

**Department Review/Action Plan
College of Psychology & Behavioral Sciences
MA in Community Counseling Program**

Program: MA in Community Counseling Campus: Chicago

Date of Review: 11/30/07

Review Period: 12/8/06 to 11/30/07

- ***Learning Outcome #1: Professional Identity – Value all aspects of professional functioning including history, roles, organizational structures, ethics, legalities, standards and credentialing.***

Summary of Findings (supporting evidence/data):

Total number of graduates: 34

Assessment Measures: CPCE (MA Comp Exam)

December 2006 Administration (Professional Orientation & Ethics)

Our Average=11.9 National Average=12.18

June 2007 Administration (Professional Orientation & Ethics)

Our Average=11.875 National Average=12.18 (National SD=1.99)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Eliminate PC6010 Professionalization Group I
2. Eliminate PC6011 Professionalization Group II
3. Distribute the total course objectives of PC6300 Professional and Ethical Issues between two classes (PC6300 and PC6420 Community Mental Health)
4. Map CACREP standards to course objectives in both the aforementioned classes

Recommendations to Improve Student Learning in this Outcome:

Enhance advisement procedures as well as further support efforts to increase professional association membership via establishing a professional identity award for students most involved in organizations; suggest joining CESNET list serve. Tie all evaluation materials from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Possibly make enrollment in professional organizations part of tuition for students so that all students are enrolled in some sort of professional organization. Also invite officers from professional organization to present to students so that they have more of an idea what the professional organizations are and what the benefit of joining is. Also more student organizations would be helpful. Have some sort of capstone course that requires attendance at a conference. Student

presentations on professional organizations would help other students see the firsthand benefits. Compare data to other campuses that also use the CPCE to determine bases for findings.

- ***Learning Outcome #2: Social and Cultural Diversity – Apply core theory and research of the cultural context of relationships, issues and trends in a multicultural and diverse society to the counseling profession.***

Summary of Findings:

Total number of graduates: 34

Assessment Measures: CPCE (MA Comp Exam)

December 2006 Administration (Social and Cultural Foundations)

Our Average=9.31 National Average=10.03

June 2007 Administration (Social and Cultural Foundations)

Our Average=9.875 National Average=10.03 (National SD=2.23)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Map course objectives in this area to CACREP standards for PC6511 Social and Cultural Foundations

Recommendations to Improve Student Learning in this Outcome:

Incorporate facets of social psychology material from NCE/CPCE study materials into PC6511. Tie all evaluation materials from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Compare data to other campuses that also use the CPCE to determine bases for findings.

- ***Learning Outcome #3: Human Growth and Development – Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels.***

Summary of Findings:

Total number of graduates: 34

Assessment Measures: CPCE (MA Comp Exam)

December 2006 Administration (Human Growth & Development)

Our Average=10.0 National Average=11.44

June 2007 Administration (Human Growth & Development)

Our Average=11.083 National Average=11.44 (National SD=2.36)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Map course objectives in this area to CACREP standards for PC6025 Human Growth & Development

Recommendations to Improve Student Learning in this Outcome:

Incorporate facets from the Human Growth and Development material from NCE/CPCE study materials into PC6025. Tie all evaluation materials (if applicable?) from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Compare data to other campuses that also use the CPCE to determine bases for findings.

- ***Learning Outcome #4: Career Development – Apply core theory and research of career development and related life factors.***

Summary of Findings:

Total number of graduates: 34

Assessment Measures: CPCE (MA Comp Exam)

December 2006 Administration (Career & Life Style Development)

Our Average=8.85 National Average=8.77

June 2007 Administration (Career & Life Style Development)

Our Average=8.583 National Average=8.77 (National SD=2.23)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Map course objectives in this area to CACREP standards for PC6600 Career and Lifestyle Development

2. Find qualified adjunct professors to teach this subject matter (i.e. Judy Skorek and Cam Helkowski)

Recommendations to Improve Student Learning in this Outcome:

Incorporate facets from the Career and Lifestyle Development material from NCE/CPCE study materials into PC6600. Tie all evaluation materials from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Compare data to other campuses that also use the CPCE to determine bases for findings.

- ***Learning Outcome #5: Helping Relationships – Ethically and effectively deliver a range of counseling and consultation services.***

Summary of Findings:

Total number of graduates: 34

Assessment Measures: CPCE (MA Comp Exam)

December 2006 Administration (Helping Relationships)

Our Average=11.85 National Average=12.0

June 2007 Administration (Helping Relationships)

Our Average=12.00 National Average=12.00 (National SD=2.18)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Map course objectives in this area to CACREP standards for all courses that teach foundational counseling skills
2. Change format of PC6104 Counseling Skills to a 15 week course instead of remaining as a weekend/blended format or 7.5 week class
3. Have a portfolio half way through the program so that students have to learn before they go on practicum and internship to effectively apply theory.

