

Counseling, Department of
Assessment Plan Summary

Counseling, Department of

CACREP Accreditation

Goal Description:

The Clinical Mental Heath Program (M.A.), School Counseling (M.Ed.), and Doctoral (Ph.D.) programs will be accredited by CACREP.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

All Programs Accreditated

Performance Objective Description:

All of the current counseling programs are CACREP accredited.

RELATED ITEM LEVEL 2

Current Programs CACREP Accredited

KPI Description:

Currently, all Counseling programs are accredited. However, we have created a Marriage Couple Family Counseling track under the M.A. degree and are preparing course and program alignment for CACREP accreditation for this new track.

Results Description:

Currently, marriage, couples, family counseling (MCFC) faculty have completed all but the final sections of the CACREP self-study and plan to submit it to the CACREP accreditation review board in fall 2016.

RELATED ITEM LEVEL 3

CACREP Accreditation for all Counselor Education Programs

Action Description:

The Counselor Education Ph.D., the Clinical Mental Health Counseling MA, and the School Counseling MEd. are CACREP accredited. Accreditation for these three programs was extended to the full accreditation period of eight years after the two unmet standards were accomplished. These three programs are accredited until 2022. The Marriage, Couples, and Family Counseling MA is not CACREP accredited. The self-study is 90% completed with an expected completion date of fall 2016 to submit the self-study to the CACREP Accreditation review board.

Decrease Student Enrollment In The Master’s Programs.

Goal Description:

Decrease student enrollment by refraining from recruiting candidates for the Master of Arts and Master of Education.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Decrease Enrollment In The Master’s Programs.

Learning Objective Description:

Enrollment in the Master of Arts and Master of Education programs will decrease in order to meet CACREP faculty student ratio.

RELATED ITEM LEVEL 2

Enrollment Numbers Will Decrease

Indicator Description:

Faculty/student ratio will be 1 to 10 to meet CACREP requirements.

Criterion Description:

Faculty/Student ratio in the master's programs will be no more than 1 to 10 in order to meet CACREP standards.

Findings Description:

We accomplished the goal of decreasing student enrollment to meet CACEP standards of 1 to 10 faculty/student ratio. However, because we did not actively recruit students for our master's programs our enrollment decreased lower than our target of 1 to 10 ratio. The number of students we planned to admit for the school year was dependent on the number of students we graduated from the master's programs less enough to students to reduce our 1 to 11 ratio to meet the 1 to 10 ratio to meet CACREP standards. Our ratio for the fall 2015 semester was 1 to 9 and our spring 2016 ratio was 1 to 10.

RELATED ITEM LEVEL 3

Decrease Student Enrollment

Action Description:

We accomplished the goal of decreasing student enrollment to meet CACREP standards of 1 to 10 faculty/student ratio. In July 2016, CACREP increased faculty/student ratio to 1 to 12. Our plan for the upcoming year is to increase our student enrollment to meet the 1 to 12 ratio.

RELATED ITEM LEVEL 1

Decrease Faculty/student Ratio By Hiring Additional Faculty.

Learning Objective Description:

Hire two or three additional faculty to reduce faculty/student ratio.

RELATED ITEM LEVEL 2

Increase The Number Of Counseling Faculty.

Indicator Description:

Increase the number of counseling faculty from 9 to 12.

Criterion Description:

The faculty/student ratio will be 1 to 10 as required by CACREP with the addition of three new faculty in the counseling programs.

Findings Description:

Two new faculty members were hired and one faculty was moved from Education Leadership Department to the Department of Counselor Education. With the addition of three faculty, we have maintained the 1 to 10 faculty to student ratio as required by CACREP for three consecutive semesters.

Stakeholders Satisfaction

Goal Description:

Stakeholders as represented by the advisory committee for the Ph.D., M.A., and M.Ed. are satisfied with the counseling programs.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Stakeholders Will Approve Of The Counseling Programs.

Learning Objective Description:

Stakeholders will be members of the advisory committees for the counseling programs and will approve of the courses and learning experiences for students in the programs.

