

### **RCE Annual Reports**

CACREP requires that counselor education program document the collection and use of data to improve their accredited programs. In this page you will find the 2017 RCE graduate program annual reviews. They detail not only the data collected and used, but describes changes made by the graduate faculty to enhance the student experience.

#### Graduate Programs

- Clinical Mental Health Counseling, MA
- Rehabilitation Counseling, MA
- School Counseling, MA
- Counselor Education and Supervision, PhD

## **Rehabilitation and Mental Health Counseling at the University of Iowa**

### **Program Vision**

To be the premier graduate rehabilitation and mental health counseling education program recognized for its diversity, and known for excellence in teaching, learning and research.

### **Program Mission**

The mission of the Graduate Programs in Rehabilitation and Mental Health Counseling at The University of Iowa is to increase opportunities for participation and choices of people served through education, training, research, leadership, and community engagement.

### **Graduate Programs in Rehabilitation and Mental Health Counseling**

The programs are consumer-focused rehabilitation and mental health counseling and counselor education programs. For many years, The University of Iowa has contributed numerous practitioners, educators, researchers, and administrators to the profession of rehabilitation and mental health counseling. The programs have achieved national recognition through many faculty and student awards and publications. The master's program in Rehabilitation Counseling is accredited by the [Council on Rehabilitation Education \(CORE\)](#) and by [Council on Accreditation on Counseling and Related Education Programs \(CACREP\)](#) in Community Counseling.

Since 2000, U.S. News and World Report's national ratings of graduate programs have ranked the University of Iowa's Rehabilitation and Mental Health Counseling Programs in the top 5% of all counseling programs (#3 in 2018); in 2011 the Program was ranked the 2nd in the nation. In 1997 the American Rehabilitation Counseling Association awarded its President's Exemplary Rehabilitation Education Award to our master's and doctoral programs in rehabilitation. The award acknowledged "the demonstration of excellence in innovative and exemplary academic program efforts that offer significant potential for improving the standards and practices of graduate rehabilitation education." The combination of these two recent honors have validated our opinion of the strength of the educational approach taken to prepare rehabilitation counselors for the future needs of the profession, here at the University of Iowa. Our programs have a major impact on the field of rehabilitation counseling.

The Graduate Programs in Rehabilitation and Mental Health Counseling are part of the College of Education as well as the Department of Rehabilitation and Counselor Education. In addition to rehabilitation and mental health counseling, the Department provides accredited M.A. programs in school counseling. At the doctoral level, the Rehabilitation and Mental Health Counselor Education Program, along with Ph.D. programs in counseling and human development and student development in postsecondary education, combine to form the accredited doctoral program in counselor education. The close coordination and support among the Department's programs provide students access to a wide range of faculty and courses.

## An Established Program

Iowa's Graduate Programs in Rehabilitation and Mental Health Counseling have evolved over more than 50 years. The first master's degree in rehabilitation counseling was awarded in 1956, and in 1959 Marceline Jaques became Iowa's first doctoral graduate in rehabilitation counselor education and the first woman to receive her Ph.D. in this field in the nation. Since its founding, the program has produced more than 50 doctoral degree and more than 350 master's degree graduates.

Our programs are an institutional member of the [National Council on Rehabilitation Education \(NRCE\)](#) and have been chartered as Rho Upsilon Chapter of [Chi Sigma Iota](#), the Counseling Academic and Professional Honor Society International. The University of Iowa Rehabilitation Counseling Association (UI-ARCA) is a recognized student organization affiliated with the [American Rehabilitation Counseling Association \(ARCA\)](#), and has the honor of being its first student chapter. UI-ARCA provides the opportunity for students to develop both personally and professionally. In addition, through the interests and efforts of individual faculty members, the programs have ties with a wide range of professional organizations in rehabilitation and mental health counseling.

## Rehabilitation and Mental Health Counseling Evaluation and Progress Plan

This report highlights the data collected to evaluate and determine areas of improvement of the Rehabilitation and Mental Health Counseling program. Also documents the data used to meet CACREP standards of program evaluation and student's progress.

