Andrews University

2011-2012 Review Question Responses Report Profile
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Program Review Questions Included in this report:

- Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?
- Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?
- Program Review # 3. How does the program contribute to the academic success of Andrews University?
- Program Review # 4. What is the state of demand for graduates of and enrollment in the program? See Governmental Occupational Outlook Handbook 2010-2011 http://www.bls.gov/oco/ooh_index.htm http://www.occsupplydemand.org/
- Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed? What are the research and scholarly productivity of faculty and students in your program?
- Program Review # 6. What library resources are necessary for the program(s) and to what extent are they available and utilized?
- Program Review # 7. How appropriate is the curriculum for the preparation of graduates with skills necessary to adapt to changing environments within their field? How adaptable is the program to anticipated changes in technology and in other areas? If your program includes swing and/or cross-listed courses, how is academic rigor maintained at the graduate level?
- Program Review # 8. How do trends in productivity and enrollment demonstrate the continued viability of the program(s)?
- Program Review # 10. How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? How do program goals compare with benchmark programs, how well does the program meet its goals, and how has assessment data been used to improve the program and student learning? If your program offers non-professional doctoral degrees, how are students mentored and how many students' dissertations are published and where?
- Program Review # 11. How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?
- Program Review # 12. Describe the indicators of the quality of your program(s)? In what innovative ways is the program responding to changes and needs? What curricular changes were made based on assessment data?
- Program Review # 13. What is the relationship between the cost of the program and its income and how has that been changing over time?
- Program Review # 14. What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?
- Program Review # 15. Describe the strengths of the program.
- Program Review # 16. Describe the weaknesses of the program(s) and the plans that are in place to address them.
- Program Review # 17. Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources necessary to take advantage of them.
- Program Review # 18. Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mitigate them.
- Program Review # 19. What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

2011-2012 Clinical Mental Health Counseling, MA

Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available and systematically reviewed.

The M.A. in Clinical Mental Health Counseling and School Counseling Program programs' mission and educational objectives are an outgrowth of and are consistent with the mission and goals of Andrews University (AU) and the School of Education (SED), within which are housed our counseling programs. The University Mission Statements, which are published in the AU Bulletin (See AU Bulletin 2010-11 AU Mission Statement p. 10 and SED Mission Statement p. 277) and available on the Andrews University website. These are applied to the Clinical Mental Health Counseling program in the following ways.

Seek knowledge

Knowledgeable of social, personality, cognitive, moral, and physical development of the human along with the ability to differentiate between normal and psychopathological behavior

Knowledgeable of ethical requirements for the practice of mental health counseling. They also have knowledge of theories and research in the area of counseling.

Knowledgeable of computer technology necessary to implement computer applications for managing databases for decision-making, understanding the computer's instructional value, and access resources needed in the delivery of counseling services.

Able to define current problem areas, strengths, and needs (at the individual, group, and systems level) through assessment and measure the effects of the decisions that result from the problem solving process

Knowledgeable of the current literature in the field of education and counseling, and is able to translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations relevant to their work

Knowledgeable of family influences that affect clients' wellness and mental health.

Affirm Faith

Aware of, appreciates, and works with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

Responsible for professional conduct and practice in ways which meet all appropriate ethical, professional, and legal standards intended to protect the rights of all parties.

Able to listen well, participate in discussions, communicate and counsel effectively with individuals, groups, and systems.

Change the World

Able to develop appropriate treatment plans for all clients, provide information about ways in which clients can achieve these goals, and monitor progress towards these goals.

Understand the processes and strategies involved in working with outside agencies, and families. Included in this objective is the role of consultation in promoting social justice, prevention, and crisis intervention.

Able to counsel in such a way to bring the human person back to reflect the image of God.

The department adheres to and supports the various statements voted by General Conference committees on children issues. For example, the statement on well-being and value of children voted by the General Conference of Seventh-day Adventists administrative committee, June 29 - July 9, 2000; the statement on ending violence against women and children (July 5, 2005), and the statement on the nurture and protection of children (June 23, 2010). We teach our counseling students to be advocates for all people and to heal where there is hurt.