Recommendations to Improve Student Learning in this Outcome:

Incorporate facets from the Helping Relationships material from NCE/CPCE study materials into all courses that teach foundational counseling skills. Tie all evaluation materials from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Compare data to other campuses that also use the CPCE to determine bases for findings.

- ***Learning Outcome #6: Group Work – Ethically and effectively deliver a range of group counseling methods and skills, and other group approaches.***

Summary of Findings:

Total number of graduates: 34

Assessment Measures: CPCE (MA Comp Exam)

December 2006 Administration (Group Work)

Our Average=10.69 National Average=11.55

June 2007 Administration (Group Work)

Our Average=11.04 National Average=11.55 (National SD=2.56)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Map course objectives in PC6505 Group Counseling to CACREP standards

Recommendations to Improve Student Learning in this Outcome:

Incorporate facets from the Group Work material from NCE/CPCE study materials into PC6505. Begin to experiment with utilizing doctoral students enrolled in Advanced Group Counseling in the Ed.D program to be an integral part of the teaching and/or observation of PC6505. Tie all evaluation materials from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Compare data to other campuses that also use the CPCE to determine bases for findings.

- ***Learning Outcome #7: Assessment – Explain a range of individual and group approaches to assessment and evaluation.***

Summary of Findings:

Total number of graduates: 34

Assessment Measures: CPCE (MA Comp Exam)

December 2006 Administration (Appraisal)

Our Average=9.85 National Average=10.34

June 2007 Administration (Appraisal)

Our Average=9.95 National Average=10.34 (National SD=1.84)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Map course objectives in PC6525 Appraisal and Assessment to CACREP standards

Recommendations to Improve Student Learning in this Outcome:

Incorporate facets from the Appraisal material from NCE/CPCE study materials into PC6525. Tie all evaluation materials (if applicable?) from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Compare data to other campuses that also use the CPCE to determine bases for findings.

- ***Learning Outcome #8: Research and Program Evaluation – Explain research methods, statistical analysis, needs assessment, and program evaluation to the counseling profession.***

Summary of Findings:

Total number of graduates: 34

Assessment Measures: CPCE (MA Comp Exam)

December 2006 Administration (Research and Program Evaluation)

Our Average=10.69 National Average=10.80

June 2007 Administration (Research and Program Evaluation)

Our Average=10.87 National Average=10.80 (National SD=2.34)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Map course objectives in PC6521 Research and Program Evaluation to CACREP standards

Recommendations to Improve Student Learning in this Outcome:

Incorporate facets from the Research and Program Evaluation material from NCE/CPCE study materials into PC6521. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Compare data to other campuses that also use the CPCE to determine bases for findings.

- ***Learning Outcome #9: Communication Skills – Students will communicate clearly and effectively, both orally and in writing.***

Summary of Findings:

Total number of graduates: 34

Assessment Measures: Practicum Portfolio and Internship Counseling Competency Examination (CCE)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

- 1. Mapped CACREP standards to practicum syllabus (PC6410) as well as internship syllabus (PC6415)**
- 2. Continue to utilize all practicum and internship assessment forms from university supervisors/seminar leaders as well as site supervisors**
- 3. Continue to monitor the evaluations from supervisors/seminar leaders and track data gathered on Portfolios and CCEs via established grading forms**

Recommendations to Improve Student Learning in this Outcome:

Ensure that APA style writing is being mandated in courses that require written assignments. Tie all evaluation materials from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished). Use new pilot Evaluation Feedback form for data.

- **Learning Outcome #10: Interpersonal Effectiveness – Students will develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.**

Summary of Findings:

Total number of graduates: 34

Assessment Measures: Practicum Portfolio, Internship Counseling Competency Examination (CCE), newly piloted Evaluation Feedback form (adapted from Tampa Campus to replace Goldenrod form in all Counselor Education Programs)

Goal Achievement:

Syllabi changes required? Yes, accomplished--

1. Mapped CACREP standards to practicum syllabus (PC6410) as well as internship syllabus (PC6415)
2. Continue to utilize all practicum and internship assessment forms from university supervisors/seminar leaders as well as site supervisors
3. Continue to track data gathered on Portfolio and CCEs via established grading forms
4. Distributed new pilot form (Evaluation Feedback form) to all instructors for fall semester

Recommendations to Improve Student Learning in this Outcome:

Ensure that APA style writing is being mandated in courses that require written assignments. Begin to track the numeric data generated by the new Evaluation Feedback form to evaluate student success and areas in need of improvement with respect to interpersonal effectiveness. Start to evaluate the adequacy of the new pilot Evaluation Feedback form. Tie all evaluation materials from practicum and internship to this program outcome/CACREP standard. Ensure that all coursework is mapped to new programmatic outcome IE (this is partially accomplished).