**TABLE 1 – DATA COLLECTED BY RMHC**

Type of Data	Method to Review	Data Collection Period
RMHC KPI	This evaluation focuses on the program's 10 areas of focus (8 foundational knowledge and skills areas, 1 professional area of rehabilitation and mental health counseling, and 1 student disposition area).	Annually
Pre-clinical Placement Student Evaluation	All students are prescreened for practicum which is the second course in the clinical sequence. The program faculty work closely with a small cohort of students ranging from 8 to 15 students before placement. Faculty concerns about student's behavior prior to practicum are resolved before placement at a clinical site. All students have faculty approval	Occurs at the end of every fall semester when the student is in pre-practicum.

Type of Data	Method to Review	Data Collection Period
	before clinical placement. Successful completion of pre-practicum is a requirement for the practicum and internship courses.	
Evaluation of Clinical Placement Sites	During the final week of the practicum or internship experience (the end of each semester), students will complete an evaluation of their internship site and an evaluation of their internship site supervisor. These evaluations will be kept confidential. Sample evaluations are located in the Clinical Manual.	Occurs at the end of every semester when the student is in practicum or internship.
Post-clinical Placement Student Evaluation	Site supervisors at students' practicum and internship sites provide both formative and summative evaluation of student performance. University supervisors also provide formative and summative evaluations. See RCE Master's Clinical Placement and Orientation Manual 2017-2018.	Occurs at the end of every semester when the student is in practicum or internship.
Comprehensive Examination	All student are required to complete comprehensive exams for Rehabilitation and Counselor Education and for Rehabilitation and Mental Health Counseling during their final semester of internship. Comprehensive exams include a written six-hour exam covering aspects of the shared core counseling curriculum as well as the rehabilitation and mental health counseling program specific content (3 hours each).	Occur in the middle of a student's last spring semester while they are enrolled in internship.
Graduates, Site Supervisor's and Employer's Survey	The RMHC program conducts a survey of each spring's graduating students, site supervisors, and employers. The focus is on the evaluations of major aspects of the program. Feedback is requested and accepted on a regular informal and formal basis.	These are distributed, collected, and analyzed every spring.
Demographic Data	Demographic and other characteristics of applicants, students, and graduates is collected upon application by the Graduate College and made available to	Graduate data is solicited yearly and is coordinated by the College of Education Assessment Director.

Type of Data	Method to Review	Data Collection Period
	<p>faculty. Applicants and students have the option to change their identification during their enrollment (e.g. Gender identity). The faculty and College use demographic data to evaluate strategic outcomes in diversity recruitment, retention, and graduation. The data is also used to track entry level income, and placement within the profession.</p>	
<p>RMHC Meetings</p>	<p>Program faculty meets once a month and discusses program issues like: updates and evaluations, data to be collected, recruitment, placement and other clinical issues, and issues related to students. When appropriate information resulting from these meetings are shared with the entire RCE Departmental faculty.</p>	<p>Once a month. Program faculty also participates of departmental and program coordinator meetings which also occur once a month.</p>
<p>Evaluation and Feedback on Courses</p>	<p>Each course has different types of projects, exams and other evaluative methods including live performance. Students can use feedback in a variety of ways. In classes such as microcounseling and group counseling, feedback on performance typically translate into reflections in journaling or other assignments or a different approach to the same skills students are required to demonstrate. Feedback on projects and papers can mean students rewrite them (if this stipulated in the course syllabus) or even carry over concepts from papers and projects into other classes for more in-depth assignments. Feedback from content courses then feed into students' self-generated course goals for practicum and internships.</p>	<p>Every semester in every class.</p>
<p>Advising Feedback</p>	<p>It is stipulated in the RCE Student Handbook that student and advisor should meet at least once per semester. It is the responsibility of the academic advisor to provide RMHC student advisees with an annual evaluation assessing progress toward their degree. The review focuses</p>	<p>At least once per semester.</p>

