

Annual Report

By program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

The Department of Counseling was most recently re-accredited in 2009. In the years 2009 through 2011 alumni and employer survey data was gathered using our 2008 survey version. Starting with the graduating class of 2012 a new survey was used that was developed to meet the 2009 CACREP (Council for the Accreditation of Counseling and Related Educational Programs). The 2009 survey version has been used for graduates and employers from 2012-2015. During the summer of 2015 CACREP formally adopted the 2016 standards. A new 2016 survey version will be in use for the class of 2016 and beyond. What follows is a summary of the data collected for the 2012, 2013, 2014, and 2015 classes.

Master's Program

The Department of Counseling at ISU has four specialty options: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; School Counseling; and Student Affairs Counseling. The data linked below related to alumni is presented by year, but aggregate to the master's program, not individual specialties.

Results indicate that master's program graduate believe they have been well prepared for work as professional counselors, across community and school settings, along the eight core CACREP areas (Professional Orientation/Ethics, Counseling Skills, Human Growth and Development, Social/Cultural Foundations, Group Work, Career Development, Assessment, and Research). Faculty review of aggregate results over the past four years did indicate more moderate student satisfaction in the areas of Social/Cultural Foundations and Group Work. The Department went through a faculty transition during the 2013 academic year with three faculty leaving, one new faculty starting, and three new faculty beginning in the fall of 2014. New faculty have been assigned to teach both of these areas with greater attention to integration of CACREP standards into curricular experiences. We expect an upward trend in student satisfaction in these areas beginning with the class of 2016 and beyond.

Semesterly student feedback highlighted the value of improved faculty relationships over the past few years. With the faculty changes noted above, emphasis has been placed on developing a new faculty culture and sense of cohesion. Students also provided comments as to outdated technology in our clinical training environment. In response to such comments Dr. Chad Yates led a task group to secure funds for the purchase of new recording equipment for use by students. The outcome of which led to the purchase of

Panopto, a digital cloud based system where students can upload and store recorded counseling sessions. Faculty and clinical supervisors are able to securely access these recordings for supervisory purposes. Relatedly, the hiring of Dr. Steve Moody contributed to updating our clinical records tracking system. We went from a traditional paper assessment and filing system to the use of a web-based electronic portfolio, assessment management and standards-based product called Taskstream. Students now not only manage clinical record keeping with Taskstream but now upload all class related learning products to the system for faculty evaluation and assessment. These two technological changes have been extremely well received by students and faculty alike.

Within particular program majors, the Clinical Mental Health Counseling curriculum went through revision due to feedback from students on class evaluations, and alumni survey items directed at graduates of the CMHC major. Students had commented on overlap between certain aspects of the three CMHC classes. In response, Drs. Horn and Stewart re-conceptualized the intent and purpose of each class in order to provide better distinctions between classes and each classes' purpose.

Responses from employers of master's program graduates indicate overall satisfaction with the counseling skills of Department of Counseling graduates. For those employers who responded to the survey 75% see Department graduates as better prepared than graduates of other programs.

Doctoral Program

The Department of Counseling offers a Ph.D. in Counselor Education and Counseling. The primary focus of this degree is to prepare graduates for employment as counselor educators and supervisors in academic programs with master's programs in counseling, and/or counselor education and supervision. For those doctoral program graduates responding, there is strong agreement that the Department program prepared them for their current duties as a faculty member. The one area receiving moderate to mild support was preparation to engage in quantitative research and statistics. During these years the Department outsourced the teaching of statistics to a faculty in another university program. In response, the Department has transferred responsibility for teaching both quantitative research and statistics to the same Department of Counseling faculty to provide better continuity and conceptual linkage between these two related areas.

Results from those employers who provided survey responses indicate strong agreement in the preparedness of doctoral level graduates to engage in the wide array of duties expected of faculty. Two areas, though data indicated moderate to strong agreement, related to preparedness for conducting research and writing for publication. These areas were reviewed by faculty for ways to increase such necessary skills to be successful as a faculty member. Changes were made to two doctoral level classes to enhance attention to professional writing (i.e., COUN 8800, COUN 8802). Department faculty also altered the doctoral comprehensive exam process to better parallel the professional publication

process. Faculty are confident that these changes will address employer survey results within these two areas.

Overall, the Department of Counseling faculty see the results of the alumni and employer surveys, at both masters and doctoral levels, along with the semester by semester satisfaction survey results, indicative of strong support for the quality of education and training within the Department of Counseling at ISU. Faculty have been attentive and responsive to feedback and will continue to seek input moving forward.