b>Competencies (N = 43)</b>	<b>Mean</b>
Professionalism/Ethics	3.85
Supervision ( <i>Preparation for supervision, and the ability to accept feedback and make respective changes</i> )	4.11
Helping Relationships ( <i>use of theories, interaction with clients, and treatment effectiveness</i> )	3.60
Overall	3.64



# Section II: Campus Learning Outcomes Summative Assessment MACC Students

## B. Practicum Portfolio Evaluation Outcome

<u>Practicum Portfolio Evaluation Results</u>		
N=42	First Attempt	After Revision
High Pass	8 (19.1%)	0
Pass	34 (80.9%)	0
Pass with Revision	0	0
Fail	0	0

## C. Seminar Leaders Evaluations

<u>Competencies</u>	Practicum		Internship	
		M		M
Professionalism/Ethics	N =43	3.67	N=41	4.43
Supervision		3.72		4.35
Helping Relationships		3.56		4.37
Overall		3.6		4.44



# Section II: Campus Learning Outcomes Summative Assessment MACC Students

## D. Site Supervisor Evaluations

	<b>Practicum (N= 43)</b>	<b>End of Internship (N =40)</b>
<b><u>Competencies</u></b>	<b>M</b>	<b>M</b>
Professionalism/Ethics	3.90	4.34
Supervision	3.97	4.48
Helping Relationships	3.69	4.18
Overall Ratings	3.72	4.50
<b>Average Field Hours</b>	<b>189.35</b>	<b>740.56</b>



# Section II: Campus Learning Outcomes Summative Assessment MACC Students

## E. Counselor Competency Examination

<b>Counselor Competency Examination</b>		
N=39		
	<b>First Attempt</b>	<b>After Revision</b>
<b>High Pass</b>	24 (61.5%)	
<b>Pass</b>	15 (38.5%)	
<b>Pass with Revision</b>	0%	
<b>Fail</b>	0%	



# Section II: Campus Learning Outcomes Summative Assessment MACC Students

Placement and Training Completion Across Years

	<b>2006-7</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Number of students Placed</b>	38	38	24	42
<b>Number of students completed</b>	35 Terminated by site =1 Withdrew from Program = 2	36 Withdrew from site = 1 In progress = 1	23	39
<b>New sites Developed</b>	6	3	0	4



# Section II: Campus Learning Outcomes Summative Assessment MACC Students

## Campus Learning Outcomes

<b>Campus Learning Outcomes</b>	<b>Capstone Assessment</b>	<b>Result of the Assessment</b>	<b>Outcome Achieved?</b>
<b>1. Research &amp; Theory</b>	CPCE	Campus Mean is compatible with the National Mean	Yes
<b>2. Application of Skills</b>	CCE Internship Evaluations	100 % passing rate in CCE, and internship evaluations	Yes
<b>3. Ethics</b>	CPCE Internship Evaluation	100 % passing rate in CCE, and internship evaluations	Yes
<b>4. Critical Thinking</b>	CCE Internship Evaluations	Campus Mean is compatible with the National Mean	Yes
<b>5. Interpersonal Effectiveness</b>	CPCE/Internship Evaluations	Campus Mean is compatible with the National Mean Passage of internship evaluations	Yes
<b>6. Diversity</b>	CPCE	Campus Mean is compatible with the National Mean	Yes
<b>7. Leadership</b>	NA	NA	NA



# Section III: Program Learning Outcome Assessment

## MACC Program Learning Outcome Assessment

Program Learning Outcome	Capstone Assessment	Result of the Assessment	Outcome Achieved?
1. Professional Identity	CPCE	Campus mean is Compatible with the national mean	Yes
2. Social and Cultural Diversity	CPCE	Campus mean is Compatible with the national mean	Yes
3 Human Growth & Development	CPCE	Campus mean is Compatible with the national mean	Yes
4. Career Development	CPCE	Campus mean is Compatible with the national mean	Yes
5.Helping Relationships	CPCE/CCE	-Campus mean is Compatible with the national mean -100% passing rate in CCE	Yes



# Section III: Program Learning Outcome Assessment

## MACC Program Learning Outcome Assessment – (Cont'd)

<b>Program Learning Outcome</b>	<b>Capstone Assessment</b>	<b>Result of the Assessment</b>	<b>Outcome Achieved?</b>
<b>6. Group Work</b>	CPCE	Campus mean is Compatible with the national mean	Yes.
<b>7. Assessment</b>	CPCE/CCE	Campus mean is Compatible with the national mean 100% CCE passing rate	Yes
<b>8. Research &amp; Program Evaluation</b>	CPCE	Campus mean is Compatible with the national mean	Yes
<b>9. Communication Skills</b>	CPCE/CCE	Campus mean is Compatible with the national mean on helping skills 100% CCE passing rate	Yes
<b>10. Interpersonal Effectiveness</b>	CPCE/CCE	Campus mean is Compatible with the national mean on helping skills 100% CCE passing rate	Yes



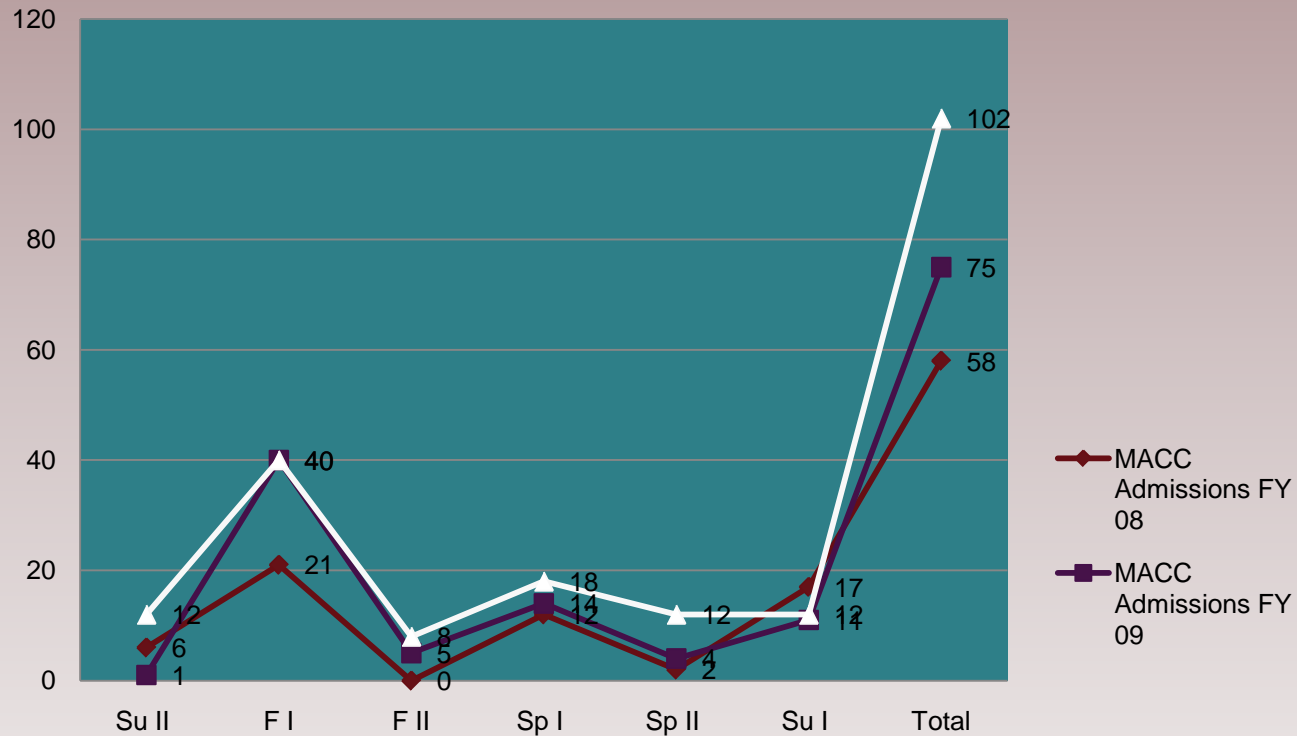
# Section VI: Admissions and Program Enrollments