Type of Data	Method to Review	Data Collection Period
	on the student's progress toward completing their curriculum plan as well and their progress in their clinical development.	
Advisory Board	The RCE Department Advisory Board represents all the department's interests including RMHC. Board members are site supervisors, program managers, community advocates, and administrators.	Meetings occur twice a year. The advisory Board provides information on students' perceptions of the RMHC program, their needs, and future directions. They also provide their own perception of the main aspects of the RMHC program.
Annual Statistics	The RMHC program gathers data on different aspects of the student experience such as graduation rates, completion of certification exams etc. Such data is used to fulfill CACREP Vital Statistics and other reports required by the University of Iowa as needed.	These are collected and then sent to CACREP every late summer/fall (typically August). The DEO and program coordinator keep archives of these reports electronic copy formats.
Student's Course Evaluations	The ACE system is based on a bank of approximately 200 evaluative statements from which instructors can select a set of items appropriate to their courses. ACE forms are scored by the University Evaluation and Examination Service, and results include the number and percentage of students agreeing or disagreeing with each evaluative statement, an item mean, median, and variability measures. These summative data provide feedback to instructors, administrators and/or peers for use in making administrative decisions (i.e., tenure, promotion, merit, etc.). What is more, the ACE forms provide valuable feedback on faculty efficacy as it relates to candidate performance. Current ACE forms are available to students online through <a href="http://myui.uiowa.edu">http://myui.uiowa.edu</a>	At the end of each semester for which a student is enrolled.

## KEY PERFORMANCE INDICATORS OF RMHC PROGRAM

Data collected from the different surveys inform the programmatic changes implemented by the RMHC program faculty and represent the points of view of employers, site supervisors, graduates, and our Advisory Board. All these data points are discussed through the RMHC program meetings and have resulted in the following points:

### 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

This is an area in which program faculty believes the current combined Rehabilitation and Mental Health Counseling program is well grounded. Results of the different student and employment surveys, our students feel and demonstrate that they are well prepared to exhibit their skills as a rehabilitation and as mental health counselors. They feel prepared on the roles and functions of clinical mental health counselors and about 50% of each class cohort choose to successfully obtain their LMHC. However, changes in accreditation and a trend to restrict mental health licensing to graduates with a clear professional identity as mental health counselors has prompted the redesign of the present curricula into two distinct career paths.

### 2. SOCIAL AND CULTURAL DIVERSITY

This is another area in which the program faculty believes we continue to strive as is an area of strength for our students. Although we cover issues of diversity across the curriculum, beginning in RCE:5241 Intro to Rehabilitation & Mental Health Counseling, students have to participate of the following required classes:

RCE 5250	Multiculturalism in Helping Professions
RCE:5221	Theories of Counseling
RCE:5247	Medical Aspects of Disability
RCE:6342	Psychosocial & Dev. Aspects of Disability

In relation to our clinical courses every effort is made to make sure that our students are placed in settings in which they can acquire a vast and diverse experience in terms of settings and populations served. The following are examples of the settings in which RMC students have been placed in the past 3 years.

- Iowa Vocational Rehabilitation Services
- Shelter House
- NAMI of Johnson County
- Crisis Center
- Community Mental Health and Substance Abuse programs
- Corrections (IMCC)

REACH (Transition program for college students with Learning Disabilities and ASD)

These sites, we feel, is providing our students with a great experience in terms of not only diversity related to populations, but type of programs, and community issues and needs.

We continue to strive to attract a diverse range of applicants to our program which is a continual challenge to us given the restrictions on finances that can facilitate graduate assistantships, and the very heterogeneous nature of the state of Iowa.

### **3. HUMAN GROWTH AND DEVELOPMENT**

This is an area in which we have made more emphasis on the psychosocial and developmental aspects as they relate to mental illness, especially in Psychosocial and Developmental Aspects course, and our theories course. Initial student feedback was positive in terms of the revised modules.

### **4. CAREER DEVELOPMENT**

In the past two years we have made some small adaptations in this area. First, in RCE:5203 Career Development two to three nights the class (which is combined school counseling and mental health students) is divided to talk about how career counseling is done in the separate roles and functions. Also, the RMHC program faculty is able to introduced 2 modules in which job placement, development, and follow up for persons with disabilities in presented within the general career development content. Student's feedback indicated this an area in which they perceived they needed more information.

### **5. COUNSELING AND HELPING RELATIONSHIPS**

Program faculty has been examining how we can include more contemporary issues related to mental health in our courses, while keeping the rehabilitation counseling content and without adding a new course to the curriculum.

### **6. GROUP COUNSELING AND GROUP WORK**

Training students to do group work continues to be a strength of the program both in terms of specific training components but also with regard to how our students and alumni are prepared to conduct group counseling within mental health and rehabilitation settings.