- **Comprehensive Exam (CPCE) Results for past two Administrations:**

Administration	N	Pass	Fail
June 2007	24	20 (83%)	4 (17%)
December 2006	13	12 (92%)	1 (8%)

Findings: People who didn't pass the exam generally are students who have not performed strongly in the program. Discussion among other campus department chairs regarding results and best practices should yield ways to improve curriculum in each respective area.

Suggestions for Improvement:

1. Continue to add to each applicable course the elements not covered in our course syllabi with regard to the study materials for the CPCE/NCE
2. Research the reasons for the decrease in students who pass the comprehensive exam.
3. Set a realistic goal for the percentage of students who you expect to pass the exam
4. Have a university wide institutional research analysis into the comprehensive exam scores and what they mean and how the instruction process affects scores.
5. Focus on one goal in particular and try to improve, or in general come to some concrete finding on what the comprehensive exam scores mean and what you are looking for when collected data on pass and fail rates.
6. Look at other argosy campuses pass and fail rates for the comprehensive exam and see what they may be doing right or wrong.
7. Having other campuses data so that you can compare what other campuses weakness and strengths are and possibly help each other.
8. Possibly add a day for program specific orientation (a Saturday early in Summer 2 and Fall 1 and Spring 1 terms).

• ***Curriculum Relevance and Currency:***

1. Employ more formative assessment measures in all coursework. Summative assessment is strong in the MACC program (carry over from last department review in December 2006).
2. Reviewed old course sequencing and recommend new course sequencing for MACC program to move away from cohort model to a more standard model to make predictions for future course availability and academic advisement (see model below, next page).

MACC			Spring Admits		
		Spring			
		I	Counseling Theory **		
		I & II (Whole)	Counseling Skills ***		
		II	Community Mental Health ***		
					Summer Admits
		Summer		Summer	
		I	Human Growth & Deve***	I	Human Growth & Deve***
		II	Professional & Ethical Issues***	II	Professional & Ethical Issues***
	Fall Admits				
Fall		Fall		Fall	
I	Counseling Theory **	II	Maladaptive Beh. & Psychopathology**	I	Counseling Theory **
I & II (Whole)	Counseling Skills ***	I	Appraisal & Assessment	Whole	Counseling Skills ***
II	Community Mental Health ***	Bridged	Couple & Family Counseling***	II	Community Mental Health ***
			Year Two		
Spring		Spring		Spring	
II	Maladaptive Beh. & Psychopathology**	I	Substance Abuse Counseling	II	Maladaptive Beh. & Psychopathology**
Bridged	Group counseling***	Bridged	Group Counseling ***	Bridged	Group counseling***
II	Professional & Ethical Issues***	II	Social & Cultural Foundation	II	Couple and Family Counseling
					Year Two
Summer		Summer		Summer	
I	Human Growth & Deve***	I	Career & Life Style Dev	I	Career & Lifestyle Dev
II	Couple & Family Counseling ***				
II	Counseling Practicum (Early Starters)				
					Year Two
Fall		Fall		Fall	
I	Appraisal & Assessment	I	Child & Adolescent Counseling	I	Aprasial & Assessment
I	Substance Abuse Counseling			I	Substance Abuse Counseling
Whole	Counseling Practicum	Whole	Counseling Practicum	Whole	Counseling Practicum
			Year Three		
Spring		Spring		Spring	
I	Child & Adolescent Counseling	Bridged	Research & Program Eva.	I	Child & Adolescent Counseling
II	Social & Cultural Foundation			II	Social & Cultural Foundation
Bridged	Research & Program Eva.	Whole	Internship Seminar	Bridged	Research & Program Eva.
	Internship Seminar			Whole	Internship Seminar
Summer		Summer		Summer	
I	Career & Lifestyle Dev	Whole	Internship Seminar	Whole	Internship Seminar



CHICAGO

**Masters of Arts in Community Counseling
Course Requirements and Course Sequence:**

(Fall Semester Enrollment)

• **FIRST YEAR**

FALL SEMESTER

	<u>CREDITS</u>
PC 6420 Community Mental Health*	3
PC 6000 Counseling Theory*	3
PC 6104 Counseling Skills I*	3

CREDITS

• **SPRING SEMESTER**

PC 6025 Human Growth and Development*	3
PC 6505 Group Counseling*	3
PC 6005 Maladaptive Behavior and Psychopathology*	3

SUMMER SESSION I

PC 6300 Professional & Ethical Issues*	3
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CREDITS

SUMMER SESSION II:

PC 6410 Practicum Seminar – taken with Practicum**	0
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**Enroll with permission of Counseling Training Director
(depending on practicum start date).