## MACC Community Counseling in 2009-2010

FY 2009	MACC, CP & CES New Student Goal	MACC, CP & CES New Students Actual	MACC Goal	MACC Actual
Summer 2 '09	4	14	1	12
Fall 1 '09	50	49	45	40
Fall 2 '09	6	11	5	8
Spring 1 '10	24	20	19	18
Spring 2 '10	5	14	0	12
Summer 1 '10	14	16	7	12
	103	124	103	102



## Admissions Data Of MACC Program from 2008-2010





# Section VII: Retention and Graduation

Terms	FY07	FY08	FY09	FY10
Graduation Rate	20.45%	37.93%	12.24%	41 (actual number)
Retention /Persistence Rate	79.55%	83.91%	87.7%	94.2%
Attrition Rate	20.45%	16.09%	12.3%	5.8%



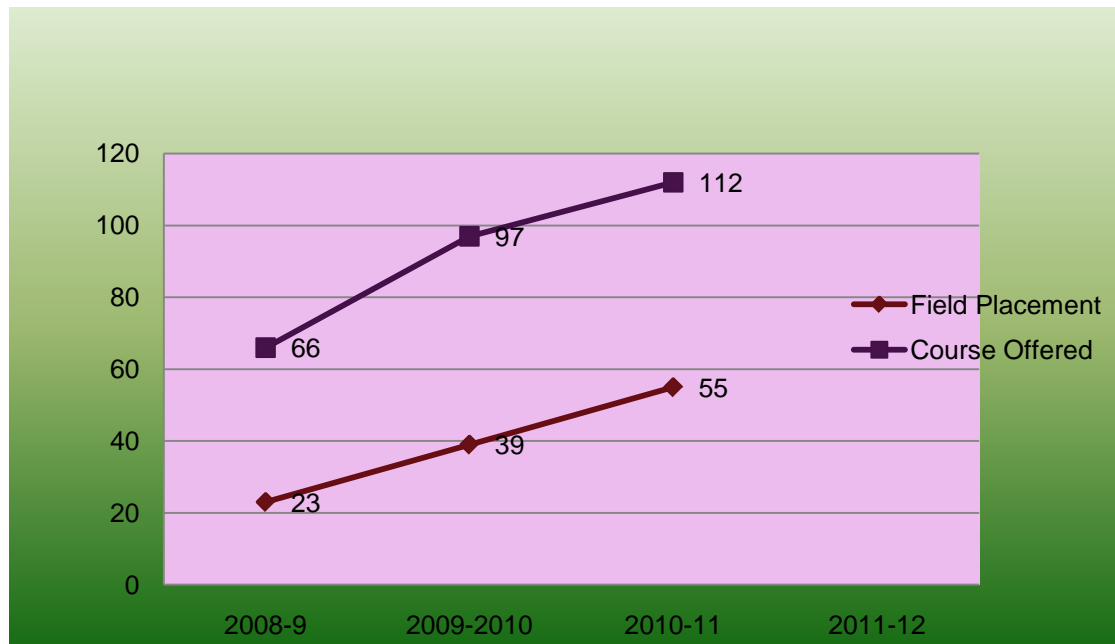
# MACC - Compliance to CACREP Standards

	<b>CACREP Requirements</b>	<b>Program Current Disposition</b>
FTE Ratio	10:1	13.01
Practicum Seminar Ratio	7.75	10
Internship Seminar Ratio	9	10
% of Adjunct Teaching	79.3%	49% by 2017



# Projections - Courses Offered and Training Needs

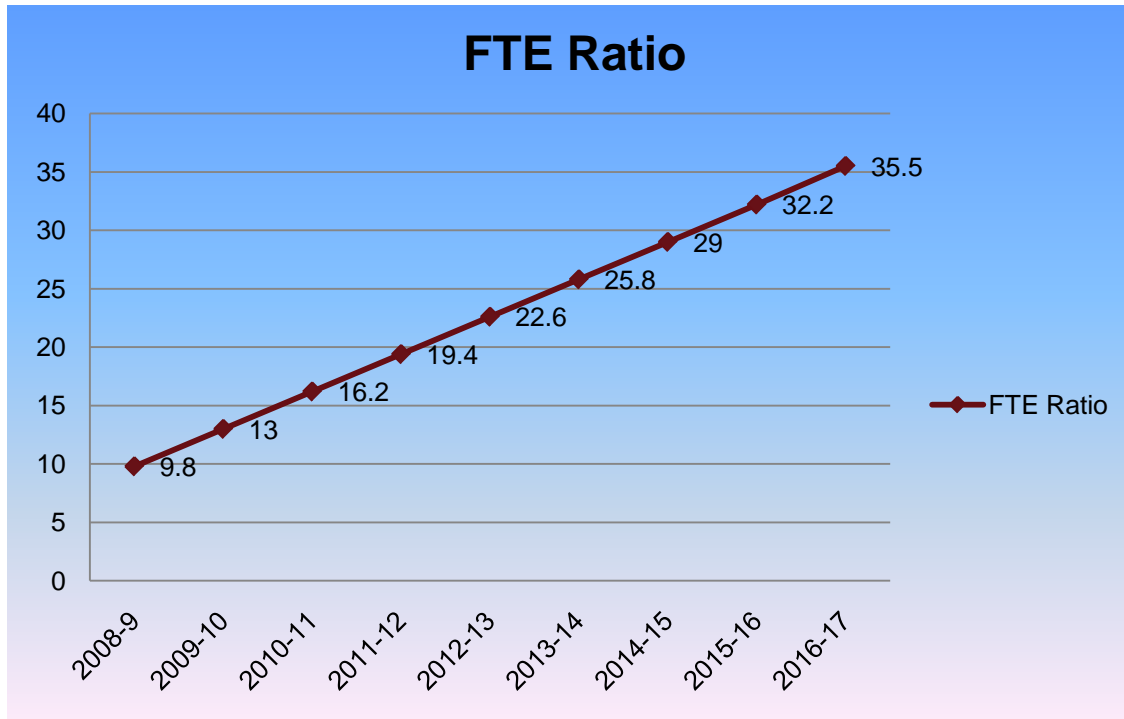
## Projections on Courses and Placements





# Projections - FTE Ratio

- This projection is based on the change in FTE ratios in FY09 & FY10. More data are needed in order to make more accurate projections.*





# 2010 MACC Graduate Placement

Placement Type	(N=21)
Employed	8
Job Seeking	9
Doctoral Programs	4

*\*\*\* Data based on survey distributed to students who completed their internship from May to August 2010, and to graduates in 2010. 21 out of 41 recent graduates returned the survey.*