### **7. ASSESSMENT AND TESTING**

Students have reported that after participating of RCE:5254 Assessment and Appraisal, that they are much more comfortable with those aspects of assessment in the counseling process. They identify this as another area of the RMHC program. We also believe that sharing this course with the school counseling students lead to collaboration and valuable insight in how those tools are used in different counseling roles.

## **8. RESEARCH AND PROGRAM EVALUATION**

The program has historically approached research as wedded to practice, and we have trained our students to critically evaluate research that may drive specific interventions as well as to analyze current research as it may inform their future programs. This is another course that the RMHC students share with the school counseling students. Student's reported feeling very interested in how different research topics are conducted across specialty areas and how they participate of discussions of research methods and needs for the different populations represented (e.g. K-12, individuals with mental illness, and physical disabilities). In addition, each RMHC program faculty integrates their own research and research experiences within the courses they are in charge of.

## **9. REHABILITATION AND MENTAL HEALTH COUNSELING AWARENESS, KNOWLEDGE, AND SKILLS, AND STUDENT DISPOSITIONS**

Current student's alumni, site supervisors, and employers agree that our academic offerings including our clinical field experiences prepare our students to be qualified and ethical counselors. Our 2 year time to degree has been a strong asset for the program. Students report feeling prepared and very aware of the role of a rehabilitation and mental health counselor in the field. MA students have been participating of professional conferences and while get exposure to many other programmatic content areas, we still ask how can we best prepare these students with a more comprehensive foundation, role, and functions of what rehabilitation and mental health counselors do. The issue of double identity in our program has been an issue of discussion for quite some time and it has been addressed. (See 10).

Another of our challenges we face, like other programs, is the financial aspects of becoming a graduate student at the University of Iowa. Most financial aid (graduate assistantships) are awarded to doctoral students who have a longer time in program, thus few MA students have been able to manage to secure these both in department and throughout the university. Most rehabilitation and mental health counseling students opt to seek employment, some in counseling related agencies and other in the general Iowa City area. The former has proven great for students to work in areas related to their future practice like the Women's Resources and Action Center, NAMI of Johnson County, or the Crisis Center. Nevertheless, the issue of financial support is one that is of concern to the program faculty especially as we welcome international students.

## **10. .PROGRAM CHANGES**

The Clinical Mental Health Counseling Program and Rehabilitation Counselor Education Program were two distinctly accredited programs that shared coursework and all students completed all required content and field experiences to meet both CACREP Mental Health Counseling and CORE Rehabilitation Counseling standards in order to have the dual identity as a mental health and rehabilitation professional. In 2017, faculty voted to split the curricula and admissions to offer professionally distinct admissions, coursework, and field experiences consistent with CACREP standards for

Mental Health counseling and for Rehabilitation counseling. The Mental Health Counseling Program, for which reaccreditation is currently being sought, continues to prepare counselors to obtain licensure and work in mental health settings. The Rehabilitation Counseling Program remains accredited until 2023 and a substantial change in program document is being submitted to CACREP. The University of Iowa approved the split of these programs in spring of 2018 and will be effective in fall of 2018.

Also program time will be reduced to 4 semesters (no summer session) to focus on professional identity rather than dual identity and provide greater frequency of student-faculty contact. In addition, the RMHC program was able to hire a Clinical Coordinator with a PhD and licensure. This person is versed on the requirements of CACREP accredited programs, has the professional counseling identity, and come to us with several years of clinical experience in terms of teaching and providing effective clinical supervision.

