

## Department Assessment Report

**Department:** Professional Studies/Counseling **Academic Year:** 2011/2012

**School:** Education

### I. Department Mission Statement

The Department of Professional Studies is committed to excellence in the educational preparation of highly qualified professionals who meet the needs of a dynamic pluralistic society. The department provides intellectually challenging, accredited programs including academic and clinical experiences predicated on ethical scholarship, research, and service. Dedicated faculty strive to facilitate the development of leader-practitioners with the knowledge, skills and dispositions necessary to excel in professional careers related to Counseling, Educational Leadership, Reading, and School Psychology.

#### Counseling Mission Statement

The students and faculty of the Counseling Program at Edinboro University of Pennsylvania are a diverse community of learners collaboratively engaged in research, scholarship, leadership and service. Faculty are committed to providing developmentally sound academic and clinical experiences to educate counselors to be effective leader-practitioners in a pluralistic society. Collectively, our mission is to prepare professional counselors who embody ethical behavior, provide services to enhance the mental health and well-being of families, groups, couples, and individuals, and advocate on behalf of both the counseling profession and those who are served.

#### A. List all degree programs offered in your (department) Program.

The Counseling and Human Development Program provides courses of study leading to a Master of Arts degree in Counseling with emphases in school counseling (elementary and secondary), student affairs practice, college counseling, rehabilitation counseling, and community counseling. School counseling, student affairs practice, college counseling, and community counseling are all CACREP accredited. Rehabilitation counseling is CORE accredited.

#### B. On the following pages, please list the learning objectives that have been developed/revised for each degree program. Then identify the courses by number and title that are required to meet the learning objectives. If your department has more than one degree program, please keep the learning objectives for each program on a separate sheet.

Objectives	Identified courses
1. Graduate students will be intellectually prepared with the knowledge and skill necessary for the	All counseling courses, especially COUN700/702/704 the Intro courses, COUN720 Counseling and Consulting

counseling profession.	Theories, COUN730 the Supervised Counseling Practice course.
2. Students will exhibit competent counseling behaviors across diverse cultural and social situations	All counseling courses, specifically COUN745 Multicultural Counseling, COUN735 Practicum and COUN795 Internship
3. Students will exhibit ethical behavior in the field.	All counseling courses, especially COUN735 and COUN795 – field courses.
4. Students will be able to integrate theory and research with professional skills and techniques.	All counseling courses, notably EDUC788 or COUN794 the Research courses, COUN720 Theories, COUN 730, COUN735 and COUN795 – the 3 semester sequence for field work.
5. Graduates will be self-directed and responsible professionals	All counseling courses, notably the Intro courses (COUN700, 702 and 704) and COUN795 Internship.

**C. Following the list of learning objectives, please identify the instruments that were used to assess the learning objectives for the program identified in B. Also, include a summary of the data and the recommendations for curriculum changes.**

Objectives	Assessments
1. Graduate students will be intellectually prepared with the knowledge and skill necessary for the counseling profession.	1a. Seventy-five % of alumni survey respondents will rate their Edinboro experience as having prepared them adequately or above for the profession. 26/29 = 90% 1b. Seventy-five % of the employers responding to the employer survey will rate EUP graduates as having been adequately or above prepared for the counseling profession. 25/26 =96 % 1c. Eighty % of the students will pass their comprehensive exams on the first try. 81% (Fall, Spring, 2011-2012) 1d. Seventy-five % of the students who sit for the NCE or CRC Exam will pass on the first try. 2011 Alumni Survey n=18, 89%
2. Students will exhibit competent counseling behaviors across diverse cultural and social situations	2a. Seventy-five% of site supervisors will rate EUP interns as expectations met or exceeded in “demonstrates an understanding of the role of diversity issues in counseling (race, ethnicity, SES, cultural heritage, family structure,