School of Education Mission Statement

The School of Education mission is to provide programs based on a redemptive Christian worldview which prepares professionals for global service. Consistent with these carefully constructed documents, the M.A. in Clinical Mental Health Counseling and School Counseling Programs have the following mission statement:

M.A. in Clinical Mental Health Counseling and School Counseling Mission Statement

Provide programs based on a Christian world view to prepare professional counselors to work in mental health and school settings who are committed to the bio-psycho-social-spiritual development of persons and service to a multicultural society.

The mission statement is published and made available to faculty and students and can be found yearly in the Andrews University Bulletin (see AU Bulletin 2010-1011 p. 10 and the Clinical Mental Health Counseling and School Counseling Handbook (see p.1).

The mission statement is reviewed at least once every three years and revised as needed. It was last reviewed April 21, 2009.

Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

The mission statement articulates the intent of the program faculty to attract students who are interested in a program that encourages a Christian perspective and multicultural sensitivity.

Focuses on harmonious human development and service.

The mission statement also reflects the input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.

Every three years the mission statement is reviewed by Counselor Education Advisory Board.

Are directly related to program activities.

The Christian world view, bio-psycho-social-spiritual dimensions of development and service to a multicultural society are not only a theme in many of our courses, but it is particularly found in the course EDFN500 Integration of Faith and Learning, a course required of all our graduate students in all our programs.

Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?

The department was officially established in 1981. The Community Counseling Program was first established between 1981 and 1984. CACREP first accredited the Community Counseling program in April of 1990. The program name was changed in 2009. Since 2010, we now only offer an MA in Clinical Mental Health Counseling.

Motivations: The motivation to start this program was due to: 1) we had students wishing to pursue this career here at Andrews University; and 2) there is a great need for our communities to have counselors that are trained to include the spiritual dimension when working in a professional counseling setting and this dimension is often lacking in public education.

Changes made to the program over the years have been based on new accreditation requirements, student feedback, and university priority updates. As the years have gone on, the curriculum has become more prescribed by the accrediting body that accredits our CMHC program, CACREP. Their standards have become more rigorous, defining and comprehensive, leading to a more robust program. Not only has the program gone from 48 credits to 60 credits, but the qualifications for professors and supervisors has become more defined, and the students in our professional training program are receiving training on how to work with individuals, children/adolescents, families, couples, groups, in crisis intervention settings and now receive training in how to become consultants.

Program Review # 3. How does the program contribute to the academic success of Andrews University?

The M.A. in Clinical Mental Health Counseling and School Counseling Program programs' mission and educational objectives are an outgrowth of and are consistent with the mission and goals of Andrews University (AU) and the School of Education (SED), within which are housed our counseling programs.

Our MA in CMHC is the only graduate program available on campus that provides training as a professional counselor.

Because our students are asked to practice their counseling skills under supervision in our Community Counseling Center, many of our graduate counseling students contribute to other departments by counseling students from across campus that seek free and confidential counseling services.

Our counseling students also provide personal developmental growth sessions (6 sessions) for undergraduate students taking the undergraduate course of Human Development, who wish to take advantage of this free counseling opportunity in place of a paper assignment in the same course.

Our MA students that need to be supervised during their Practicum experience, are supervised by our Ph.D. students who are required to have experience in Supervision, so this contributes to our own department.

Our department offer courses which are required by students in various programs and from other departments. These students work in collaboration on research projects, presentations, and papers.

Department faculty serve on various university committees as well as collaborative research projects with faculty from other departments throughout the university.

Program Review # 4. What is the state of demand for graduates of and enrollment in the program? See Governmental Occupational Outlook Handbook 2010-... *(The full text shows at beginning of the document)*

We are fortunate in that Andrews University has been named one of the "Best National Universities" for 2011, as reported in U.S. News & World Report's "America's Best Colleges 2011" issue, and was ranked tied for being the fifth most racially diverse National University. The closer a school's number is to 1.0, the more diverse the student population. Andrews University's overall score in this category is .68 with the highest score being .74. Andrews University is tied for sixth among national universities in its percentage of international students, with 12 percent. The highest score was 23 percent.

The complete listing can be found at http://colleges.usnews.rankingsandreviews.com.