## School Counseling Program Evaluation Plan

### 1. Types of data collected:

- a. The school counseling program has a **Key Performance Indicator** document which outlines the program's 10 areas of focus (8 foundational knowledge and skills areas, 1 professional area of school counseling, and 1 student disposition area). These 10 areas have corresponding processes and products for measurement which occur throughout the students. The assessment tool the program uses to keep track of student progress on the KPI's is entitled the **University of Iowa School Counseling Competency Scale Revised**.
- b. **Pre-Prac and Internship Evaluation** (approximately year 2): This review of student progress is a time to discuss the strengths and difficulties experienced by students. The Department policy mandates an annual formal, written evaluation of student academic progress and clinical development. This practice has now become an important part of program protocol review. (See Practicum/Internship in School Counseling Syllabi and the Clinical Handbook; Clinical Placement and Orientation Manual). All students are prescreened for practicum which is the first course in the clinical sequence. The program faculty work closely with a small cohort of students ranging from 8 to 15 students per year for 2 semesters before placement. Faculty concerns about student's behavior prior to practicum are resolved before placement at a clinical site. All students have faculty approval before clinical placement. Successful completion of practicum is a requirement for the internship courses.
- c. **Post Practicum and Internship Evaluation:** Site supervisors at students' practicum and internship sites provide both formative and summative evaluation of student performance. University supervisors also provide formative and summative evaluations (See School Counseling Student and Supervisor Handbook).
- d. **Comprehensive exams:** All student are required to complete comprehensive exams for Rehabilitation and Counselor Education and for school counseling during their final semester of internship. Comprehensive exams include a written six-hour exam covering aspects of the shared core counseling curriculum as well as the school counseling program specific content (3 hours each). An oral exam also is required unless waived by the comprehensive exam committee. Faculty read exams in a two week time period and notify students of the outcome or if they need to complete oral exams. The Office of Educational Services provides the official results of the comprehensive exams. Comprehensive exam information is given via both an ICON site as well as an in person informational brief in December of the semester prior to the exams being given. Students are then required to have follow-up meetings with their advisors to sign comprehensive exam paperwork in order to take the exam. Comprehensive

exams are integrative (essay) which allow for expanded responses that require students to draw from a variety of different knowledge bases from different classes and clinical experiences. Exam results/notifications are given roughly 2 weeks after the exams are completed.

- e. Each spring, school counseling program also **surveys employers** (typically school building administrators and principals) on the level of preparation their UI graduate has. We do this yearly. Survey data is found in the “SC Employer and Alumni Survey Data Classes of 2015, 2016, 2017.” A PDF of the survey is entitled “Class of 2017 Employer Survey.”
- f. **Formal studies of site supervisors** assess their perceptions and evaluations of major aspects of the program. Input from the site supervisors is requested and accepted on a regular informal and formal basis.
- g. **Demographic and other characteristics** of applicants, students, and graduates is collected upon application by the Graduate College and made available to faculty. Applicants and students have the option to change their identification during their enrollment (e.g. Gender identity). The faculty and College use demographic data to evaluate strategic outcomes in diversity recruitment, retention, and graduation. The data is also used to track entry level income, and placement within the profession. Graduate data is solicited yearly and is coordinated by the College of Education Assessment Director.
- h.
- i. The **school counseling program faculty meet monthly**. Meetings include:
  - i. Data collection
  - ii. Program evaluation
  - iii. Awards and financial aid
  - iv. Clinical class updates
  - v. Student concerns
- j. **Class-based student evaluation and feedback**. The school counseling program believes that multiple types of assessments over multiple points of time work together to demonstrate student mastery of the knowledge and skills required to be successful school counselors. Each course has different types of projects, exams and other evaluative methods including live performance. Students can use feedback in a variety of ways. In classes such as microcounseling and group counseling, feedback on performance typically translate into reflections in journaling or other assignments or a different approach to the same skills students are required to demonstrate. Feedback on projects and papers can mean students rewrite them (if this stipulated in the course syllabus) or even carry over concepts from papers and projects into other classes for more in-depth assignments. Feedback from content courses then feed into students’ self-generated course goals for practicum and internships.

