

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

**Program:** MA Community Counseling  
**Campus:** Chicago  
**Date of Review:** November 19, 2008  
**Review Period:** Academic Year 2007-08

**Learning Outcomes Evaluations and Recommendations**

The following discussion of the program achievements on its learning outcomes was based on the assessment data collected from three main sources:

1. Comprehensive Examination, i.e. the administration of the Counselor Preparation Comprehensive Examination, a national standard assessment tool for counselors-in-training.
2. Evaluations collected during students' field training years: evaluations from University individual supervisors, site supervisors, and seminar leaders.
3. Students' Performances in their practicum portfolio and Counselor Competence Examination.

**MACC COMPREHENSIVE EXAMINATION RESULTS 2007-8**

		<b>Dec 2007</b>		<b>June 2008</b>	
Number of Students		8		32	
		6 (75%)		30(93.3%)	
		2(25%)		2(6.7%)	
<b>LEARNING OUTCOMES</b>			<b>SD</b>		<b>SD</b>
1. Professional Orientation & Ethics (Professional Identity)	National Mean	10.93	2.15	12.21	2.08
	Campus Mean	11.38		12.44	
2. Social and cultural foundation	National Mean	8.49	2.28	10.17	2.34
	Campus Mean	7.63		9.75	
3.. Human Growth & Development	National Mean	8.28	1.92	11.42	2.46
	Campus	8.63		11.84	

	<b>Mean</b>				
4. Career & life style	National Mean	9.76	1.93	8.96	2.2
	Campus Mean	9.75		9.13	
5. Helping Relations	National Mean	8.77	2.07	12.10	2.16
	Campus Mean	8.25		12.31	
6. Group	National Mean	10.93	2.15	11.53	2.67
	Campus Mean	10.75		12.09	
7. Appraisal	National Mean	8.00	1.96	10.38	1.92
	Campus Mean	6.00		10.25	
8. Research & Program Evaluation	National Mean	10.10	2.23	10.84	2.45
	Campus Mean	8.25		11.19	

### ASSESSMENTS OF STUDENT'S CLINICAL COMPETENCIES

All students' clinical competencies and performance are rated based on the following scale:

5= *Expert/Professional Grade*      4= *Proficient/Advanced*  
3= *Intermediate/Expected*      2= *Novice/Remediate*  
1= *Unqualified/Failed*  
N/A= *Not applicable or insufficient opportunity to observe*

### Practicum University Individual Supervisor Evaluation

Competencies (N =30 )	M
Professionalism/Ethics	3.77
Supervision	3.92
Helping Relationships	3.62
Overall	3.77

**Practicum Portfolio Evaluation Outcome**

<b><u>Practicum Portfolio Evaluation Results</u></b>		
<b>N= 36</b>	<b>First Attempt</b>	<b>After Revision</b>
	3 (8%)	3 (8%)
<b>Pass</b>	27 (71%)	35 (92%)
<b>Pass with Revision</b>	7 (18.4%)	0
<b>Fail</b>	1 (3%)	0

**Seminar Leaders Evaluations**

	<b>Practicum</b>	<b>Internship</b>
<b><u>Competencies</u></b>	<b>M</b>	<b>M</b>
<b>Professionalism/Ethics</b>	3.90	4.21
<b>Supervision</b>	4.01	4.14
<b>Helping Relationships</b>	3.70	4.25
<b>Overall</b>	3.87	4.20

**Site Supervisor Evaluations**

	<b>Practicum (N= 34)</b>	<b>Mid –Internship (N =30)</b>	<b>End of Internship (N =30)</b>
<b><u>Competencies</u></b>	<b>M</b>	<b>M</b>	<b>M</b>
Professionalism/Ethics	3.80	4.13	4.35
Supervision	3.94	4.33	4.52
Helping Relationships	3.65	3.99	4.27
Overall Ratings	3.80	4.15	4.38
<b>Average Field Hours</b>	<b>196.3</b>	<b>n/a</b>	<b>678.6</b>

### **Learning Outcome #1**

Professional Identity: Understand and value all aspects of professional functioning, including history, roles, organizational structure, ethics, legalities, standards, and credentials.

### **Summary of Faculty Findings:**

This learning outcome has been achieved: Students have reached the national level, as the campus means for both the June 2008 and December 2007 examinations were compatible with the respective national means (differences between the campus means and national means lie within 1 standard deviation).