# Projections - Program Needs

	Impact	Projection
Increase of Practicum & Internship Students	<ul style="list-style-type: none"> <li>•Workload of the DOT</li> <li>•Workload of the DA/Training Coordinator</li> <li>• Placement of students</li> <li>•Provision of individual supervision to practicum Students</li> <li>• Availability of doctoral supervisors.</li> </ul>	<ul style="list-style-type: none"> <li>•Further reduction of course load of the DOT</li> <li>•Full time assistance</li> <li>•15 TAs for individual supervision</li> </ul>
Increases in class sections	<ul style="list-style-type: none"> <li>• Availability of quality adjuncts</li> <li>•Increase supervision and management time for the chair</li> <li>•Further increase the adjunct teaching proportions which will need to be limited to 49% by 2017</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to recruit adjunct faculty</li> <li>•Hiring of full time faculty</li> </ul>
Increases in student body	<ul style="list-style-type: none"> <li>• More student issues</li> <li>• More training issues</li> <li>• Add to the demand on the workload of the faculty, the chair and the DOT</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental SPDC</li> <li>• Separate committees within the department with the increase of full time faculty</li> </ul>



# Section IV: MACC Curriculum Relevance and Currency

Checkpoints	Findings/Feedback
<b>Faculty Feedback</b>	<ul style="list-style-type: none"><li data-bbox="513 311 1649 415"><input type="checkbox"/> MACC- CACREP accredited for 8 years under the 2001 Standards, indication of the quality of the program</li> <li data-bbox="513 482 1624 582"><input type="checkbox"/> Need to adjust the program to meet the 2009 standards before 2017:<ul style="list-style-type: none"><li data-bbox="513 596 1682 696">✓ <i>Modify the current 48 hour Community Counseling Program to a 60 hour Clinical Mental Health Program</i></li><li data-bbox="513 704 1692 796">✓ <i>Hire full time faculty to adjust to the requirement that 51% of courses offered are taught by full time faculty</i></li></ul></li> <li data-bbox="513 863 1657 1021"><input type="checkbox"/> FTE ratio exceeds the CACREP Requirement standards, need to adjust class sizes and increase full-time faculty to a 10:1 ratio.</li> <li data-bbox="513 1092 1572 1192"><input type="checkbox"/> Licensure portability and assisting students to obtain license in the states require 60 Master's level program.</li></ul>



# Section IV: MACC Curriculum Relevance and Currency

<b>Checkpoints</b>	<b>Findings/Feedback</b>
<b>Inter-disciplinary Advisory Board Feedback</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Agreed to the quality of the MACC program for its attainment of 8 years CACREP accreditation.</li><li><input type="checkbox"/> Concerned about the numbers of students accepted in all the schools in the Chicago metropolitan areas, and the implication to students' ability to gain employment in the field.</li></ul>
<b>Environment- al Trend</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> LCP and LCPC are the fast growing license in Illinois</li><li><input type="checkbox"/> Talks in the Coalition of Illinois Counseling Organizations about changing licensure requirement to accepting applications from 60 hours programs.</li><li><input type="checkbox"/> Competition from schools in the Chicago area: talks about obtaining CACREP accreditation for their already 60 credit hour MA counseling related programs.</li><li><input type="checkbox"/> The future of the 48 hour MA Community Counseling Program</li></ul>



**COUNSELOR EDUCATION  
DEPARTMENT**

**Ed.D. COUNSELOR EDUCATION AND  
SUPERVISION**



# Section I: Campus Learning Outcomes Formative Assessment

## First Year Student CP & CES Student Learning Outcome Formative Assessment C7454 Models of Clinical Supervision –Instructor’s Rating on Group Performance

**5= superior    4= good    3= adequate    2= improvement needed    1= remediation needed**

<b>Campus Learning Outcomes</b>	<b>Capstone Assessment</b>	<b>Assessment Results</b>	<b>Outcome Achieved</b>
1. Research & Theory	Models of Supervision (Final Assignment)	4.5	Yes
2. Application of Skills	Models of Supervision (Final Assignment)	4.5	Yes
3. Ethics	Models of Supervision (Final Assignment)	5	Yes
4. Critical Thinking	Models of Supervision (Final Assignment)	4	Yes
5. Interpersonal effectiveness	Models of Supervision (Final Assignment)	4.5	Yes
6. Diversity	Models of Supervision (Final Assignment)	4.5	Yes
7. Leadership	Models of Supervision (Final Assignment)	4.5	Yes



# Section II: Campus Learning Outcomes

## Summative Assessment: Ed. D Counselor Education and Supervision

### Ed. D COUNSELPOR EDUCATION AND SUPERVISION Comprehensive Examination Results 2009-10 By Learning Outcomes

0 = Unacceptable                      1 = Minimally Acceptable (Knowledge & Comprehension)  
2 = Good (Application & Analysis)                      3 = Excellent (Synthesis & Evaluation)

N=4 (First Group of CES students)	Question 1: Philosophy of Practice	Question 2: Supervision	Question 3: Teaching	Question 4: Theory	Question 5: Research	Mean
Goal 1: Practice/ Skills	2	2.5	2.5	2.5	2	2.3
Goal 2: Research	2.5	2.25	2	2.25	2	2.2
	Application of literature & research	Application of literature & research	Application of literature & research	Application of literature & research	Literature Review	
Goal 3: Theory	1.75	2	2	2.5	1.75	2
					Program evaluation, methodology, sampling.	
Goal 4: Identity	2.25	2.25	2.5	2	2	2.2
					As a program developer/ evaluator, role in research	
Goal 5: Ethics	1	1.75	2	2	1.75	1.7
Goal 6: Diversity	1.75	1.75	2	2.5	2.25	2.05
					Sampling & interpretation of the data	
Goal 7: Self-Awareness	2	2.25	2	1.75	2	2
Goal 8: Written Presentation	2.25	2.25	2.25	2.25	2	2.2
Total: Question	1.94	2.125	2.156	1.97	1.97	2.08



# Section II: Campus Learning Outcomes Summative Assessment Ed. D Students

Ed. D Counselor Education and Supervision  
Comprehensive Examination Results 2009-10

First Attempt		Second Attempt	
Pass	0	Pass	4
Pass/ Rev	4	Pass/ Rev	0
Fail	0	Fail	0



# Section II: Campus Learning Outcomes Summative Assessment Ed. D. Students

<b>Campus Learning Outcomes</b>	<b>Capstone Assessment</b>	<b>Result of the Assessment</b>	<b>Outcome Achieved?</b>
1. Research & Theory	COMPS	Overall Mean =2.2 i.e. at the good (application and analysis) level	Yes.
2. Application of Skills	COMPS	Overall Mean =2.3 i.e. at the good (application and analysis) level	Yes.
3. Ethics	COMPS	Overall Mean = 1.7 i.e. between minimally acceptable (knowledge and comprehension) level at the good (application and analysis level)	Yes.
4. Critical Thinking	COMPS	Overall Question Mean = 2. 08(All questions require critical thinking: theories choice & critiques, discussion of ethical and multicultural issues, evaluation of research methods, assessments of clients' issues and application of skills and theories discriminatorily.)	Yes.
5. Interpersonal Effectiveness	COMPS	Combined mean scores of the areas of diversity, self-awareness, identity , & written presentation = 2.1, good (application and analysis )level.	Yes.
6. Diversity	COMPS	Mean = 2.05, at the good (application and analysis) level	Yes
7. Leadership	NA		