Our Clinical Mental Health Counseling and School Counseling programs also benefit from such diversity. In order to support and actively meet the needs of this large international, diverse student body, the campus houses twenty international clubs that represent their respective countries and cultures. Andrews University's International Student Services office is designated to oversee and support actively the international student body and plan different events throughout the year to showcase this diversity on campus. See Andrews University International Student Services Website, AU Diversity, SED Diversity, CMHC & SC Diversity.

Our program here at Andrews University is the only M.A. in Clinical Mental Health Counseling program, CACREP accredited, offered by an SDA University. Due to the fact that our program carries the accreditation of CACREP, our program is top notch and is supported fully by Andrews University and the School of Education within which we are housed.

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18		Detailed Statistics	
				Number	Percent		
Counselors	21-1010	665,500	782,200	116,800	18	[PDF]	[XLS]

Substance abuse and behavioral disorder counselors	21-1011	86,100	104,200	18,100	21	[PDF]	[XLS]
Educational, vocational, and school counselors	21-1012	275,800	314,400	38,600	14	[PDF]	[XLS]
Marriage and family therapists	21-1013	27,300	31,300	3,900	14	[PDF]	[XLS]
Mental health counselors	21-1014	113,300	140,400	27,200	24	[PDF]	[XLS]
Rehabilitation counselors	21-1015	129,500	154,100	24,500	19	[PDF]	[XLS]
Counselors, all other	21-1019	33,400	37,800	4,400	13	[PDF]	[XLS]

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that ... *(The full text shows at beginning of the document)*

Clinical Mental Health Counseling students take courses that cover topics ranging from research and statistics, knowledge of human behavior, structured interviews, and theories and skills in counseling. Faculty from a variety of backgrounds and training are needed to teach in all of these fields. Each faculty member plays a vital role in training our counseling students.

The ratio of FTE students to FTE faculty is within the 10:1 guideline. During the 2010-2011 academic year there were 30 students enrolled in the counselor education programs. Five were enrolled in the Community Counseling Program, 17 were enrolled in the Clinical Mental Health Counseling Program and 8 were enrolled in the School Counseling Program. Because a full load of 12 credits per semester is necessary to complete the program in two years, FTE students were calculated on that basis. There are 28 FTE students in the counselor education program. The Department of Educational and Counseling Psychology has eleven full-time faculty. Seven of the full-time faculty are regularly assigned to teach classes in the counselor education program. The per cent of time that they were assigned to the counselor education program during the 2010-2011 academic year is described below:

Dr. Nancy Carbonell   100%

Dr. Ron Coffen   40%

Dr. Elvin Gabriel   40%

Dr. Tevni Grajales   20%

Dr. Jimmy Kijai   20%

Dr. Rick Kosinski   100%

Dr. Dennis Waite   100%

There are 4.0 FTE counselor education faculty. The ratio of FTE students to FTE faculty is 7:1.

The field of counselor education experiences rapid changes. This means that it is very important for the faculty to keep up with continuing education and remaining connected with the day-to-day applications of the field. Faculty in this department all have working experience in their area of expertise, and several have private practices that help them remain up to date on current methods and research.

Physical resources are essential to the program as well. The Clinical Mental Health Counseling program receives

adequate support to achieve the program goals. The physical facilities include both classrooms and testing/counseling rooms. As the various programs in this department grow each year, space issues increase as well. Office space for new faculty is a challenge, as is technologically up to date classrooms for students to meet in. The Andrews Community Counseling Center provides counseling experience for both school psychology and counseling students. Scheduling of clients must be carefully monitored to ensure therapy rooms are available since the center only has five rooms.

Community resources, that are important to the program, include internship sites which enable our students are able to gain field experience.

Faculty members are involved in scholarly research, contributing to the literature through journal publications and conferences presentations. Our students collaborate with faculty on various research projects, which provides opportunities for them to further develop their research skills and contribute to the field. The combined faculty activity report for 2011 was 13.875, and 2012 was 22.375. This demonstrates the faculty's commitment to research and scholarly work.

Program Review # 6. What library resources are necessary for the program(s) and to what extent are they available and utilized?