### **Recommendations to Improve Student Learning in this Outcome:**

Continue with the practice and the format of teaching; no further recommendation for improvement is needed.

### **Learning Outcome #2:**

**Social and Cultural Diversity:** Apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling

### **Summary of Faculty Findings:**

This learning outcome has been achieved: Students have reached the national level, as the campus means for both the June 2008 and December 2007 examinations were compatible with the respective national means (differences between the campus means and national means lie within 1 standard deviation).

**Recommendations to Improve Student Learning in this Outcome:**

Continue with the practice and the format of teaching; no further recommendation for improvement is needed.

**Learning Outcome #3:****Human Growth and Development:**

Apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors

**Summary of Faculty Findings:**

This learning outcome has been achieved: Students have reached the national level, as the campus means for both the June 2008 and December 2007 examinations were compatible with the respective national means (differences between the campus means and national means lie within 1 standard deviation).

**Recommendations to Improve Student Learning in this Outcome:**

Continue with the practice and the format of teaching; no further recommendation for improvement is needed.

**Learning Outcome #4:**

**Career Development:** Apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.

**Summary of Faculty Findings:**

This learning outcome has been achieved: Students have reached the national level, as the campus means for both the June 2008 and December 2007 examinations were compatible with the respective national means (differences between the campus means and national means lie within 1 standard deviation).

**Recommendations to Improve Student Learning in this Outcome:**

Continue with the practice and the format of teaching; no further recommendation for improvement is needed.

**Learning Outcome #5:**

**Helping Relationships:** Exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.

**Summary of Faculty Findings:**

This learning outcome has been achieved:

1. Students have reached the national level, as the campus means for both the June 2008 and December 2007 examinations were compatible with the respective national means (differences between the campus means and national means lie within 1 standard deviation);
2. 100 % passing rate in the CCE; and
3. Ratings of all supervisors (university individual supervisors, seminar leaders, and site supervisors) in this area progressed throughout students' field experience. During the practicum stage, students attained an average of 3.8 (between the Intermediate/Expected level & Proficient/Advanced level) to an average of 4.38 (between the Proficient/Advanced levels to Expert/Professional Level).

**Recommendations to Improve Enrollment:**

No further recommendation; continue current practice and supervision format.

**Learning Outcome #6:**

**Group Work:** Understand the theoretical and experiential foundations of group purpose, and dynamics, and will apply group counseling methods and skills to the practice of professional counseling.

**Summary of Faculty Findings:**

This learning outcome has been achieved: Students have reached the national level, as the campus means for both the June 2008 and December 2007 examinations were compatible with the respective national means (differences between the campus means and national means lie within 1 standard deviation).

**Recommendations to Improve Student Learning in this Outcome:**

Continue with the practice and the format of teaching; no further recommendation for improvement is needed.

**Learning Outcome #7:**

**Assessment:** Understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.

**Summary of Faculty Findings:**

This learning outcome has been achieved

1. Students have reached the national level, as the campus means for both the June 2008 and December 2007 examinations were compatible with the respective national means (differences between the campus means and national means lie within 1 standard deviation); and
2. 100 % passing rate in the CCE which reflected students' ability to assess clients' issues and provide treatments accordingly.

**Recommendations to Improve Enrollment:**

No further recommendation; continue current practice and supervision format.

**Learning Outcome #8:**

**Research and Program Evaluation:** Understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

**Summary of Faculty Findings:**

This learning outcome has been achieved: Students have reached the national level, as the campus means for both the June 2008 and December 2007 examinations were compatible with the respective national means (differences between the campus means and national means lie within 1 standard deviation).

**Recommendations to Improve Student Learning in this Outcome:**

Continue with the practice and the format of teaching; no further recommendation for improvement is needed.

**Learning Outcome #9:**

**Communication Skills: Communicate clearly and effectively, both orally and in writing**

**Summary of Faculty Findings:**

This learning outcome has been achieved:

1. 100 % passing rate in the CCE which reflects both students' oral and writing ability when presenting their case reports and working with clients; and
2. Ratings of all supervisors (university individual supervisors, seminar leaders, and site supervisors) in this area progressed throughout students' field experience. During practicum stage, students attained an average of 3.8 (between the Intermediate/Expected level & Proficient/Advanced level) to an average of 4.38 (between the Proficient/Advanced levels to Expert/Professional Level).

**Recommendations to Improve Enrollment:**

No further recommendations; continue current practice.