	<p>gender, sexual orientation, age, religious and spiritual beliefs, physical and mental status). <b>100%</b></p> <p>2b. Seventy-five% of employers will rate EUP graduates as expectations met or exceeded in “demonstrates an understanding of the role of diversity issues in counseling (race, ethnicity, SES, cultural heritage, family structure, gender, sexual orientation, age, religious and spiritual beliefs, physical and mental status). <b>100%</b></p>
<p>3. Students will exhibit ethical behavior in the field.</p>	<p>3a. Seventy-five% of site supervisors will rate EUP interns as expectations met or exceeded in “Functioning Within Professional Role” Including confidentiality and ethical behavior. <b>100%</b></p> <p>3b. Seventy-five% of employers will rate EUP graduates as expectations met or exceeded in “functioning in a professional role – including confidentiality and ethical behavior.” <b>100%</b></p>
<p>4. Students will be able to integrate theory and research with professional skills and techniques.</p>	<p>4a. Seventy-five% of site supervisors will rate EUP interns as expectations met or exceeded in “Knowledge and Skill.” <b>100%</b></p> <p>4b. Seventy-five% of employers will rate EUP graduates as expectations met or exceeded in “Knowledge and Skill.” <b>100%</b></p> <p>4c. Campus supervisors will rate seventy-five% of EUP interns as expectations met or exceeded in “Knowledge and Skill.” <b>100%</b></p>
<p>5. Graduates will be self-directed and responsible professionals</p>	<p>5a. Seventy-five % of alumni survey respondents will indicate membership in at least one professional organization. <b>27/35 = 77%</b></p> <p>5b. Seventy-five % of alumni survey respondents will indicate at least one professional development activity (presentation, publication, training). <b>15/35 = 43%</b></p> <p>5c. Seventy-five % of the employers responding to the employer survey will rate EUP graduates as being self-directed and responsible professionals. <b>88%</b></p> <p>5d. Seventy-five % of the advisory board members will rate EUP graduates as being self-directed and responsible professionals. <b>100%</b></p>

ASSESSMENT PROCEDURES

ALUMNI SURVEY – Surveys will be sent out on a three-year cycle to all graduates during the cycle. Respondents answer questions concerning their current employment, how well they feel Edinboro University prepared them for their profession, additional education they have received since graduation, activities they have been involved in, and future goals. (most recent survey conducted Fall 2011)

COMPREHENSIVE EXAMS - Comprehensive exams are given three times per year. Students take a core battery of tests regardless of their major and specialized tests depending on their major.

INTERNSHIP EVALUATIONS - Site supervisors rate interns on a number of items and give an overall rating at the end of the internship. Internship coordinators receive these evaluations (each semester).

CRC or NCE EXAMS - Since the Edinboro University Rehabilitation Program is nationally accredited by CORE, Rehab students may sit for the CRC upon completion of their program; Other students may sit for the NCE their final semester since we are CACREP accredited.

ADVISORY BOARD – Advisory board membership will consist of representative site supervisors, employers, alumni, faculty, and current students. The boards will meet twice a year in an advisory capacity.

ASSESSMENT TIMELINE

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
Alumni survey	R									X		
Comp exams			X					X		X	R	
CRC or NCE				X					R	X		
Site Supervisors	R				X			X				X
Employers				X					R			
Advisory Board		R		X							X	

Staff members will be in charge of collecting data from the various assessments and compiling a report for each area. The following assignments have been made:

1. Alumni survey – Dr. Norton (overall), Dr. Connell, Dr. Dixon, Dr. Packard for individual programs
2. Comprehensive exams - Dr. Mitten and Dr. Norton
3. CRC results - Dr. Packard
4. NCE results - Dr. Dixon
5. Site supervisors - Dr. Dixon
6. Employer Survey – Dr. Norton
8. Advisory Boards - Dr. Packard, Dr. Mitten, Dr. Dixon

Reports will be presented at a staff meeting (designated R). If the target outcomes for any of the assessment procedures are not met, departmental discussion of results will be used to determine the advisability of program change. Any change suggested will be explored and if appropriate will be pursued during the initial semester to be implemented the following academic year.

**Based on the above data, what changes do you propose?**

**ACTION PLAN AND RECOMMENDATIONS**

1. We are continuing to refine comprehensive exams. Multicultural Counseling and Lifespan Development will be ready for pilot this summer (new comps). Theories, Appraisal and Career are being updated. Instead of the specialty comp, each student does a Capstone project in his or her area of concentration.
2. Other activities completed within the past year or so include revising the programs to align with the standards (CACREP and CORE). CACREP standards are now aligned. CORE standards are being aligned as each course is taught (3 semester cycle). Lifespan Development is now a required course for all programs. Two additional courses have been added as alternates to 2 extant courses (EDUC788 OR COUN794 will now meet the Research requirement for all programs and COUN755 or COUN756 will now meet the diagnosis requirement for College Counseling). COUN702 Intro to Rehab is currently being revised to align more closely with licensure board and NCE requirements. Also a new Ethics course has been proposed to the Curriculum Committee (in the pipeline) as previously that content has been taught through an elective Topics course. Students identified that that course was invaluable in preparing for the NCEs and requested the course become a permanent offering.
3. Intern evaluations have been revised to specifically align to CACREP or CORE standards. Alumni Survey was revised and uploaded last fall. Results from the 2011 survey are reflected above. Revisions were made to employer survey and results have been collated, site supervisor surveys will be distributed in April.
4. The Student Affairs program is in the process of being put on moratorium. This is necessary due to low enrollment and the need to lower the FTE ratio in the CACREP accredited programs. No new Student Affairs students will be accepted. Students wishing to work with the college population will be funneled in to College Counseling.
5. One concern raised by the Alumni Survey results is how few graduates report being involved in professional organizations and/or professional development activities. There was a significant drop from three years ago (from 81% to 43%). This concern is still being discussed, however there is agreement that more emphasis on professionalism needs to occur.
6. As a result of feedback from Advisory Board members and site supervisors, we will be offering a luncheon reception and training opportunity in June. The practice of offering trainings to supervisors was discontinued four or five years ago, however, it was decided that it should be reinstated. This allows for dialogue between the site supervisors and the campus supervisors