The library facilities and resources are appropriate for scholarly inquiry, study, and research by program faculty and students. As of 2010-2011 Andrews University Bulletin, p. 15-16, the James White Library and its two branches hold print books, bound periodical volumes and multimedia materials totaling more than 1.6 million items. The main library provides study and research facilities and the library faculty provides reference and consultation and a library instruction program, a library liaison program for collection development for our particular area of interest, and interlibrary loan services.

The library's automated catalog, JeWel, can be accessed through the campus computer network as well as globally through the campus computer network as well as globally through the Internet. Through the library website 155 major electronic databases can be accessed through the internet and from any of the 70 public computer stations located in the main library and its branches. Linking software provides links from the database search results to the library's over 39,000 print and electronic periodical titles.

Through the Michigan Library Consortium, the library provides access to MeLCat, a statewide union catalog, patron-initiated interlibrary loan service and book delivery system. Students, faculty and staff can access over 7.8 million unique books and other materials through MeLCat. In the three years since implementation, MeLCat has provided students and faculty with materials valued at an estimated $877.300.

The library also has access to the OCLC Online Computer Library Center for cataloging and interlibrary loan information based on data from 69,000 libraries in 112 countries representing over 470 languages and dialects.

Housed within the James White Library, is the Mary Jane Mitchell Multimedia center. It is the primary library location for microforms, audiovisual materials (cassettes, videotapes, CD's, DVD's, etc.) multimedia and pamphlets and serves the entire university. Until the summer of 2011, the Multimedia Center also housed the Center for Distance Learning and Instructional Technology (DLIT), where faculty members receive training and support in the production and delivery of instructional technology. In the summer of 2011 the Center for Distance Learning and Instructional Technology (DLIT) moved to Griggs Hall. In the Multimedia Center, a computer workstation is dedicated to serve special-needs students. The Clear View magnifying reading machine and the Kurtzweil 3000 program are available.

The 2010-2011 Andrews University Bulletin pp. 11-18 provides a complete list of the wide-range of resources available to program faculty and students.

The James White Library maintains an active instructional and orientation program to teach students how to take advantage of the wide range of services and resources offered by the library. Students in our program are invited to participate in general library orientations available by appointment at any time throughout the year. In EDPC619 Professional Issues for Clinical Mental Health Counseling and EDPC640 Psychological Testing students attend a library general orientation meeting as a class where how to conduct library searches are taught specifically for students pursuing degrees in counseling.

Program Review # 7. How appropriate is the curriculum for the preparation of graduates with skills necessary to adapt to changing environments within ... *(The full text shows at beginning of the document)*

Our courses are totally based on the standards and objectives laid forth by our accrediting body, CACREP, which is an organization that accredits Counselor Education Programs. Thus the breadth and depth of the coursework is totally appropriate and necessary if a student is to receive a professional license after graduation. The courses are sequenced based on the developmental needs of a developing counselor. Our courses are very similar when compared to other CACREP accredited programs. This too allows for the counselor's identity to be quite similar across the U.S., no matter which CACREP program one graduates from.

The use of technology is increasing in terms of record keeping and online resources for clients. It's imperative that our students graduate with the skills needed to do web-based or computer generated record keeping. The department purchases online assessment subscriptions and software programs that give students broad experience working with various tools.

Most courses require students to write examinations and/or research papers, and make presentations. Some classes require students to work in groups to submit papers for publications. They must follow APA standards and protocols that are taught in the research courses.

Program Review # 8. How do trends in productivity and enrollment demonstrate the continued viability of the program(s)?

Historically the Community Counseling program, now called the Clinical Mental Health Program, was one of the strongest programs in our department. Since we moved the program to 60 credits, as required by CACREP, our enrollment has suffered. This increase in credits needed to graduate, coupled with the fact that all other programs in our department receive a 50% discount, have greatly affected the programs enrollment numbers. The need for professional counselors is great, especially in today's world and with the added spiritual component. For this very reason, the program submitted, and was approved, for a 50% discount for their program as well starting in the Fall 2012 semester.

To obtain an MA in Clinical Mental Health Counseling, one must complete the 60 credit program specified for this specialty. Our students provide free supervised-counseling services to the community through our Andrews Community

Counseling Center housed within our department.