# Section III: Program Learning Outcome Assessment

## Ed. D. Counseling Psychology Program Learning Outcome Assessment

<b>Program Learning Outcome</b>	<b>Capstone Assessment</b>	<b>Result of the Assessment</b>	<b>Outcome Achieved?</b>
1. Counselor Supervision	Comps	Mean =2.125, i.e. at the good (application and analysis) level	Yes
2. Research	Comps	Mean = 2.2, i.e. at the good (application and analysis) level	Yes
3. Advanced Practice/Assessment	Comps	Mean =2.3, i.e. at the good (application and analysis) level	Yes
4. Counselor Education	Comps	Mean = 2.16 i.e. at the good (application and analysis) level	Yes
5. Ethics	Comps	Mean =1.7 i.e. between minimally acceptable (knowledge and comprehension) and good (application and analyses) level	Yes
6. Multicultural Competence	Comps	Mean = 2.05 i.e. at the good (application and analysis) level	Yes
7. Interpersonal Effectiveness	Comps	Mean = 2.0 i.e. the good (application and analysis) level	Yes
8. Written and Oral Presentation	Comps	Mean = 2.0 i.e. the good (application and analysis) level	Yes



# Section III: Program Learning Outcome Assessment

## Ed.D. Counselor Education and Supervision Practicum and Internship Experience

### Practicum Experience (N=7)

Average Direct Clinical Hours	Average Indirect Clinical Hours	Total
47	72.5	119.5

### Internship Experience (N =7)

Teaching	Clinical Work	Supervision
2	4	3



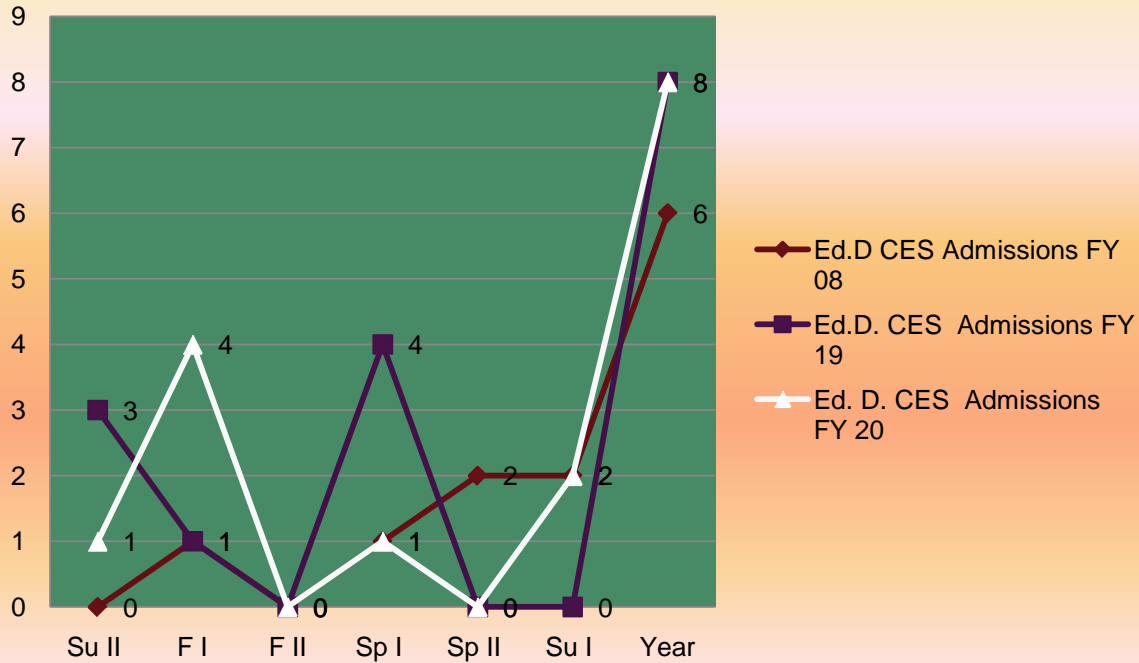
# Section VI: Ed. D. CES Admissions and Program Enrollments

## Ed. D. Counselor Education and Supervision Admissions Data in 2009-2010

FY 2010	MACC, CP & CES New Student Goal	MACC, CP & CES New Students Actual	CES Goal	CES Actual
Summer 2 '09	4	14	2	1
Fall I '09	50	49	2	4
Fall 2 '09	6	11	0	0
Spring 1 '10	24	20	4	1
Spring 2 '10	5	14	3	0
Summer 1 '10	14	16	5	2
	103	124	16	8



# Section VI: Ed. D. CES Admissions and Program Enrollments





# Section IV: Curriculum Relevance and Currency

Checkpoint	Curriculum Relevance and Currency of Program - Feedback and Findings
Faculty Feedback	<ul style="list-style-type: none"><li>• Ed. D. CES curriculum is aligned with CACREP 2009 Standards;</li><li>• CACREP demands students' development of areas of specialty. Students need more guidance and mentoring in this area: publishing, presenting, and making use of their practicum and internship experience;</li><li>• A need to develop specific requirements in the curriculum in order to facilitate students' development of areas of specialty;</li><li>• Admissions criteria limit the eligibility of applicants to the program;</li><li>• A need to decide pre-requisites for the CES program: Social workers and graduates from a non-CACREP programs or related fields should have a chance to be in the CES program.</li><li>• A need to attain accreditation of the program: Competition from other schools, market demand (by 2013, only graduates from CACREP programs can be hired to teach CACREP related programs) and increasing pressure from current and prospective students;</li></ul>