**Learning Outcome #10:**

**Interpersonal Effectiveness:** 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 Faculty Findings:**

This learning outcome has been achieved:

Ratings of all supervisors (university individual supervisors, seminar leaders, and site supervisors) in the area of helping relations progressed throughout students' field experience. During practicum stage, students attained an average of 3.8 (between the Intermediate/Expected level & Proficient/Advanced level) to an average of 4.38 (between the Proficient/Advanced levels to Expert/Professional Level). Such ratings and elevations of students' ratings implied students' interpersonal effectiveness in working with clients and with personnel of the site.

**Summary of Faculty Findings:**

No further recommendations; continue with the current practice.

**Leadership****Summary of Faculty Findings:**

Currently only a few students are involved in professional organizations and active in the leadership of these organizations.

**Recommendations to Improve:**

1. Promote professional organizations and encourage membership through various courses (e.g. Professional and Ethical Issues, Group Counseling, Community Mental Health);
2. Distribute organizational news and encourage students to attend conferences and other networking and professional development events through the department webpage and meet and greet events; and
3. Enforce students' participations and involvement as a form of assignment in the Professional and Ethical Issues course.

**Enrollment**

<b>Term</b>	<b>MACC, CP &amp; CES New Student Goal</b>	<b>MACC, CP &amp; CES New Students Actual</b>	<b>MACC Goal /Actual</b>
Summer 2 '07	12	8	8/6
Fall I '07	34	25	32/21
Fall 2 '07	3	1	1/0
Spring 1 '08	17	16	10/12
Spring 2 '08	4	5	0/2
Summer 1 '08	14	19	5/17
Total		74	58 (Actual)

**Summary of Faculty Findings:**

The number of new students of the MACC started exceeding the goal in spring 08, and the enrollment of new students in the MACC program reached a new height by the end of the academic year. Faculty concluded that the increase in the enrollment figure could be a result of the leadership of the new Admissions Director. It was also possible due to our lower tuition rates in comparison with the tuition charged by programs offered by other similar institutes.

**Recommendations to Improve Enrollment:**

1. Outreach to the community agencies to promote our program;
2. Attain CACREP accreditation, since all similar programs in the Chicago land area are seeking CACREP accreditation.

**Persistence and Graduation:**

Terms	FY06	FY07	FY08
Graduation Rate	16.88%	20.45%	37.93%
Retention Rate	83.75%	79.55%	83.91%
Attrition Rate	16.25%	20.45%	16.09%

**Summary of Faculty Findings**

There was a steady increase in the graduation rate from 2006 to 2008. Although the attrition rate in 2007 was higher than 2006, however, it went down again in 2008.

Due to the departures of several faculty members, the department was down to 2.5 core faculty, who basically managed all students regarding their advisement, training, and academic issues. Students were concerned about the instability of the department and whether their needs would be met.

**Recommendations to Improve Student Persistence and Graduation:**

1. In need of more full time faculty to teach, to advise, and to manage training matters and issues;
2. Continue frequent communication with students, and maximize the usage of the department webpage to distribute important announcements and information; and
3. Establish a more systematic structure to provide students advisement at different stages of their career at Argosy.

**Student Satisfaction:****Summary of Faculty Findings:**

Based on the results of the Noel/Levitz Survey,

**Strengths (Top five)**

(Gap score = importance rating – satisfaction rating < 1.21)

1. Classes are scheduled at convenient times.
2. There is respect for cultural and ethnic differences here.
3. I am able to experience intellectual growth here.
4. Class size, in general, has been suitable for meeting my learning needs.
5. Nearly all classes deal with practical experiences and applications.

**Weaknesses (Top five)**

(Gap score = importance rating – satisfaction rating > 2.21)

1. Advisor helps apply academic major to career.
2. I am provided adequate information about practicum and internship placement.
3. Sufficient options within my programs
4. Academic advisor concerned about success/individuals
5. I am satisfied with the support services provided for my online classes.

**Recommendations to Improve Student Satisfaction:**

1 & 4. Among the top 5 weaknesses, two of them were related to advisement issues. Students' dissatisfaction probably arose from the lack of the faculty in the department and their inability to obtain sufficient advisement for their academic concerns. Hiring faculty has become the most immediate need of the department.

2. Beginning with the spring 08 semesters, the Training Department generously helped counseling students with all training matters, as Dr. Tsui-yee Chow had switched from the Associate Director of Training position to become the Interim Chair of the Counselor Education Department. Students might have felt inadequately informed or supported as they were not used to working with personnel of the Training Department other than Dr. Chow. In addition, the personnel of the Training Department might not be familiar with all the training procedures and requirements of the counseling students. Thus, the hiring of a Training Director to manage counseling students' training needs was also one of top priorities of the department.