- k. **Advisor Feedback:** It is the responsibility of the academic advisor to provide Master of Arts advisees with an annual evaluation assessing progress toward their degree. The review focuses on the student's progress toward completing their curriculum plan. The student's transcripts (current academic record), program performance, clinical performance as well as faculty observation and student self-assessment are considered during this process. Each student's advisor has the primary responsibility for monitoring on-going student progress and readiness for professional practice as a school counselor.
- l. **Yearly statistics.** The program compiles the latest on student employment (for graduates), school districts in which they are employed and graduation rates. This comprises our program's Vital Statistics Report. The MS Word version of reports are then sent to the Departmental Executive Officer (DEO) and collated with other program Vital Statistics reports. Parts of the Vital Statistics reports are also displayed on the program's website as a CACREP requirement:  
<https://education.uiowa.edu/academic-programs/school-counseling/school-counseling-program-outcomes-and-faq>
- m. **Student Evaluation of Instructor and Program**
  - i. **Assessing the Classroom Environment (ACE)** is the summative evaluation system used by The University of Iowa. In 2015-2016 the university transitioned from a paper-based scannable answer sheets to collect student opinions about a course instructor and provide a standard set of summary results to an electronic online format. The ACE system is based on a bank of approximately 200 evaluative statements from which instructors can select a set of items appropriate to their courses. ACE forms are scored by the University Evaluation and Examination Service, and results include the number and percentage of students agreeing or disagreeing with each evaluative statement, an item mean, median, and variability measures. These summative data provide feedback to instructors, administrators and/or peers for use in making administrative decisions (i.e., tenure, promotion, merit, etc.). What is more, the ACE forms provide valuable feedback on faculty efficacy as it relates to candidate performance. Current ACE forms are available to students online through <http://myui.uiowa.edu>
  - ii. During the final week of the internship experience (the end of each semester), students will complete an **evaluation of their internship site** and an evaluation of their internship site supervisor. These evaluations will be kept confidential. Sample evaluations are located in the Clinical Manual.
  - iii. Each spring, school counseling programs surveys its graduating classes every year. This survey asks alumni to rank and describe their experiences in coursework and clinical classes, and to indicate their level

of preparation for various roles and functions as a school counselor. Survey data is found in the “SC Employer and Alumni Survey Data Classes of 2015, 2016, 2017.” A PDF of the survey is entitled “Class of 2017 Alumni Survey.”

## 2. Data Collection Procedure:

- a. The School Counseling program faculty conducts a systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development. Consistent with established institutional due process policy and the American Counseling Association’s (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for work as a school counselor, faculty members help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study. Specifically, the School Counseling Program Faculty meets as a whole to review each student’s progress yearly. Faculty utilize the University of Iowa School Counseling Competency Scale Revised instrument and discuss each student in the program with reference to each area of the scale. Students in the program are evaluated by the entire program faculty at the end of every year using this University of Iowa School Counseling Competency Scale Revised, but data on measurements such as student assignments are added each semester. The Scale is then returned to advisors for discussion with their student advisees. In addition, the program is currently engaged in tracking changes over time by using this scale.
- b. **Pre-Prac and Internship Evaluation** occurs approximately at the end of year one, beginning of year two (see Clinical Handbook).
- c. **Post Practicum and Internship Evaluation** occur at the end of every semester student is in practicum or internship (see Clinical Handbook).
- d. **Alumni and employer surveys** are distributed, collected and analyzed every spring.
- e. **Comprehensive exams** occur in the middle of a student’s last semester in which they are enrolled in their second internship.
- f. **Formal studies of site supervisors** assess their perceptions and evaluations of major aspects of the program **every semester** via a brief survey.
- g. **Program meetings are held every month.** The school counseling faculty meets monthly to discuss the progress of their students and the effectiveness of the curriculum relative to achieving the Program’s student learning outcomes. The program has several ways of addressing the needs of students who are not meeting the level of expected performance. If the behavior is specifically class based, the instructor of record meets with the individual student. If no improvement is made, the instructor and the advisor meet with the student. If no improvement is made, then the program faculty meet with the student. The

last resort is, should there be no improvement subsequent to the program faculty meeting, students would then enter the Review and Retention process.

- h. **Bi-annually or twice a year or once a semester:** Advisers provide yearly, often bi-annually (concurrently with semester academic planning) evaluations of school counseling students as they advance through the program. The Rehabilitation and Counselor Education Student Handbook specifically states that all Master of Arts and Ph.D. students in the Department are reviewed each year.
  - i. **Vital Statistics Reports:** These are sent en masse to CACREP every late summer/fall (typically August). The DEO and program coordinator keep archives of these reports electronic copy formats.
  - j. **ACE evaluations** are collected online from student responses to questions about the specific class in which they are enrolled.
- 3. Use of data and programmatic changes:**
- a. Programmatic changes can reflect input by stakeholders, including students, graduates, site supervisors, and members of our advisory board. Alumni perception data has been integrated into curricular discussions by the program including what graduates have said they valued the most vs. those things (content or skills) they felt they did not get enough of with regards to time or exploration. Program discussions then include where these specific occur in the curriculum and how we can approach them differently by class while still ensuring the program meetings both Iowa licensure and CACREP requirements/standards. Employer surveys allow the program to consider what skills our students may not be as strong in or different experiences the program can put into place for those skills to be learned. School counselors and retired school counselors who are members of the departmental advisory board have also made suggestions for considerations for content. In the past three years we have had the following conversations about curriculum in our program:
    - i. *Professional counseling orientation and ethical practice:* We consider this one of our strongest areas. According to our alumni and current students, the program prepares them well to practice the role and function of school counselors, and more importantly understand how school counseling relates to the overall profession of counseling, both now and historically. The PSC course stresses three weeks of ethics, and ethical decision-making models are also revisited in other classes. Students act on these models as early as practicum in their work with K-12 students.
    - ii. *Social and Cultural Diversity:* This is an area which is consistently revisited by our program, as we know we have some areas of strength here but also areas in which we could improve. One of our strengths is how largely we define “diversity.” While traditionally this has been used with reference to race, ethnicity, religious affiliations and practices, and sexual