# Section IV: Curriculum Relevance and Currency

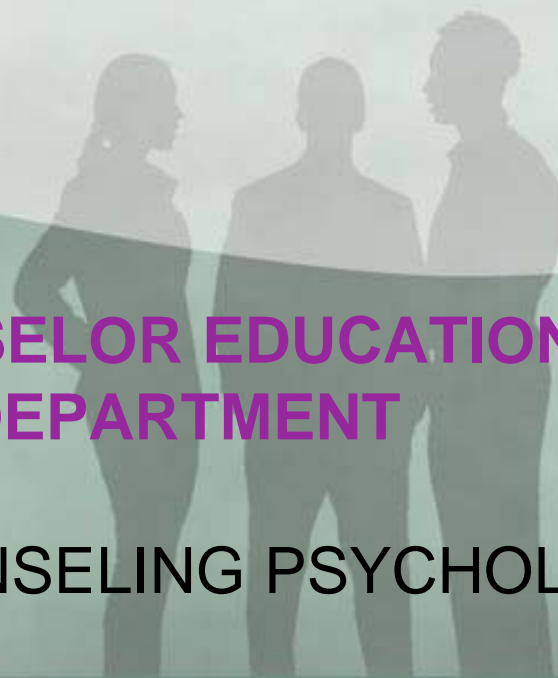
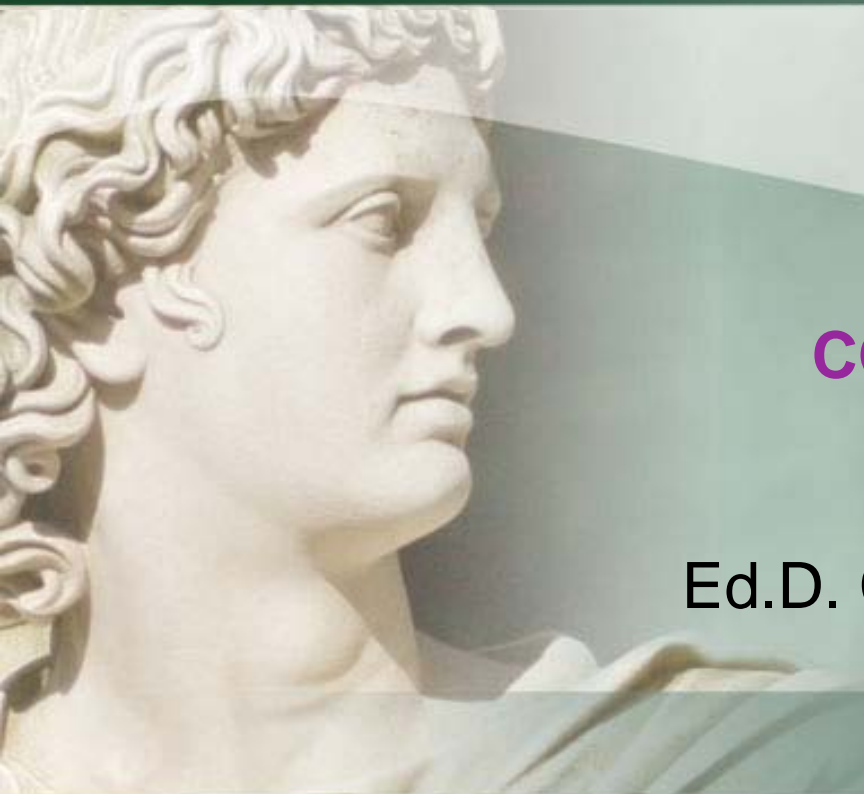
Checkpoint	Curriculum Relevance and Currency of Program - Feedback and Findings
Faculty Feedback Cont'd)	<ul style="list-style-type: none"><li>• A need of faculty mentorship for doctoral students;</li><li>• Monitoring of the quality of dissertation chairs and members;</li><li>• Inadequate and insufficient marketing efforts;</li><li>• Supervision and co-teaching experience for doctoral students; and</li><li>• Insufficient student body to have separate classes with counseling psychology students</li></ul>
Program Advisory Board	<ul style="list-style-type: none"><li>• The need of counselor educators for the market demand in 2013;</li><li>• Teaching of advocacy and social responsibility as a doctoral degree holder;</li><li>• Emphasis on training of counselors to work with diverse populations and settings; and</li><li>• Trend of hiring LCPC as agency directors and supervisors.</li></ul>



# Section VII: Retention and Graduation

## Ed.D. Counselor Education & Supervision

Terms	2008-2009	2009-2010
Graduation Rate	0.0%	0.0%
Retention Rate	72%	91.7%
Attrition Rate	28%	8.3%



**COUNSELOR EDUCATION  
DEPARTMENT**

**Ed.D. COUNSELING PSYCHOLOGY**



# Section I: Campus Learning Outcomes Formative Assessment

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2. Application of Skills	Models of Supervision (Final Assignment)	4.5	Yes
3. Ethics	Models of Supervision (Final Assignment)	5	Yes
4. Critical Thinking	Models of Supervision (Final Assignment)	4	Yes
5. Interpersonal effectiveness	Models of Supervision (Final Assignment)	4.5	Yes
6. Diversity	Models of Supervision (Final Assignment)	4.5	Yes
7. Leadership	Models of Supervision (Final Assignment)	4.5	Yes



# Section II: Campus Learning Outcomes

## Summative Assessment: Ed. D Counselor Education and Supervision

### Ed. D COUNSELING PSYCHOLOGY

#### Comprehensive Examination Results 2009-10 By Learning Outcomes

0 = Unacceptable

2 = Good (Application & Analysis)

1 = Minimally Acceptable (Knowledge & Comprehension)

3 = Excellent (Synthesis & Evaluation)

N=1	Question 1: Philosophy of Practice	Question 2: Supervision	Question 3: Teaching	Question 4: Theory	Question 5: Research	Mean
Goal 1: Practice/ Skills	2.5	3	2.5	2	1.75 Design	2.22
Goal 2: Research	2.5 Application of literature & research	2	2	2	1.75	2.05
Goal 3: Theory	3	2	2	2	2 Program evaluation, methodology, sampling.	2.2
Goal 4: Identity	2	2.25	2	2	2.5 As a program developer/ evaluator, role in research	2.15
Goal 5: Ethics	2	2.25	2	2.5	2 Procedures & informed consent, debriefing	2.15
Goal 6: Diversity	2.25	2	2.5	2.5	2 Sampling & interpretation of the data	2.25
Goal 7: Self-Awareness	2	2.5	2.25	2	1.75 Strengths & limitations of the research	2.1
Goal 8: Written Presentation	2	2	2	1.5	2.5	2
Total: Question	2.28	2.25	2.16	2.08	2.03	2.16



# Section II: Campus Learning Outcomes Summative Assessment Ed. D. Students

Ed. D. Counseling Psychology  
Comprehensive Examination Results 2009-10

First Attempt		Second Attempt	
Pass	0	Pass	1
Pass/ Rev	1	Pass/ Rev	0
Fail	0	Fail	0



# Section II: Campus Learning Outcomes Summative Assessment Ed. D. Students

Campus Learning Outcomes	Capstone Assessment	Result of the Assessment	Outcome Achieved?
1. Research & Theory	COMPS	Overall Mean = 2.05 at the good (application and analysis) level	Yes.
2. Application of Skills	COMPS	Overall Mean = 2.22 at the good (application and analysis) level	Yes.
3. Ethics	COMPS	Overall Mean = 2.15 at the good (application and analysis) level	Yes.
4. Critical Thinking	COMPS	Overall Question Mean = 2.16 at the good (application and analysis level) (All questions require critical thinking: theories choice & critiques, discussion of ethical and multicultural issues, evaluation of research methods, assessments of clients' issues and application of skills and theories discriminatorily.)	Yes.
5. Interpersonal Effectiveness	COMPS	Combined mean scores of the areas of diversity, self-awareness, identity , & written presentation = 2.13, good (application and analysis )level.	Yes.
6. Diversity	COMPS	Mean = 2. 25,at the good, application and analysis level.	Yes
7. Leadership	NA		
<p>***Note that these scores and interpretations is based on one comprehensive examination result and assessment of two readers.</p>			