Program Review # 10. How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inqu... *(The full text shows at beginning of the document)*

Upon completion of the master's degree in Clinical Mental Health Counseling, students will be able to:

1. Understand, respond to and advocate for the needs of diverse client populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities

2. Integrate a spiritual perspective into their counseling practice when needed.

3. Demonstrate knowledge and understanding of the major theories of counseling and develop a personal theory of counseling

4. Demonstrate knowledge and understanding of the major theories of career development and how to provide career/lifestyle counseling to clients.

5. Demonstrate understanding and knowledge of human development across the life span and how this relates to counseling interventions and assessment of clients.

6. Demonstrate knowledge and understanding of the major consultation models and how to provide consultation services to clients.

7. Demonstrate an understanding on how to administer and interpret standardized psychological tests that assess ability, achievement, aptitude, interest, and personality.

8. Apply basic counseling and facilitative communication skills in individual and small group settings when providing counseling services to clients.

9. Demonstrate the ability to use current technology for presentations, supervision, assessment, and professional record keeping.

10. Conduct evaluations and research in the area of Clinical Mental Health Counseling.

11. Model legal and ethical standards of clinical mental health counseling in accordance with state and federal law and the standards of the American Counseling Association.
12. Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA).

13. Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Our students, once finished with the program, are able to do very well on the national exam due to the strength of our program. All who have taken the National Counselor's Exam and seek state licensure have obtained it. Our program's standards are high and our students are evaluated throughout their 2-year program for goodness-of-fit for the profession. If we the professors believe the student is not a good fit for the professional counselor career, they are encouraged to seek a program that would better fit their goals and personality.

Program Review # 11. How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among stud... *(The full text shows at beginning of the document)*

Annual follow-up studies are conducted which assess graduate perceptions and evaluations of major aspects of the program. May and August graduates were mailed a Graduate Follow-up Questionnaire 2010, Graduate Follow Up Questionnaire 2011, CMHC and SC Graduate Survey Report (Spring and Summer) 2011, CMHC and SC Graduate Survey Report Spring and Summer 2011, SC All Graduate Report 2011, and CHMC All Graduate Report 2011 about 12 to 15 months after graduating. Starting 2011, surveys will be sent electronically to past-graduates by email, using Fluid Surveys, an internet survey service the ECP department subscribes to. The findings of these annual follow-up studies are reported to the ECP faculty each August prior to the beginning of the Fall Semester. Feedback received from our programs graduates is discussed and studied possibly leading to changes in the programs if deemed necessary. See Fluid Survey: Summary Report of Clinical Site Internship Supervisor Evaluation of Training Program Survey 2010-2011. See Assessment Cycle.

Program Review # 12. Describe the indicators of the quality of your program(s)? In what innovative ways is the program responding to changes and needs... *(The full text shows at beginning of the document)*

Standard I.AA *Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:*

I.AA.1 *A review by program faculty of programs, curricular offerings, and characteristics of program applicants.*

Programs, curricular offerings and admittance standards are reviewed each year so that changes can be made in the next annual bulletin. All the Counselor Education Core Faculty evaluate the goodness-of-fit between the applicant by taking into consideration the following: 1) a phone interview with the applicant and a faculty member where his/her interests and goals are explored; 2) two letters of recommendations obtained by those who know the applicant; 3) the applicant's Statement of Purpose; 4) the applicant's undergraduate GPA (which should be at least a 2.6); and 5) the applicant's GRE scores. These steps allow us to attempt to assess whether the applicant's interpersonal style and abilities are consistent with the helping profession's needs and standards. See Assessment Cycle.

I.AA.2 *Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.*

Annual follow-up studies are conducted which assess graduate perceptions and evaluations of major aspects of the program. May and August graduates were mailed a Graduate Follow-up Questionnaire 2010, Graduate Follow Up Questionnaire 2011, CMHC and SC Graduate Survey Report (Spring and Summer) 2011, CMHC and SC Graduate Survey Report Spring and Summer 2011, SC All Graduate Report 2011, and CHMC All Graduate Report 2011 about 12 to 15 months after graduating. Starting 2011, surveys will be sent electronically to past-graduates by email, using Fluid Surveys, an internet survey service the ECP department subscribes to. The findings of these annual follow-up studies are reported to the ECP faculty each August prior to the beginning of the Fall Semester. Feedback received from our programs graduates is discussed and studied possibly leading to changes in the programs if deemed necessary. See Fluid Survey: Summary Report of Clinical Site Internship Supervisor Evaluation of Training Program Survey 2010-2011. See Assessment Cycle.