• **SECOND YEAR**

FALL SEMESTER

	<u>CREDITS</u>
PC 6525 Appraisal & Assessment	3
PC 6900 Substance Abuse Counseling	3
PC 6700 Couples & Family Counseling*	3

PC 6410 Practicum Seminar- taken with Practicum
 (for students starting practicum in fall and those who started
 in summer II)

<u>SPRING SEMESTER</u>	<u>CREDITS</u>
PC 6440 Child and Adolescent Counseling	3
PC 6511 Social and Cultural Diversity	3
PC 6521 Research & Program Evaluation	3
PC 6415 Internship Seminar - taken with Internship	3
<u>SUMMER SESSION I</u>	<u>CREDITS</u>
PC 6600 Career & Lifestyle Development	3
PC 6415 Internship Seminar (continued)	0
TOTAL CREDIT HOURS:	48

*Denotes practicum prerequisite. These courses are generally taken in the first year of study and considered a foundation for the other courses. First year students are encouraged to consult with their advisor before taking courses that ARE NOT first year courses as this may delay practicum/internship. Note: Either Group Counseling or Couples and Family Counseling may be taken prior to practicum/internship.

Course Requirements and Course Sequence: (Spring Semester Enrollment)

- **FIRST YEAR**

<u>SPRING SEMESTER</u>	<u>CREDITS</u>
PC 6420 Community Mental Health*	3
PC 6000 Counseling Theory*	3
PC 6104 Counseling Skills I*	3
<u>SUMMER SESSION I</u>	<u>CREDITS</u>
PC 6005 Maladaptive Behavior & Psychopathology*	3
<u>SUMMER SESSION II</u>	<u>CREDITS</u>
PC 6300 Professional & Ethical Issues*	3

- **SECOND YEAR**

FALL SEMESTER

	<u>CREDITS</u>
PC 6525 Appraisal & Assessment	3
PC 6900 Substance Abuse Counseling	3
PC 6700 Couples & Family Counseling*	3

• ***SPRING SEMESTER***

	<u>CREDITS</u>
PC 6025 Human Growth & Development*	3
PC 6505 Group Counseling*	3
PC 6511 Social & Cultural Diversity	3

SUMMER SESSION I

	<u>CREDITS</u>
PC 6600 Career & Lifestyle Development	3

THIRD YEAR

FALL SEMESTER

	<u>CREDITS</u>
PC 6400 Child & Adolescent Counseling	3
PC 6521 Research & Program Evaluation	3
PC 6410 Practicum Seminar- taken with Practicum	3

SPRING SEMESTER

	<u>CREDITS</u>
PC 6415 Internship Seminar	3

SUMMER SESSION I

	<u>CREDITS</u>
PC 6415 Internship Seminar (continued)	0

TOTAL CREDIT HOURS: 48

*Denotes practicum prerequisite. These courses are generally taken in the first year of study and considered a foundation for the other courses. First year students are encouraged to consult with their advisor before taking courses that ARE NOT first year courses. Note: Either Group Counseling or Couples and Family Counseling may be taken prior to practicum/internship.

Course Requirements and Course Sequence:

(Summer Semester Enrollment)

• **FIRST YEAR**

<u>SUMMER SEMESTER</u>	<u>CREDITS</u>
Summer Session I:	
PC 6005 Maladaptive Behavior and Psychopathology*	3
Summer Session II:	
PC 6300 Professional & Ethical Issues*	3
	<u>CREDITS</u>
• FALL SEMESTER	
PC 6420 Community Mental Health*	3
PC 6104 Counseling Skills I*	3
PC 6000 Counseling Theory *	3
	<u>CREDITS</u>
<u>SPRING SEMESTER</u>	
PC 6025 Human Growth & Development*	3
PC 6440 Child and Adolescent Counseling	3
PC 6505 Group Counseling*	3