# Section III: Program Learning Outcome Assessment

## Ed. D. Counseling Psychology Program Learning Outcome Assessment

Program Learning Outcome	Capstone Assessment	Result of the Assessment	Outcome Achieved?
1. Practice and Skills	Comps	Mean =2.2 between the good (application and analysis) level to excellent (synthesis and evaluation) level.	Yes
2. Research	Comps	Mean =2.05, at the good, application and analysis level	Yes
3. Theory Application	Comps	Mean =2.2, between the good (application and analysis) level to excellent (synthesis and evaluation) level.	Yes
4. Identity	Comps	Mean = 2.15 good, application and analysis level to excellent level	Yes
5. Ethics	Comps	Mean =2.15 at the at the good, application and analysis level	Yes
6. Social & Cultural Issues/Multicultural Competence	Comps	Mean =2.25 between the good (application and analysis) level to excellent (synthesis and evaluation) level.	Yes
7. Interpersonal Effectiveness	Comps	Mean of diversity, self-awareness, & identity = 2.3, i.e. at the good, application and analysis level , to excellent level	Yes
8. Written and Oral Communication	Comps	Mean =1.72, between knowledge and comprehension level to good, application and analysis level	Yes



# Section VI: Admissions and Program Enrollments

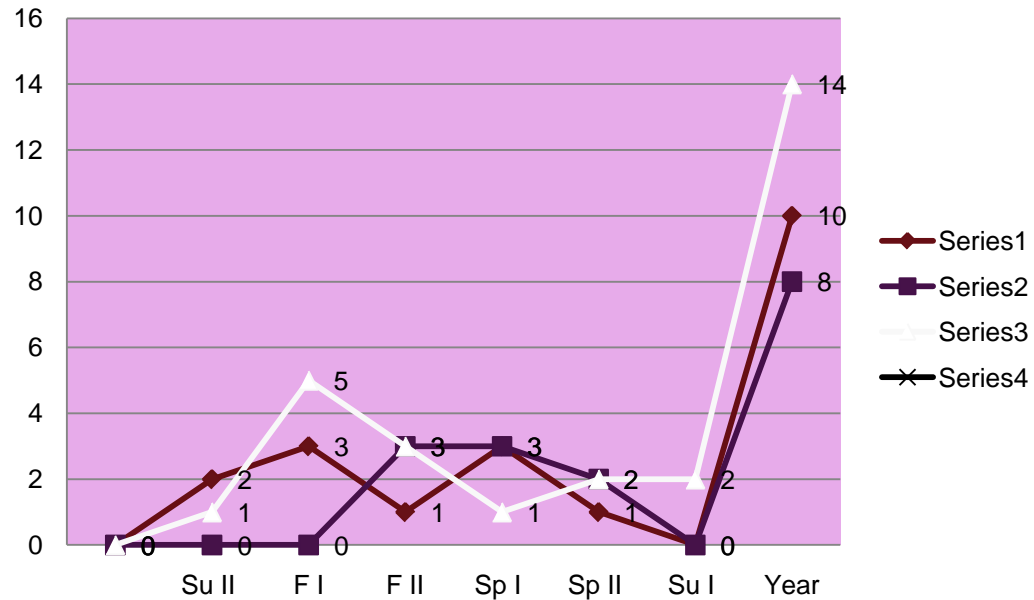
## Ed. D. Counseling Psychology Admissions Data in 2009-2010

FY 2009	MACC, CP & CES New Student Goal	MACC, CP & CES New Students Actual	CP Goal	CP Actual
Summer 2 '09	4	14	1	1
Fall I '09	50	49	3	5
Fall 2 '09	6	11	1	3
Spring 1 '10	24	20	1	1
Spring 2 '10	5	14	2	2
Summer 1 '10	14	16	2	2
	103	124	10	14



# Section VI: Admissions and Program Enrollments

ED.D. CP Admissions Data From 2008 -2010





# Section IV: Curriculum Relevance and Currency

Checkpoint	Ed.D. CP Curriculum Relevance and Currency of Program - Feedback and Findings
Faculty Feedback	<ul style="list-style-type: none"><li>• Not aligned with any accreditation requirements in related fields: counseling psychology or counselor education;</li><li>• Students are of mixed backgrounds: Academically, clinically, and readiness-wise;</li><li>• A need to have the pre-requisites or foundation courses for students who do not have any courses in psychology related areas; or students entering the CP program; and</li><li>• Provision of professional development and co-teaching experience to CP students;</li><li>• A need of faculty mentorship for doctoral students;</li><li>• Monitoring of the quality of dissertation chairs and members</li></ul>



# Section VII: Retention and Graduation

## Ed.D. Counseling Psychology Program

Terms	2008-2009	2009-2010
Graduation Rate	0.00%	3 Graduates
Retention Rate	90.9%	91.7%
Attrition Rate	9.1%	8.3%



# Section V: Resources

## A. Library

### A. Library Counselor Education

Library Collection Data:
Materials purchased: 22 (b), 1(v)
Books: 2,616 + (print and online)
Video (& related): 80
Journal related): 28
Electronic databases: 10
Other academic databases: 11 (26,200+ online journals full text/citation)
Dissertations(CRPs): 2
Digital dissertations: 11241 (Total: 47,000, 12,000 added each year)

Budget and Service Areas	Specifics and Comments			
Budget for Dept.	Capital	Spent	09-2010	08-09
			\$8,400	\$23,992
	Journals,	\$6,728	\$6,020	\$12,880;
	books:	\$561	\$1,380,	\$5,017
	Videos:	\$100	\$1,000	\$5,000
	Spent:			\$6,728
				\$654
	Total capital budgeted (all 6 programs)	N/A	\$118, 589	\$208,270
Online database	See below	\$3,374	\$8,904	
Online total all programs	\$42, 696	\$36,744.00	\$52,158	



### **Student Utilization Trends**

- Quiet reading space, small study rooms,
  - Computers & online resources
  - Books, videos, journal articles,
    - Using reference services,
    - Dissertation consultation
    - General inquiries



# Section V: Resources

## A. Library

1. Circulation (books & reserves all users)

09-10	08-09	07-08	06-07
13,629	13,307	10,033	1378Se8

Circulation by quarter 09-10

LOCATION	2010 APR - JUN	2010 JAN - MAR	2009 OCT - DEC	2009 JUL - SEP	Total
CHI	3,010	4,191	3,339	3,089	13,629

2. Library patrons visits (all users):

	Jul 09	Aug 09	Sep 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	Apr 10	May 10	Jun 10	TOTAL
Library visits	3377	3301	6603	9798	7143	6330	7005	8324	9497	6516	5785	6706	80385

3. Library patron visits (All users, gate count)

Year	09-10	07-08	06-07
Gate counts	80,385	52,098	54,145



# Section V: Resources

## A. Library

### 4. Interlibrary loan all programs 09-10 (All users)

<b>Borrowing</b>													
Month	Jul-09	Aug-09	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Mar-10	Apr-10	May-10	Jun-10	Total
# of Req	137	160	256	286	423	135	300	238	291	171	163	178	<b>2738</b>
<b>Lending</b>													
Month	Jul-09	Aug-09	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Mar-10	Apr-10	May-10	Jun-10	Total
# of Req	78	31	42	70	69	31	58	49	83	39	51	54	<b>655</b>

### 5. Library instruction: 09-10

	Psy.D/ MA Clinical	Closin g	Bus.	Org. Lead.	MaEd Ed.D	BA	RfWrk s	W700 0	Comp s	TOTA L
Summer II 09	0	1	2	0	1	0	1	1	1	7
Fall 09	10	3	2	0	3	4	2	1	3	28
Spring 10	2	3	2	0	3	5	3	1	3	22
Summer I 10	0	1	1	0	1	3	1	1	0	8