orientation, we also include concepts such as rural environments and a range of abilities from students with special needs to gifted and talented students. The school counseling program firmly believes that future school counselors need to be prepared to work with a diverse range of K-12 learners. To that end, students are required to take several discrete classes in:

1. *RCE:5250 Multiculturalism in Helping Professions (3 s.hrs.)*
2. *RCE:4137 Introduction to Educating Gifted Students (3.s.hrs)*
3. *EDTU:4940 Characteristics of Disabilities (3 s.hrs.)*
4. *EDTL:4900 Foundations of Special Education (3. s.hrs.)*

In addition, these concepts are threaded throughout our curriculum. RCE:5222 Counseling Children and Adolescents and RCE:5204 School Culture/Classroom Management discusses and requires activities and products focusing on students considered academically and/or behaviorally at-risk. With regard to clinical settings, placements vary. However, every effort is made to diversify a school counseling student's placements. Currently, we have students within small districts and large districts, districts with high free and reduced lunch (FRL) and low FRL, schools who are designated as SINA as well as schools with ethnic minority student populations higher than average for Iowa. Students are encouraged to work with a wide variety of students within each school. Sites are also chosen to provide opportunities to understand the unique culture and environment found within each school (and their surrounding communities. To ascertain our students facility with topics related to diversity, the school counseling program School counseling program and departmental comprehensive exams include at least one question that requires students to integrate their knowledge of diverse learners into their responses. We continue to strive to attract a diverse range of applicants to our program which is a continual challenge to us given the restrictions on finances that can facilitate graduate assistantships, and the very heterogeneous nature of the state of Iowa.

- iii. *Human Growth and Development:* While there has not been a need to revisit our primary class RCE:5221 Theories of Counseling in totality, our alumni and current student have offered some suggestions for inclusion of content that covers neurocounseling and brain-based interventions. We have included a module on trauma and adverse childhood experiences in other classes including RCE5204 School Culture/Classroom Management.
- iv. *Career development:* In the past two years we have made some small adaptations in this area. First, in RCE:5203 Career Development two to three nights the class (which is combined school counseling and mental

health students) is divided to talk about how career counseling is done in the separate roles and functions. Second, we have now to content nights on college and career readiness along with products to demonstrate mastery in two of the specific school counseling courses: RCE5204 School Culture & Classroom Management; RCE5230 School Counseling Program.

- v. *Counseling and helping relationships:* As a program, we are still examining how we can include more information on trauma across the curriculum without requiring students to take an additional class.
- vi. *Group counseling and group work:* Training students to do group work continues to be a strength of the program both in terms of specific training components but also with regard to how our students and alumni are prepared to conduct group counseling with K-12 students.
- vii. *Assessment and testing:* In the past students have felt anxiety around this particular component of training, however necessary. We believe one of the strengths of our program is in the practical application of assessment and testing within the role and function of the school counselor. In the beginning of the program, students generally report feeling uneasy with the idea of suicide assessment or the ability to translate test scores in the future to K-12 students and their family members. However, students have reported that *after* experiencing RCE:5254 Assessment and Appraisal, that they are much more comfortable with those topics. We also believe that school counseling students who then collaborate with mental health students in the assessment class gain valuable insight in how those tools are used in different counseling roles. The usage of assessment tools can be is also addressed in RCE:5222 Counseling Children and Adolescents in schools as one way to document effective interventions, identification of gifted students and students with special needs (RCE:4317 and EDTU:4940), and programmatically in RCE:5230 and RCE:5204 as one way of ascertaining school climate, student needs and evaluating programs. They gain even more applied practice with assessment in internships.
- viii. *Research and program evaluation:* As a program, we feel that this is another one of our strengths. The program has historically approached research as wedded to practice, and we have trained our students to critically evaluate research that may drive specific interventions as well as to analyze current research as it may inform their future programs. We are also fortunate that each program faculty member conducts research within the realm of school counseling-- whether that is investigating the psychometric properties of certain assessment tools that school counselors use, providing and evaluating professional development (train the trainer) of adverse childhood experiences in schools, the career