• **SECOND YEAR**

<u>SUMMER SESSION I</u>	<u>CREDITS</u>
PC 6600 Career and Lifestyle Development	3
	<u>CREDITS</u>
<u>FALL SEMESTER</u>	
PC 6525 Appraisal & Assessment	3
PC 6900 Substance Abuse Counseling	3
PC 6700 Couple & Family Counseling*	3
PC 6410 Practicum Seminar	3
	<u>CREDITS</u>
• SPRING SEMESTER	
PC 6511 Social and Cultural Diversity	3
PC 6521 Research & Program Evaluation	3
PC 6415 Internship Seminar	3
	<u>CREDITS</u>
<u>SUMMER SESSION I</u>	
PC 6415 Internship Seminar (continued)	0
TOTAL CREDIT HOURS:	48

*Denotes practicum prerequisite. These courses are generally taken in the first year of study and considered a foundation for the other courses. First year students are encouraged to consult with their advisor before taking

courses that ARE NOT first year courses. Note: Either Group Counseling or Couples and Family Counseling may be taken prior to practicum/internship.

Environmental Scan – Trends:

1. Licensure: at least 19 states require 60 credit hours for license; at least 12 states require 48 credit hours for license. Hence majority of states require 60 credit counseling masters to be eligible for licensing.

Accrediting Requirement Updates/Changes

1. This program will be put forward for accreditation by CACREP via the submission of the self-study by June 30, 2008.

Advisory Board Recommendations:

Via programmatic changes (i.e. Counseling Skills expansion to a 15 week format, the unification of course objectives across all syllabi as well as the mapping of objectives to CACREP standards) has allowed the department to successfully meet nearly all the advisory board recommendations from last academic year. The exceptions are increasing student involvement in professional organizations, continuing to find ways to achieve equal or better results on the CPCE relative to the national mean, and ensuring that we have and/or utilize a counseling lab per CACREP requirements.

The advisory board meeting held in October of 2007 yielded the following suggestions/recommendations:

1. Possibly offer an additional counseling skills course during the second year of the program
2. Consider streamlining the amount of paperwork required of site supervisors, university supervisors/seminar leaders, etc
3. Linking the Portfolio and CCE to the program outcomes/CACREP standards

Actions to be taken:

The program advisory board suggestions and recommendations will need to be reviewed and incorporated into the curriculum in as timely a manner as is possible/feasible. This will need to occur for both the remaining elements not addressed from last academic year as well as from this current academic year.

Summary Recommendations for Curriculum Relevance and Currency:

1. Formative assessments need to be created and implemented for each class in MACC program
2. Self-study needs to be written during the spring semester and submitted to CACREP by June 30, 2008

3. Discuss as department and programs move forward the possibility of increasing the number of credit hours required and/or optional for degree program(s). Possibly consider creation of concentrations (9 to 12 credit hours) in areas such as Diversity, Substance Abuse, Career, School (Type 73), Mental Health Administration.
4. Create incentive for an increase in professional organization involvement on the part of the student body.
5. Begin to consider the relevant issues regarding licensure in the State of Illinois in terms of the number of hours required for a licensable master's degree versus other states (i.e. the 48 hour vs. 60 hour degree programs).
6. In addition to having and utilizing a counseling lab, CACREP requires that students achieve a certain level of attainment in using technology in counseling. This requires facility with Power Point presentations, accessing Internet, and recording/observation of client sessions.
7. Begin to implement new course sequencing for all new admits to MACC program.

• **Training Review and Needs:**

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Capstone Events: Assessing Learning Outcomes						
Practicum Portfolio						
Year	N	High Pass	Pass	Pass with Revision	Fail	Pass as Final Grade
2006 -7	38	3 or 8%	27 or 71%	7 or 18.4%	1 or 3%	38 or 100%
2007-8	In Progress					
Internship Counseling Competency Examination (CCE)						
Year	N	High Pass	Pass	Pass with Revision	Fail	Pass as Final Grade
2007-8	In Progress					
2006-7	36	12 or 33.3%	17 or 47%	7 or 19%	0	36 or 100%

Findings:

Data collection is ongoing and will continue to be analyzed. Results are considered to be good given that all students pass either capstone event by end of each seminar.

Recommendations for Improvement:

1. As stated in sections pertaining to each programmatic outcome, as well as taking into account the suggestions/recommendations of the Program Advisory Board, the Portfolio and CCE assessment elements should be mapped to the program outcomes/CACREP standards.