# Section V: Resources

## A. Library

### 6. Reference services (all users)

Total # of Questions: reference questions, directional queries, copier & computer questions, etc.  
 Reference Only: research related questions, such as finding articles or books on topic, (lasting from 10-60 min. )etc

Month	Jul 09	Aug 09	Sept 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	Apr 10	May 10	June 10	<u>Total</u>
<b>Total # of questions</b>	190	30	326	301	180	36	311	265	198	110	225	105	2277
<b>Reference Only</b>	160	19	290	250	133	21	269	236	176	92	190	78	2014

### 7. Library Website usages all users by month

Note: M=month, P= page views, V-visits, H=hits  
 •usages all users by month

	Jul 09	Aug 09	Sept 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	April 10	May 10	June 10	Total
<b>P</b>	26,554	36,882	41,861	41,861	32,636	34,436	46,345	33,169	37,297	37,013	39,217	32,450	<b>445,830</b>
<b>V</b>	9,265	11,760	12,886	12,886	9,898	11,168	13,336	8,902	11,086	8,477	10,736	11,432	<b>132,708</b>
<b>H</b>	44,530	62,999	70,450	70,450	55,445	57,432	77,530	56,649	67,984	61,779	64,100	50,251	<b>751,902</b>



# Section V: Resources

## A. Library

1. Database: EBSCO Full-text retrieval by year (10-07)

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Site Code	Database Name	2010	2009	2008	% CHANGE	2007
CHI	ASC	40,562	37, 897	36,909	20%	30,789
	BSP	12,562	11, 720	11,364	52%	7,481
	ERC	7,432	2, 834	1,778	1502%	111
	PA	24,812	18, 908	21,329	9%	19,581
	PBSC	10,279	7, 844	8,777	-22%	11,299
	PEX	8,686	2, 380	2,651	-6%	2,829
	RBN	265	760	689	51%	456
	SOC	7,626	6, 343	4,3 0	132%	1,855
	MFP	916				
CHI Total		114,850	88, 686	87,807	18%	74,401 Note: The highlighted databases are related to your program.



# Section V: Resources

## A. Library

### EBRARY STATISTICS (pages viewed)

Category	2010 APR - JUN	2010 JAN-MAR	2009 OCT-DEC	2009 JUL-SEP	Total
BUSINESS & ECONOMICS	14,425	18,746	30,958	32,490	96,619
EDUCATION	12,725	15,318	25,930	24,805	78,778
FAMILY & RELATIONSHIPS	2,171	2,393	1,842	1,333	7,739
HEALTH & FITNESS	1,758	1,725	2,223	1,698	7,404
LANGUAGE ARTS	968	2,787	2,299	2,590	8,644
LAW	6,750	2,844	3,267	2,585	15,446
MATHEMATICS	930	990	989	993	3,902
MEDICAL	13,183	13,062	11,339	11,425	49,009
PHILOSOPHY	10,006	3,068	6,521	4,172	23,767
POLITICAL SCIENCE	3,261	3,925	4,109	4,375	15,670
PSYCHOLOGY	110,257	105,966	122,712	107,952	446,887
REFERENCE	379	741	2,021	788	3,929
RELIGION	1,671	853	2,335	2,088	6,947
SCIENCE	1,992	2,406	3,643	3,445	11,486
SOCIAL SCIENCE	11,435	14,237	16,596	12,565	54,833
<b>Grand Total</b>	<b>197,850</b>	<b>197,862</b>	<b>247,292</b>	<b>221,923</b>	<b>864,927</b>



# Section V: Resources

## A. Library

<p>Satisfaction Survey Results</p>	<p>Faculty utilization trend: Library instruction, reference services, purchase materials, syllabi, interlibrary loan, research assistance Library satisfaction survey comments</p> <p><b><u>STAFF</u></b></p> <ul style="list-style-type: none"><li>• Helpful</li><li>• Excellent</li><li>• Good Service</li><li>• Hard working</li><li>• Knowledgeable</li><li>• Sometimes Rude</li></ul> <p><b><u>FACILITY</u></b></p> <ul style="list-style-type: none"><li>• Hours are too short</li><li>• Library is too small</li><li>• Need to be open on Sunday</li><li>• Need more study space</li></ul> <p><b><u>IT</u></b></p> <ul style="list-style-type: none"><li>• Wi-Fi connection is often spotty</li><li>• No outlets in study rooms!</li><li>• More printers need to be available</li></ul> <p><b><u>ENVIRONMENT</u></b></p> <ul style="list-style-type: none"><li>• Need more study space</li><li>• Too noisy</li><li>• More back issues of journals need to be available</li></ul> <p><b><u>RESOURCES</u></b></p> <ul style="list-style-type: none"><li>• Need more books<ul style="list-style-type: none"><li>○ More than 1 copy of each book</li><li>○ More online books need to be available</li><li>○ More journals need to be available full text</li><li>○ ILL is easy but takes too long</li><li>○ More DVDs, less VHS</li><li>○ Need a fax machine and a scanner available for students</li></ul></li></ul>
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# Section V: Resources

## B. Academic Learning Center

<b>Budget and Service Areas</b>	<b>Specifics and Comments</b>
Budget for the Department	Approximately \$1000/year (part of library budget)
Student utilization trends	Total Number Students: 192 Tutored (approx.) Counseling: 3 M.A. and 6 Ed.D. Students
Faculty utilization trends	Fall 1 Term, 2008: no counseling faculty have brought students for ALC presentation. Two faculty have used ALC to receive guidance for administering Criterion Is counseling using Tutoring Intake Form?
Resources for the Program	Revised ALC webpage, ALC News, new Tutoring Intake Form, and Brown Bag Luncheons for faculty.
Students' needs	Math/accounting tutoring requested 5 times in Fall 1. Aside from writing assistance, does counseling have any requests for ALC?
Satisfaction Survey Results	No Survey records. Plan to administer in near future.



# Section V: Resources

## C. Academic Resources/Faculty

Budget and Other Areas	Across Programs
FTE ratios <i>*The FTE ratio was calculated with the contribution of the adjuncts. They were counted as: number of courses taught / 8 courses as taught by a core faculty = the proportion of the courses taught by a full-time faculty.</i>	11.2
Faculty/staff hiring	1
Faculty Departure	0
Average # of CRP's/Dissertations	4 /core faculty chair 3/core faculty reader
Average # of Advisees per faculty	57.2
Average # of committees	2 University-wide or department committees
% Adjunct classes	Over 80%
% of core faculty overload	50%
# of External Faculty Presentations	4
# of Internal Faculty Presentations	1
Department Service Projects	2 from Chi Sigma Iota 1 for campus wide presentation



# Section VII: Career Services and Alumni Services

Services	# of MACC Students Served	# of Ed.D. Students Served	Specifics and Comments
<b>Individual Assistance</b>			
Mock Interview	12	0	
Job Search	19	5	
Licensure Application Assistance	73		
Volunteer Opportunities	9		
Resume Writing	35	1	
Workshops & Events:  Alumni Panel Resume/CV/Workshop LPC Workshop Networking Workshop Interviewing Workshop	18 23 20 1 8		