RELATED ITEM LEVEL 2

Members Of The Advisory Committee Will Be Satisfied With The Programs

Indicator Description:

Members of the advisory committee will respond favorably to the courses and learning experiences designed for students in the counseling program. Members will offer feedback to improve the programs and student learning experiences.

Criterion Description:

Feedback from the Advisory Committee members will be included in student learning experiences and program requirements as faculty efforts for continuous improvement.

Findings Description:

Feedback from members of the Advisory Committee overall was very supportive of the programs in the department. Specifically, advisory members stated they experience our interns and graduates to be skillful in the areas of rapport building, reflecting of content and affect, and goal setting. However, several members stated that our students needed more preparation and learning experiences with assessment. The faculty teaching the assessment courses will include learning objectives in the assessment course as suggested by members of the advisory committee.

RELATED ITEM LEVEL 3

Stakeholder Suggestions for Program Improvement

Action Description:

Based on feedback from the Counselor Education Advisory Committee concerning an emphasis on assessment protocol as a learning objective for students in our programs more emphasis has been placed on assessment in the assessment, practicum, and internship courses. Specifically, students have specific course objectives for understanding the shift in diagnostic assessments of clients moving from the Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5) to International Statistical Classification of Disease and Health Problems (ICD10).

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

- 1) During this school year (2014-2015) it was important for the program to reduce the student faculty ratio to be in compliance with CACREP student/faculty ratio of 1 to 10. This goal was accomplished and our current ratio is between 9 and 10 students to 1 faculty. We will continue to monitor our graduation rate as a guideline for the number of students we can admit to the program in order to be in compliance with CACREP Standard for student/faculty ratio.
- 2) Continue to work toward completion of self-study for the Marriage, Couples, and Family Counseling track as part of the Master of Counseling degree. Currently, MCFC faculty are preparing the self-study and plan to submit the study to CACREP in spring 2016.

3) Practicum faculty will continue using the two new assessments for clients. Currently, faculty at the Woodlands Counseling Clinic are utilizing both assessments for clients receiving services at their clinic. This year, some of the practicum faculty at the Jack Staggs Clinic will begin utilizing the two assessment instruments to assess clients current state when entering counseling and then use the instruments to monitor clients progress throughout the time receiving counseling services in the two SHSU clinics.

Update of Progress to the Previous Cycle's PCI:

We will continue monitoring the faculty student ratio to maintain compliance with CACREP reviewed Standard of 1 to 12 faculty to student enrollment. We hired a new faculty member, replacing one of our faculty who retired last year. The new faculty will lead efforts to build our school counseling program. Two full-time faculty in the department resigned in summer 2016 and we are currently conducting two faculty searches. Both vacant positions are in the master of arts programs; one position is for the clinical mental health counselor track and one is in the marriage, couples, and family, counseling.

We will continue to have an annual advisory committee meeting in the spring for all programs, Ph.D., MA (CMHC and MCFC), and M.Ed. in School Counseling. In addition, to be compliant with TEA we will add an advisory committee meeting for the fall semester. Scheduling the fall meeting in addition to the spring meeting will meet TEA requirements of two annual advisory committee meetings for the school counseling program.

Hire Highly Qualified Faculty and Recruit Competent Students

Closing Summary:

To ensure our program is of the highest quality, we plan to hire two new faculty to replace the positions recently made available. We are seeking highly qualified applicants with the educational emphasis and experiences we need to strengthen our program. In addition, we are increasing our recruitment efforts to recruit competent students who meet the admissions criteria to the university and to our program as well as display the dispositions we believe necessary to be successful as students and potential counselors. This year, we recruit for all our programs put will focus efforts on recruiting students for our M.Ed. school counseling program. Currently, we have a cohort with Aldine ISD and will attempt to build other cohorts with nearby school districts.

RELATED ITEMS

RELATED ITEM LEVEL 1

RELATED ITEM LEVEL 2

RELATED ITEM LEVEL 3

RELATED ITEM LEVEL 1