- **Resource: Library**

Findings:

Voyager Circulation Statistics

From: 2004 To: 2006

DEGREE	2004	2005	2006	Grand Total
Degree/Major: EDD / OL			28	28
Degree/Major: EDS / CI		5		5
Degree/Major: MA / CL	32	128	840	1000
Degree/Major: MA / CO	13	39	140	192
Degree/Major: MA / COMF			5	5
Degree/Major: MA / FO			1	1
Degree/Major: MA / FOFP			4	4
Degree/Major: MA / MFT		2	5	7
Degree/Major: MA / MH			3	3
Degree/Major: MAED / CI			18	18
Degree/Major: PSYD / CL	54	195	1138	1387
Grand Total	103	434	2744	3281

Interpretation of data, e.g., reasons for increase or decrease in circulation:

Stats. Interpretation:

Argosy Chicago experienced an overall decline in patron satisfaction in 2005. This was caused mainly by the move that took place in April 05 resulting from several factors:

- Library services were “invisible”: both library staff and users had to be familiar with the new location.
- We lost a 24 hour computer lab, a common hangout area
- More restricted operating hours of the school, fewer seating areas, quiet study area and small group rooms, etc.
- Students felt less an environment of less friendly and welcoming and expressed “unless absolutely necessary, they would not come to the library.
- Different student body results in different culture at each campus, creates unpleasant environment.

There was an increase for 06, this was also due to:

- Library staff and librarians’ constant efforts trying to reach out to students
- More library instruction and orientation to both faculty and students
- More library staff training and emphasis on customer orientation
- More meetings and discussion held with AI staff on culture difference

Library Satisfaction Survey Results

Year(s) covered: 2004, 2005, 2006

	<u>2004</u>	<u>2005</u>	<u>Average</u>	
Item				
Comfort/convenience of library for study	3.32	3.20	3.43	(0.12)
Hours of operation	3.53	3.45	3.82	(0.08)
Ease of use of library	3.63	3.49	3.59	(0.14)
Adequacy of book collection	2.92	2.90	2.88	(0.02)
Adequacy of journal collection	3.10	3.09	3.00	(0.01)
Adequacy of online databases	3.76	3.69	3.58	(0.07)
Adequacy of test, video, other non-print	3.22	3.18	3.18	(0.03)
Quality of research and search assistance	3.90	3.57	3.48	(0.34)
Helpfulness of library staff	4.16	3.78	3.55	(0.38)
Adequacy of computer hardware	3.43	3.43	3.45	0.00
Availability of computer hardware	3.33	3.36	3.40	0.03
Total Average	3.48	3.38	3.39	(0.11)

Based on the survey results, what are Library Services' areas of focus for the coming year?

1. Be more proactive reaching out to students of all programs, making sure all students receive library instruction and library orientation. Propose to University administration to integrate library instruction into curricular so that it is carried out more systematically.
2. Develop more systematical and consistent training for new work study students. More and thorough training on how to provide more complicated reference assistance to students so that all library staff, including work study students will be able to provide quality reference services to students.
3. Increasing library resources, both on online full texted databases, and traditional resources such as books, journals, videos and materials of other format. This year, the library has acquired two more online resources on psychoanalysis and psychiatry. The library has also purchased two more research and writing tools, such as RefWorks, Nvivo7 and APA Style Help. Through the collaboration of other campuses of Argosy University, several databases were also added to EBSCO database. This will also be the goal of collection development for the coming year.
4. Explore more collaborative work with other libraries and provide easier and confinement reference services. The current library AskAway reference program provides 24/7 reference assistance to our students and faculty. Be proactive in planning new library space and hope to have more quiet study areas, more individual study areas, library instruction rooms and rooms for small group and discussions.
5. Separate budget for Org. leadership, Ed.D Counseling and MA/Community Counseling, betting monitor for spending and acquisition.

EBSCO Statistics

From: 2004 To: 2006

When is the utilization highest? Not available

When is the utilization lowest? Not available

EBSCO Search (all programs)

From: 2004 To: 2006

Site Code	DB	Data	2004	2005	2006
CHI	ASP	Sum of Total Full Text	25,700	38,128	46,192
		Sum of Searches	35,220	59,011	69,501
	BSP	Sum of Total Full Text	2,084	3,599	4,614
		Sum of Searches	3,645	8,575	13,020
	PA	Sum of Total Full Text	6,279	5,685	11,902
		Sum of Searches	19,241	35,460	60,429
	PBSC	Sum of Total Full Text	6,206	7,215	7,280
		Sum of Searches	21,526	36,249	60,202
	PEX	Sum of Total Full Text			48
		Sum of Searches			1,654
	RBN	Sum of Total Full Text	221	283	588
		Sum of Searches	2,420	5,221	7,980
	SOC	Sum of Total Full Text			24
		Sum of Searches			748
CHI Sum of Total Full Text			40,490	54,910	70,648
CHI Sum of Searches			82,052	144,516	213,534