# Section IX: Student Services

Services	# of Students Served	Specifics and Comments																					
New student advisor	<b>213 Total</b> 213 MA Community Counseling/PC MA Professional Counseling 46 Counseling Psychology 27 Counselor Education and Supervision	Heather Pierce started on 9/29/09  Data as of 9/8/10																					
Orientation Attendance	<table border="1"> <thead> <tr> <th></th> <th>MACC</th> <th>Ed.D.</th> </tr> </thead> <tbody> <tr> <td>Fall I 09</td> <td>26</td> <td>5</td> </tr> <tr> <td>Fall II 09</td> <td>5</td> <td>0</td> </tr> <tr> <td>Spring I 10 13</td> <td></td> <td>1</td> </tr> <tr> <td>Spring II 10</td> <td>8</td> <td>1</td> </tr> <tr> <td>Summer I 10</td> <td>9</td> <td>1</td> </tr> <tr> <td>Summer II 10</td> <td></td> <td></td> </tr> </tbody> </table>		MACC	Ed.D.	Fall I 09	26	5	Fall II 09	5	0	Spring I 10 13		1	Spring II 10	8	1	Summer I 10	9	1	Summer II 10			
	MACC	Ed.D.																					
Fall I 09	26	5																					
Fall II 09	5	0																					
Spring I 10 13		1																					
Spring II 10	8	1																					
Summer I 10	9	1																					
Summer II 10																							
Student Clubs and Activities	<b>Chi Sigma Iota</b> members of local chapter <b>Phi Gamma Sigma 90</b>																						
Meet and Greet	Total of students: 53																						



# Section IX: Student Services Financial Aid

<b>MACC/MAPC</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Total</b>
EDMC Tuition Grant	7	7	8	22
Subsidized Stafford Loan	165	184	129	478
Unsubsidized Stafford Loan	170	189	133	492
Graduate Plus Loan	15	17	7	39
Private Scholarship	2	0	0	2
Argosy Scholarship	8	8	4	20



# Section IX: Student Services

## Financial Aid

<b>Ed. D. Counselor Education and Supervision</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Total</b>
EDMC Tuition Grant	3	0	0	3
Subsidized Stafford Loan	14	11	10	35
Unsubsidized Stafford Loan	16	13	11	40
Graduate Plus Loan	5	7	7	19
DFI	1	1	0	2



# Section IX: Student Services

## Financial Aid

<b>Ed. D. Counseling Psychology</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Total</b>
EDMC Tuition Grant	3	3	3	9
Subsidized Stafford Loan	29	28	27	84
Unsubsidized Stafford Loan	29	28	27	84
Graduate Plus Loan	2	2	4	8
DFI	1	1	0	2
Argosy Scholarship	2	3	4	9



# Section X: Student Satisfaction Noel/Levitz Survey

## Counselor Education Department

### **Strengths (Top five)**

*(Gap score = importance rating – satisfaction rating < 1.00)*

1. Faculty care about me as an individual.
2. The staff at this institution are caring and helpful.
3. There is respect for cultural and ethnic differences here.
4. I am able to experience intellectual growth here.
5. My classes provide opportunities to improve my technology skills.

### **Weaknesses (Top five)**

*(Gap score = importance rating – satisfaction rating > 1.79)*

1. I am provided adequate information about practicum or internship placement.
2. Students are notified early in the term if they are doing poorly in class.
3. Internships or practical experiences are managed well within my program of study.
4. My advisor helps me apply my academic major to specific career goals.
5. Faculty provide timely feedback about my progress.



# Section XI: Report on Last Review's Action Items

Action Item	Outcome
Need more full time faculty to teach, to advise, and to manage training matters and issues	Hired one new faculty member to coordinate doctoral practicum and internship in addition to the regular teaching load.
Establish a more systematic structure to provide students advisement at different stages of their career at Argosy.	Appointed an academic advisor to help students with scheduling & registration issues. Core faculty were able to focus more on students' professional development issues and mentoring.
Develop different class format to accommodate the change of student body (more full time students) and schedule needs.	Not achieved in FY2010, but there will be changes in the class format for Maladaptive and Group counseling in fall 2010.
The new student advisor will be able to identify and work with students who are at risk, and refer them to their faculty advisors in a timely manner.	Achieved.



# Section XI: Report on Last Review's Action Items

Action Item	Outcome
More systematic use of teaching and research assistants to release faculty time to conduct research and other scholarly activities	Not achieved. Most TA resources went to the provision of university individual supervision for practicum students.
Working on the self-study for the accreditation of the CES program	Waiting for the permission to apply from the University. The writing of the self-study has yet to begin formally. However, in order to prepare for the application, the department has partially completed the Advanced Practicum and Internship Manual, and established internship criteria to assist students' development of specialty areas.
Provision of training both core and adjunct faculty for dissertation committee work	Dissertation committee members can obtain training through programs developed by the University. However, it has been difficult for the Chair to monitor whether current committee members actually participated in such training.



# Section XII: Department Strengths and Challenges

## Strengths (Top nine) /Opportunities

1. MACC CACREP Accredited until 2018
2. Diversity:
  - a. Student diversity
  - b. Further diversity with a new core faculty hired
  - c. Diversity training experience for students
3. Advisement Efforts: Academic Advisement and Faculty Professional Advisement
4. Collegial relationship within the Counselor Education Department
5. Expanding course modalities and opportunities
6. Strong representation/presentations by core faculty at State, Regional and National conferences
7. Continued Mentorship within Department:
  - a. Student to student
  - b. Core Faculty to student
8. Established a more collaborative working relationship with the Admissions department to help in the new student admission process



# Section XII: Department Strengths and Challenges

## Weaknesses (Top five) /Challenges

1. Lack of supportive resources for Faculty research and professional development. This is particular important when applying accreditation for the CES program.
2. Limited availability of faculty to doctoral students' increased demand
  - More demand as students get closer to completing course work and prepare for dissertations/program completions
  - Higher demands for connecting with core faculty due to their degree sought (this includes “mentoring needs”)
  - The workload and teaching demands limits core faculty’s ability to be in multiple dissertation committees
3. With increased MACC student enrollment, increased Practicum/Internship placement challenges, and difficulties in maintaining the required FTE ratio.
4. National directives related to “eTexts” will provide increased challenges for current courses and meeting CACREP objectives potential
5. Doctoral students’ lack of writing ability hinders their success in the program: inability to write scholarly, and to complete their dissertations.
6. Lack of influence over online courses.



# Section XIII: Focus Action Items for the Next Academic Year

Action Item	Due Date	Owner
Position the CES program for the application of accreditation for the CES program: documents, evaluation systems, etc.	Ongoing refinement of the program	Dept. Faculty
Maintain the FTE ratio at 10:1 as required by CACREP accreditation: Hire more faculty and monitor class size	Ongoing	Department Chair
Collaborate with marketing to promote the CES and the MACC programs	Ongoing	Department Chair
Establish pre-requisites /foundation courses for the CES program to facilitate the admissions of non-CACREP graduate applicants	End of Fall semester	Department Chair



# Section XIII: Focus Action Items for the Next Academic Year

Action Item	Due Date	Owner
Assess the personnel structure with reference to the growth of the department, and the increasing needs in training, advisement, teaching, admissions efforts, and supervision. The workload of all members of the department will be assessed; and the need of additional resources will be proposed.	End of Fall 2010	Chair
Establish a tracking system to obtain MACC alumni placement information and licensure attainment.	Beginning of Spring 2011	Chair and faculty