I.AA.3 *Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.*

Clinical site supervisors complete a Semester Evaluation Form assessing our program after working with our students who had worked in their agency while enrolled in EDPC655 Internship in Counseling. (See Clinical Site Internship Supervisor Evaluation of Program Survey 2009-2010, and Clinical Site Internship Supervisor Evaluation of Program Survey 2011. In addition, program faculty obtain verbal feedback on the effectiveness of our training program in two occasions: First, at the annual Supervisors Luncheon held at the beginning of the Fall Semester where feedback is solicited; and second, at the internship exit interview where the Clinical Coordinator of Field Experience meets with the student and supervisor. Information gained from these three sources is shared with program faculty in August.

Annual follow-up studies are conducted which assess program graduate employers perceptions and evaluations of major aspects of the program. The employers of May and August graduates were asked to complete an Employer of a Program Graduate Survey 2010 and Employer of a Program Survey about 12 to 15 months after their employee graduates. Starting 2011, surveys will be sent electronically to employers by email using Fluid Surveys, an internet survey service the ECP subscribes to. The findings of these annual follow-up studies are reported to the ECP faculty each August prior to the beginning of the Fall Semester. Feedback from our programs graduate employers is discussed and studied leading to changes in the programs if deemed necessary. See Assessment Cycle.

I.AA.4 *Assessment of student learning and performance on professional identity, professional practice, and program area standards.*

Each year, generally in August, the department has each professor report to the rest of the faculty the CACREP standards addressed in the courses taught and the assessment results from the students who took the course. Proposed challenges, successes and changes are discussed at that time. See Assessment Cycle.

I.AA.5 *Evidence of the use of findings to inform program modifications.*

The findings of the annual follow-up studies of graduates and their employers are reported to the ECP faculty each August prior to the beginning of the Fall Semester. After careful discussion the program faculty determines how the programs might be modified. See 2008-2010 Faculty Minutes indicating this. With the implementation of CACREP Standard Matrices, feedback on each course standard is also given at this time. See Assessment Cycle.

I.AA.6 *Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.*

The results of the annual follow-up studies are compiled every three years into an official report. See last report for 2009. This report is then distributed to students currently in the program, program faculty, institutional administrators, and site supervisors, and those in the public via our Department of Educational and Counseling Psychology website.

Standard I.BB *Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.*

Student Opinion of Teaching data is collected, aggregated and disaggregated every semester for each course taught, either in pencil/paper format or electronically via *D2L* or *Moodle*. If using the pencil/paper forms, approximately two weeks before the end of each semester, the office of the Dean of the School of Education (SED) provides each faculty member with evaluation forms to be filled out by students anonymously. Professors designate a student in the class to conduct the evaluations and, upon completion, the student turns in the forms to the Dean's office of the SED, who in turn forwards them to the Office of Institutional Research for analysis. Professors are provided personal copies of the results these student evaluations. See Students' Opinion of Teaching evaluation.

If using the electronic format, each student is contacted via their *D2L* or *Moodle* account and invited to fill out the evaluation form and submit it to the Distance Learning and Instructional Technology Department, where results are collected and then reported to the deans and professors of each school. Professors are provided personal copies of the results these student evaluations.

Effective starting Summer Semester, 2011, the School of Education will monitor the effectiveness of academic advising provided by faculty advisors by asking School of Education candidates to assess the advising of their faculty advisors at the time in which they take their comprehensive examinations. See Faculty Advisor Evaluation

In addition, program graduates are asked to complete a Graduate Survey in which they rate general aspects of their program, knowledge areas in their program, and skill development in their program. Typically, the Graduate Survey is distributed to each graduate and he or she is expected to complete their survey before graduation in May or August. Starting 2011, the soon-to-be-graduates receive the survey electronically by email, using Fluid Surveys, an internet survey service the ECP department subscribes to. Reminders to fill them out are sent approximately two weeks before graduation. Furthermore, each program graduate completes an exit interview with the Chair of the Educational and Counseling Department sometime just before graduation. See the Graduate Survey form for the Community Counseling and School Counseling programs for the class of 2010.