Data	2004 - 2005 % increase/decrease	2005 - 2006 % increase/decrease	2004 - 2006 % increase/decrease
Sum of Total Full Text	48.36%	21.15%	79.74%
Sum of Searches	67.55%	17.78%	97.33%
Sum of Total Full Text	72.70%	28.20%	121.40%
Sum of Searches	135.25%	51.84%	257.20%
Sum of Total Full Text	-9.46%	109.36%	89.55%
Sum of Searches	84.29%	70.41%	214.06%
Sum of Total Full Text	16.26%	0.90%	17.31%
Sum of Searches	68.40%	66.08%	179.67%
Sum of Total Full Text			
Sum of Searches			
Sum of Total Full Text	28.05%	107.77%	166.06%

Sum of Searches	115.74%	52.84%	229.75%
Sum of Total Full Text			
Sum of Searches			
Sum of Total Full Text			
Text	35.61%	28.66%	74.48%
Sum of Searches	76.13%	47.76%	160.24%

Is this on par with expectations? Yes.

Explain: There has been a steady increase over the 3-year period.

Additional comments about EBSCO Statistics: More databases have been added to EBSCO. In addition, activating new interlibrary loan links at EBSCO will encourage students to use the databases and provide convenience for students to request materials which are not full texted in EBSCO by a simple click.

Recommendations to Improve Library Resources:

1. Compare interlibrary loan borrowing statistics and subject areas with both library's printed and online resources to acquire more materials in needed areas.
2. Continue to explore new sources for resources sharing with libraries both within and outside AU community and other consortia in the State and Nation to increase the capability of interlibrary loan and resources sharing.
3. While maintaining traditional library collection, direct more emphasis on acquiring electronic resources. Collaborate with other AU libraries to explore more programs specific online resources.
4. Develop persistent and follow library collection development policies and procedures, work with the library committee, department chairs, program directors to secure acquisition trend evenly across all majors and minors.
5. Propose and secure sufficient library budget each year for all programs both online and in print and increase access points of these materials.
6. Each year funding for library has increased.
7. Next year the data should be added to the Department Review/Action Plan specific to the survey results for 2007 (generally, however, satisfaction with all aspects of library usage and holdings is positive and improving).

- **Resource Issues: Faculty/Administrative Leadership**

Findings/Recommendations for Improvement:

It is critical to address the need for a permanent chair, a new ADOT, and at least one additional core faculty in the immediate future. Re-establishing a department with 5 full time members is crucial. Although the department has been operating at a deficit in this regard, the daily operations have remained effective and are meeting the needs of the student body. The faculty has remained very effective in terms of their commitment to our curriculum and students but also

in publishing, presenting at conferences, attending conferences, and creating and presenting at CEU events.

- **General Concern: Admissions & Program Enrollments**

Findings:

MA Community Counseling

- **FY 07 (July 06'- June 07')**
 - Fall 2006
 - Actual = 27
 - Spring 2007
 - Actual = 5
 - Summer 1 2007
 - SU 1 - Actual = 9
 - SU 2 - Actual = 6
- **FY 08 (July 07'- June 08')**
 - Fall 2007
 - Actual = 17

TOTAL: 64

Total Continuing Students MACC program as of December 2007 = 95

Enrollment had been increasing over the last several years, but has drastically decreased this academic year. The majority of students who enroll come in the fall semesters. One possible reason the program has decreased enrollment numbers is that the program is not CACREP accredited. The lack of CACREP accreditation also causes competition with other Argosy campuses such as Schaumburg who have CACREP accreditation. Also, in 2003 and 2004 competitor counselor programs had been introduced in the Chicago area. Many students are starting the enrollment process and not finishing it, such as not submitting complete admission materials or not coming to interviews. It is possible that students are shopping around for other programs. The program may need to be more widely advertised to target audiences.

Recommendations to Improve Admissions and Program Enrollments:

Need to work with new Admissions Director.

Stability at department head, training leadership, and successfully adding core faculty we lost recently should have positive effect.

Consider evening program in addition to weekend track – this may also help with persistence (prospective students who are clergy may find this option more attractive).

Attendance/presentations/booths at conferences should help.

Current students: give input to admissions re their experience to see how it might be improved.

Interview Day: a way for prospective students to meet and bond together.

Achieve CACREP accreditation.
Advertise at mental health facilities.
Reach out to alumni for Ed.D programs.
Outreach to case workers/DCFS, etc for Ed.D programs.
Market via radio and internet postings.

- **Career and Alumni Services**

Findings: A survey was sent out in February of 2007 147 fall graduates in order to obtain alumni data. The survey was general and not broken down into program specific questions, although respondents were asked to say whether or not they were working in the field and whether or not they were licensed. Thirteen counseling students replied, which is less than fifty-percent of the counseling students who actually graduated from the program. Seven of the counseling students were employed in the field, five employed but not in counseling, and one chose not to disclose. Of the thirteen students, four had LPC's, one had an NCC, five did not disclose and one student simply replied "soon" to LPC.