3. The department will consider providing concentration or certification programs for students who are interested in specializations and may need more hours for licensure requirements in other states.

5. The department will work with Student Services to see whether it possible to provide training workshops to orient students to the online forum during orientation.

### **Curriculum Relevance and Currency:**

#### **Summary of Faculty Findings/Feedback :**

##### **Regarding Environmental Trends:**

###### *#1 Continued growth in online student enrollment is projected*

A majority of counseling students do not prefer a complete online program, and prefer the blended courses. Most of the academic struggles take place in online classes.

###### *#3 Increased APA accreditation pressures*

###### *#24 Significant public attentions to the issues of what accreditors should be expected to do with regard to the public for increased accountability.*

The CE Dept. has experienced tremendous pressure from the professional body as well as from the students regarding the need to attain accreditation from CACREP. Attainment of CACREP accreditation is completely essential for our brand image as well as for our survival since the MACC program will be very likely the only program without CACREP accreditation in Chicago if we are not able soon to attain accreditation from CACREP.

###### *#4 The importance of brand images*

Quality and specific features of these programs should be promoted to prospective students and the general public. Online advertisement is important; however, we also need to pay attention to the recommendations and referrals made by current students. A lot of the counseling students join the programs as a result of their friends' recommendations.

###### *#5 There is an increased need for technology to support the student experience*

As mentioned earlier, a lot of our students' academic difficulties stem from issues related to the online classes or online forum. Most students who do not have prior online instructional experience are not prepared when they are asked to take the online portion of their courses.

##### **Faculty's Perspective on the Curriculum:**

- Program objectives are consistent with CACREP standards at the MACC level
- The EDD CES curricula are relevant to the current trends and CACREP standards; however, faculty need more time to become familiar with the different issues involved in the curriculum as well as the current comps examination format.
- Lack of flexibility and options in the curriculum
- A need to respond to the changing client population

##### **From the Program Advisory Board's Point of View**

- Program objectives of both MACC and CES programs are relevant to the field in practice
- Need to put more emphases on training MACC students on ethical issues across the curriculum, just like putting stress on diversity in the curriculum.

**Recommendations to Improve Curriculum:**

1. Assess new students' readiness in using the online forum; addition training workshops in this regard should be provided during orientation.
2. Consider certification programs to add flexibility to the curriculum. It can also be a means to prepare the department to adjust the curriculum to the requirements set forth by CACREP standards.
3. Emphasize training students on a step-by-step ethical decision making process when dealing with ethical dilemmas in practice.

**Academic Resources/Faculty:**

<b>Budget and Other Areas</b>	<b>Across Programs</b>
FTE ratios (only in relation to full-time core faculty)	2.5: 152 = 1:42.8
Faculty/staff hiring	0.5
Faculty Departure	3
Average Class size	14.4
Average # of CRP's/Dissertations	3 /core faculty chair 1/core faculty reader
Average # of Advisees	43
Average # of committees	4 per core faculty

<b>Budget and Other Areas</b>	<b>Across Programs</b>
% Adjunct classes	85%
% of core faculty overload	25%
Professional Development Funds	2,206.45

# of External Faculty Presentations	2
# of Internal Faculty Presentations	1
Department Service Projects	0

**Summary of Faculty Findings:**

- High faculty departure rate
- Usual high FTE ratio
- The proportion of the classes taught by adjuncts was too high, and most of the adjuncts are Clinical psychology degree holders.
- Too many advisees for a professor

**Recommendations to Improve Faculty Resources:**

- Hiring more faculty
- Recruitment of counselor education degree holders for adjunct teaching
- Use other means to provide advisement to students, who should, on the other hand, be trained to be more independent and efficient in looking up information from different sources.

**Academic Resources/Library:**

**Summary of Faculty Findings:**

Library resources were adequate in terms of books, journals, electronic and online services, interlibrary loan services, etc. However, students and faculty had great concerns about the limited opening hours of the library for weekend and part-time students. They did not have access to the library, especially on Sunday, for photocopies or group project needs.

**Recommendations to Improve Library Resources:**

1. Encourage students and faculty to maximize the usage of electronic means and technology for research work and locating reference materials.
2. Recommend that the library extend their services hours.