Standard I.CC *Annual results of student course evaluations are provided to faculty.*

Student course evaluations are sent to the office of the Dean of the School of Education at the conclusion of each term. The results of the course evaluations are compiled by the Dean and distributed to the Chair of the Department of Educational and Counseling Psychology and individual faculty members during the following term. See departmental results of students' course evaluations for 2007-2008, 2008-2009, 2009-2010, and 2010-2011.

Standard I.DD *Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.*

Annual faculty evaluation procedures for Andrews University are determined by the Vice President for Academic Affairs. The faculty evaluations cover the period from January 1 to December 31. Typically, the evaluation procedures, including any changes in the procedures, are posted on the Andrews University website in December. Faculty members complete the appropriate forms for their Annual Report and arrange an interview between January 1 and January 31 with the department Chair to discuss which yearly goals previously set were achieved and to set new goals for the incoming current year. See Annual Report forms.

Program Review # 13. What is the relationship between the cost of the program and its income and how has that been changing over time?

The department is a cost center. A budget is developed for the department, including all of the programs and the Andrews Community Counseling Center. All income generated from the department is pooled together with other departments in the School of Education. Whether or not the department has enough students or not, it still receives its budget to run the programs. In the past and currently, there have been enough students to allow the department to meet its budget and not have to dig into another department's budget.

Program Review # 14. What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in t... *(The full text shows at beginning of the document)*

The University supports the CMHC and SC programs by allowing a 50% tuition reduction for students once they are accepted to the program. There has been an increase in students in the department and there is an additional increase expected. It is expected that the programs will continue to be financially viable.

Program Review # 15. Describe the strengths of the program.

Diversity: We are fortunate in that Andrews University has been named one of the "Best National Universities" for 2011, as reported in U.S. News & World Report's "America's Best Colleges 2011" issue, and was ranked tied for being the fifth most racially diverse National University. The closer a school's number is to 1.0, the more diverse the student population. Andrews University's overall score in this category is .68 with the highest score being .74. Andrews University is tied for sixth among national universities in its percentage of international students, with 12 percent. The highest score was 23 percent.

The complete listing can be found at http://colleges.usnews.rankingsandreviews.com.

Our School Psychology program also benefits from such diversity. In order to support and actively meet the needs of this large international, diverse student body, the campus houses twenty international clubs that represent their respective countries and cultures. Andrews University's International Student Services office is designated to oversee and support actively the international student body and plan different events throughout the year to showcase this diversity on campus. See Andrews University International Student Services Website, AU Diversity, SED Diversity,

Faculty/Student Ratio: The ratio of FTE students to FTE faculty is within the 10:1 guideline.

Financial Strengths: Starting in Fall 2005 the program offered a 50% scholarship discount to all FT students on good academic standing. This strengthens the financial outcome of the program as a result of increased enrollment.

Program Review # 16. Describe the weaknesses of the program(s) and the plans that are in place to address them.

One of the weaknesses that many students comment on is the lack of updated technology and facilities at our Andrews Community Counseling Center (ACCC). We need to not only upgrade our equipment and software, but the rugs, the furniture and the toys section in the playroom. The ACCC is our Practicum training lab where our student counselors and psychologists see clients in a supervised environment. Often it is the only face that the community sees when they come as clients to our center. Upgrading the look, the technology and the space would contribute significantly to not only our program, but to the view that others have towards our university.

We would also like to see if we could integrate our counseling students in our CMHC program into the Crisis Intervention team found on campus. Not only would they be able to contribute their expertise in moments of crisis on campus, but it would also contribute to their development as future counselors in a community somewhere.

Information Technology is not explicitly taught within a specific class, but transcends classes and is integrated in the expectations of students. Students are required to complete a technology skills matrix at the beginning of their program. Any deficiencies reflected in that self-assessment are discussed with their advisor and appropriate steps are taken to ensure the student is successful at gathering those skills prior to graduation.

Core Classes: When the 60-credit hour program was designed, every aspect of the curriculum was analyzed anew. Several classes that are considered prerequisites or are classes covered on the comprehensive exams were moved to be under the Professional Core section of the curriculum. This requires students to get at least a B- in the class. Prior to this change, students only needed a C which meant they sometimes progressed to more advanced classes without having a good knowledge basis.