Recommendations for Improvement:

Knowing where alumni are and being able to track data regarding their employment and licensing is essential! When collecting the Alumni information we must make sure that the data is collected at optimal times, such as after when students will have gotten the results of their licensure examination. Students must be encouraged to reply to surveys and made to feel apart of the university even after they graduate. There needs to be a continuation in creating an online alumni network from which students can possibly register for licensure examinations and also access library databases, based on the assessment of the cost of making those databases available to alumni. Welcome alumni students to the Alumni network right after graduation so that the likelihood of students responding to surveys and keeping in touch with the university is greater.

- **Student Services**

Findings:

Student Satisfaction

List the top 5 strengths as per Noel/Levitz survey – Program Specific Data is forthcoming, but not yet available.

1. The content of the courses within my major is valuable.
2. Nearly all faculty are knowledgeable in their field.
3. The quality of instruction I receive in my program is excellent.
4. There is a commitment to academic excellence at this institution.
5. academic advisor is knowledgeable about requirements in my major

List the top 5 weaknesses as per Noel/Levitz survey – Program specific data is forthcoming, but not yet available.

1. Tuition paid is a worthwhile investment.
2. I am able to register for classes I need with few conflicts.
3. Classes are scheduled at times that are convenient for me.
4. Registration processes are reasonable and convenient for adults.
5. This institution has a good reputation within the community.

Recommendations to Improve Student Satisfaction:

The top 5 problem areas appear to be in the area of registration processes (student services), as well as value of tuition dollars. We believe that this reflects the experience of students in other programs (e.g., clinical psychology), but await program-specific data to make recommendations. There needs to be a really good understanding of how the test is administered and distributed. Elevate the awareness of the Noel/Levitz survey so that more results are available.

- **Faculty Assessment of Department Strengths and Weaknesses (Combination of both MACC and all Ed.D programs)**

Findings and Recommendations for Improvement:

STRENGTHS

CURRENT	PREVIOUS DEPARTMENT REVIEW
1. Undergoing interview process for one faculty position, an ADOT, and one chair position – Met/Underway	Hired Linda (NBCC/LCPC) and Tsui-Yee (Ed.D./LCPC) – Met
2. Uncertain as to these figures at present	High level of retention for MA program (MA) - Met
3. The NCE will no longer be given on campus due to computerization of the exam state wide - Met	The NCE given on campus – Met
4. Met	Use of rubrics for interview/admission forms; review curriculum of MA program; further discuss the online Ed.D. – Met
5. Change of the online platform for blended classes - Met	Online platform not best or most user friendly however easy to use one familiar with – Met
6. Met	MACC CACREP compliant program finished first cohort - Met
7. Need to utilize new pilot form	Student review at end of fall and spring semester – Met

<p>8. Form is ready for use – Met</p> <p>9. Met</p> <p>11. Progroup has discontinued in order to provide students with theory application training in the new 15 week Counseling Students will receive professionalization training in the Community Mental Health class – Met</p> <p>12. Met</p> <p>13. Faculty are in the process of standardizing all syllabi – Partially Met</p>	<p>Begin use of new “goldenrod” form – Partially Met</p> <p>Adapted and adopted university guidelines relative for comprehensive exam grading and remediation procedures for the Ed.D. program. – Met</p> <p>Balancing the need to continue to provide advisement with instruction in understanding theory and its application to the clinical situation - Met</p> <p>Review and begin portfolios and implement all other CACREP standards with respect to practicum/internship.</p> <p>Syllabi are standardized per university standards.</p>

CHALLENGES

CURRENT	PREVIOUS
<p>1. Completion of the CACREP self study is pending additional help and support due to faculty shortage.</p> <p>2. Shortage of faculty - (permanent chair, new ADOT)</p> <p>3. New counseling lab not accessible until the university moves to the new location. Current counseling lab has been converted to office space</p>	<p>Continue to work on the completion and submission of the CACREP self study.</p> <p>Fully staffed</p> <p>Counseling Lab not inappropriately utilized. Will remedy itself with new building space.</p> <p>Students still not joining professional</p>

<p>4. Students still not joining professional organizations (ACA/ICA) in high numbers.</p>	<p>organizations (ACA/ICA) in high numbers.</p>
<p>5. Funding for one faculty to represent Argosy/Chicago at the 2008 ACA convention.</p>	<p>Two faculty members attended the 2007 ACA Convention.</p>