**II. During this academic year, have students in your department engaged in undergraduate research? Please specify the projects. Also, specify any other student accomplishments.**

N/A

**III. Please specify any special projects that your department is currently working on (ie sponsoring special events, partnerships with outside organizations, seminars, etc.)**

**Counseling Club, Counseling Honorary, NCE Administration., NBCC Provider**

**IV. Please identify any community service and/or scholarly activities in which faculty members in your department have engaged.**

Faculty Member	Publications	Presentations	Grants	Community Service
<p><b>Dr. Susan Packard</b></p>	<p>Courtright, K. E., Packard, S. H., Hannan, M. J., &amp; Brennan, E. T. (2010). Prisons and rural Pennsylvania communities: Exploring the health of the relationship and the possibility of improvement. <i>The Prison Journal</i>, 90(1), 69-93. doi:10.1177/0032885509357581</p> <p>Courtright, K. E., Mackey, D. A., &amp; Packard, S. H. (2009). Empathy among college freshmen: Examining predispositional traits and the roles of education and maturation. <i>The Journal of Criminal Justice Research</i>, 1(1), 1-22.</p> <p>Courtright, K. E., Hannan, M., Packard, S. H., &amp; Brennan, E. T. (2007). <i>Prisons and rural communities: Exploring economic impact and community satisfaction</i>. Grant funded study submitted to the Center for Rural Pennsylvania, a legislative agency of the Pennsylvania General Assembly.</p>	<p>Testing the Rehabilitative Ideal Among First Year College Students: Identifying Factors of Importance in the Punishment-Rehabilitation Continuum (co-presented with Kevin E. Courtright, Ph.D.), Academy of Criminal Justice Sciences 48th Annual Meeting, Toronto, Ontario, Canada, March 3, 2011.</p> <p>Career Development for People with Disabilities: Employment Marketing Strategies, 2010 DisABILITIES Conference, Edinboro, PA, August 5, 2010.</p>		
<p><b>Dr. Susan Norton</b></p>	<p>Gallagher, J., Gleichsner, C. &amp; Norton, S. (2008) Professional peer clinical supervision: A model for the professional development of counselor educators. <u>Journal About Women in Higher Education</u>. NASPA</p> <p>Norton, S. C. &amp; Smith, S. D. The impact of a formal multicultural counseling class on the perceived multicultural counseling competencies of graduate students. Submitted to ACES journal 11/2006.</p>	<p>Opening Eyes to Diversity” ACPA March 2011</p> <p>Clinical Peer Supervision” ACA poster presentation, March 2010</p> <p>“The Art and Science of Interdisciplinary Palliative and End of Life Care.” Panel member. Edinboro University. April 2008.</p>	<p>NCBI Training Grant – University Diversity Council – 2012. Drs. Kahan Sablo, Sue Norton, Elizabeth Iglesias.</p> <p>Equity and Diversity Grant (2007-2008). Dr. Sue Norton and Dr. Shon Smith – Prejudice Reduction and Leadership in Diversity –</p>	<p>Executive Board Member - Small Church Ministries Network (National Episcopal Church Board) - (2009 – present). Vice-President 2010 – present)</p> <p>Presenter NCBI (National Coalition Building Institute) Diversity Trainings – 2011, 2010, 2009.</p>