Knowledge of multicultural issues and diversity is an important aspect of the philosophy and curricula of this department. Past years have not provided any opportunities for our students to study in a alternative setting. Summer of 2011 we held a trial study abroad experience and it was successful. In the future we will continue to offer study abroad opportunities to the students in the department on a biennial basis.

The advising and coordinating work creates an extra burden for the faculty. Because of budget constraints, we have not been able to offer the program coordinator the load recommendation from CACREP. We hope that we will be able to remedy this in the future. The faculty research program has to be carried out after hours and late into the night in order for us to produce the FAR report score that we have maintained over the last two years. Dissertation advising is not properly compensated at Andrews University. The policy that divides the credits that each student registers for by four has not allowed the department to provide compensation for the time that is required in mentoring dissertation students. We hope that the university will take a second look at this policy so that our faculty will not be overworked and their family life will not suffer.

Program Review # 17. Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources neces... *(The full text shows at beginning of the document)*

Andrews University has traditionally had a strong counseling program and is well respected in the surrounding states. With continued refinement and repeated student success out in the field the program could be a leader in providing quality practitioners to Michigan and the US.

Our CMHC program has just recently gone through a change due to accreditation obligations and guidelines. We

recently had to increase our course load from a 48 hour program (then called Community Counseling) to a 60-credit program now called Clinical Mental Health Counseling. This was done in accordance with our accrediting body for counselor education, CACREP. This will also allow our program to be a par with most other state requirements across the nation, that are tending to move towards a 60-credit counseling program for licensure purposes.

One of the ways we have been able to meet the needs of the 21st Century learner is to include in our courses more learning experiences in crisis intervention, substance abuse, use of technology, marital counseling and family counseling, areas of need in many communities. We have also applied and received a 5o% discount for all students entering our program and who remain in good standing. This will aid those students who find themselves struggling financially due to high tuition costs.

The program could benefit from the increased use of technology to track client progress, as well as possibly developing web-based practicum/internship systems. One way this might be done is through the use of iPads that the department would loan out to students for use while in the program. The resources to implement this would give each student the applications needed to connect with online department run systems and classes. This technology is critically needed to enhance counseling sessions review and training.

This department is in the process of planning an international conference during the summer of 2013. This conference will allow the students and faculty to promote the programs in the department and increase Andrews' visibility worldwide.

Students should be more involved in research with faculty, however, the time to do this mentoring must be scheduled into the faculty's workload. The department and university should give study to the resources necessary to provide this mentoring. Any suggestions out of this kind of examination should be implemented. If there is no desire to implement results out of this investigation it should not be done.

Program Review # 18. Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mit... *(The full text shows at beginning of the document)*

Perhaps the biggest threat that I can see to the viability of our program is the lack of funding and energy currently being placed into graduate school recruitment. Most people in our program found out from word of mouth. More rigorous and well-planned recruitment and advertising efforts, on and off campus, would be a huge plus.

Program Review # 19. What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that... *(The full text shows at beginning of the document)*

The Clinical Mental Health Counseling program must work hard to maintain a high quality of education for the students, and ensure full CACREP accreditation is continued We are continually improving our curriculum and professors involvement with scholarly writing, research and presentations in professional organizations. One area that the faculty in counselor education believe would contribute significantly to our program and to our students' future employment possibilities, is to have each students develop a professional portfolio where they are able to house projects, assignments, experiences and activities that demonstrate their competencies in the multiple areas of counseling. We are currently pulling together ideas and plans and hope to implement this idea within the next two years.

The program coordinator will continue receive training in CACREP's standards by attending ACA. School of Education provides some funding for continuing education for the program faculty, which allows for only one conference attendance. The faculty in the Counselor Education core are encouraged by the CACREP to attend and present at the state organization conference (MCA), the national conference (ACA), and APA. Increased funding needs to be available in order for faculty to do this. Ten years ago, the professional development funds available in the School of Education was $2500.00. In 2001, the university reduced this amount and promised to bring it back to that level. This promise has never been fulfilled.

As trends in technology continue to change, the faculty will keep abreast of the changes and adapt the program accordingly.