	<p>Norton, S. (2012,2009, 2006, 2003, 1999 &amp; 1997). Alumni Survey and Follow-up Study of Edinboro University Counseling Program. Edinboro University of Pennsylvania, Edinboro, PA</p> <p>Norton, S. (1997, 1998, 1999, 2000, 2001, 2002, 2003, 2006, 2008, 2009, 2010, 2012). Counseling and Human Development Advisement Guide (Revised). Edinboro University of Pennsylvania, Edinboro, PA.</p>	<p>“Welcoming Diversity” NCBI training. Edinboro University. April 2008.</p>	<p>\$10,500.</p> <p>Senate Research Grant (2003) - Dr. Sue Norton - Enhancing College Student Research through the Use of Student Development, Spiritual Development and Hope Assessments. (\$1,000)</p>	<p>Child Abuse Prevention Workshops for area churches – throughout western Pennsylvania – 2003 through 2012.</p> <p>Presenter – Career Day – Conneaut High School – April 2008</p> <p>Judge - Stop the Hate Poster Contest, Mercyhurst College – April 2008</p> <p>Consultant and Presenter – Erie City Mission - 2006</p>
<p><b>Dr. Gary Connell</b></p>	<p>Co-authored <i>Reshaping Family relationships :The Symbolic Therapy of Carl Whitaker</i> with Dr. Tammy Mitten and Dr. William Bumberry</p> <p>Published article in 2005 in JMFT with Dr. Tammy Mitten “The core variables of symbolic-experiential therapy”</p>	<p>“Integrating Behavioral and Experiential Techniques for Treatment Defiance” at 2005 AAMFT conference</p> <p>“A Model for Teaching Symbolic-Experiential Therapy” at 2004 AAMFT conference</p> <p>“An Experiential Approach for Treatment Defiance” 2004 ACA conference</p>	<p>“Early Intervention With Disruptive Children”(2006)</p>	
<p><b>Dr. Tammy Mitten</b></p>	<p>Co-authored <i>Reshaping Family relationships :The Symbolic Therapy of Carl Whitaker</i> with Dr. Gary Connell and Dr. William Bumberry</p> <p>Published article in 2005 in JMFT with Dr. Gary Connell titled “The core variables of symbolic-experiential therapy”</p>	<p>“Integrating Behavioral and Experiential Techniques for Treatment Defiance” at 2005 AAMFT conference</p> <p>“Our Sacred Model for teaching Symbolic-Session” at the 2005 AAMFT conference</p> <p>“An Experiential Approach for Treatment Defiance” 2004 ACA conference</p>		
<p><b>Dr. Adrienne Dixon</b></p>	<p>Dixon, A. (2008). Wrap-around services with ethnic majority and ethnic minority children. Pro Quest Dissertations &amp; Theses, 69(03), (UMI No. AAT 3304631). <a href="http://proquest.umi.com/pqdlink?did=1495953951&amp;Fmt=7&amp;clientf">http://proquest.umi.com/pqdlink?did=1495953951&amp;Fmt=7&amp;clientf</a></p>	<p>Curtain, S., &amp; Dixon, A.(2011). “How Does Anonymity in a Discussion Board Affect Student Responses to Issues Related to Diversity” RECAP Conference: West Chester University, West</p>		<p>Erie Migrant Head Start Advisory Board</p> <p>Erie County Community Development Board</p>

	<p>d=79356&amp;RQT=309&amp;VName=PQD</p> <p>Dixon, A. (2002). Culturally competent practices with children and youth who have serious emotional disturbance. In D.T. Marsh, &amp; M.A. Fristad (Eds), <u>Handbook of Serious Emotional Disturbance in Children &amp; Adolescents</u> (pp. 77-92). New York: John Wiley &amp; Sons, Inc.</p>	<p>Chester, PA</p> <p>Wardi-Zonna, K, Fleming, L &amp; Dixon, A.(2005). Conservative Politics in the Classroom Student Resistance to Multiculturalism Reconsidered. Conducted Winter Roundtable: Columbia University, New York, NY.</p> <p>White, M. &amp; Dixon, A.(2005). Coping Spiritually with Divorce and Separation: Devine Visitation. London, England 2005.</p>		<p>Greater Calvary Human Service Board</p> <p>Erie County Sewer Authority Board</p> <p>L'arche Erie Advisory Board Mental Health and Diversity, Veterans Hospital, Erie PA, May 12, 2011.</p> <p>Diversity in the Workplace, Veterans Hospital, Erie PA, February 22, 2011.</p> <p>Culturally Competent Supervision Skills, Harborcreek Youth Services, Erie PA, July 21<sup>st</sup>, 2010.</p> <p>Diversity in Clinical Settings, Harborcreek Youth Services, July 12, 2010</p> <p>Program Evaluation, Erie County OCYS, June 2009, Erie PA</p> <p>Providing Culturally Competent Services, Erie County OCYS, May 2007</p>
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\*VITAE's are available for all counseling professors