development of gifted and talented students, or how school counselors can better serve K-12 students who identify as LGBT. Our research informs our teaching. In addition, students are trained to locate and utilize data to set baselines for individual student and programmatic function and then again to evaluate outcomes and change. Last, students are challenged by a capstone project embedded in their internship coursework which is to utilize data to determine interventions or suggest school counseling program changes or building level supports. Our students have conducted action research projects ranging from analysis of PBIS data to needs assessment data to homework completion rates. Frequently these become topics of conversations with future employers who are impressed with our students' research and evaluation skills.

- ix. *School Counseling Knowledge, Behavior, and Dispositions.* We believe in part this is an area in which we excel as a program. Current students, alumni and site supervisor seem to agree that the clinical experiences of our students is exemplary. Our alumni report feeling well prepared for their role and function. However, program faculty continue to discuss better ways of vetting candidates for the school counseling program and monitoring dispositions over the 2.5 years' time to degree. One consistent challenge we face is the burn out and stress level of students who accept positions as school counselors while completing their internship. In Iowa code, students who have successfully completed practicum can apply for a Class G license and practice under supervision. However, the burden that is placed on students who must complete requirements of their work site and the program has become a challenge to both disposition and quality of work in the program. An additional concern of financial burden is tied to this. Most financial aid (graduate assistantships) are award to doctoral students who have a longer time in program, thus few MA students have been able to manage to secure these both in department and throughout the university. Most school counseling program students opt to work as paras or substitutes in local school districts which does help them in the long run with developing skills to work with K-12 students. Nonetheless, the school counseling program is concerned about this complex problem.
- b. **Holistic program changes.** In the recent past (Fall 2016-Spring 2017), the school counseling program made some changes to its pacing, content and time to degree. These changes are direct result of programmatic evaluations and data collected form students, alumni, employers, site superiors as well as faculty input.
  - i. *Time to degree.* With the requirements of the Board of Educational examiners which issues the license students need to work as school

counselors, often our students who lack the initial teacher license must take 9 credit hours (3 classes) to gain this, in addition to program requirements. In 2006 our program became the first program in the country to require coursework in gifted and talented students which we feel (and our alumni have discussed) is an asset in their work as school counselors. We also had a fully-fledged action research class. Students worked hard in their internship sites and gained valuable skills and insights and, as result, helped us forge positive relationships with multiple school districts. In addition the program faced the complex intersection of of time to degree, changes in standards and licensing requirements, student credit hours per semester and summer tuition costs. Time to degree has been a topic of conversation and an area of consistent evaluation since 2006. Since that time, our program has moved from 2 years to 3 years (in attempt to decrease student burnout). Ultimately in 2017, we moved to 2.5 years and in doing so:

1. Removed two classes --Counseling the Gifted Student and Action Research. The Counseling the Gifted Student was considered superfluous by prior graduating cohorts, so this course was eliminated. The Action Research class required more tuition as additional credit hours, and a large commitment on the part of sites, site supervisors and building principals. In the end, since this class was also conducted concurrently with internship, comprehensive exams and job hunting, current students and alumni the costs of time and money outweighed any benefit. Thus we...
2. Increased internship hours and reinserted the site-based data project from the Action Research class into internship. This change stripped down the requirements of the Action Research class to make it more user-friendly to both student and site supervisor. These changes reflected the amount of work our students do on site in schools, and the efficiency of combining class content vs. having two distinct classes.

## Evaluation in the program

### Counselor Education and Supervision

#### 1. Evaluation methods:

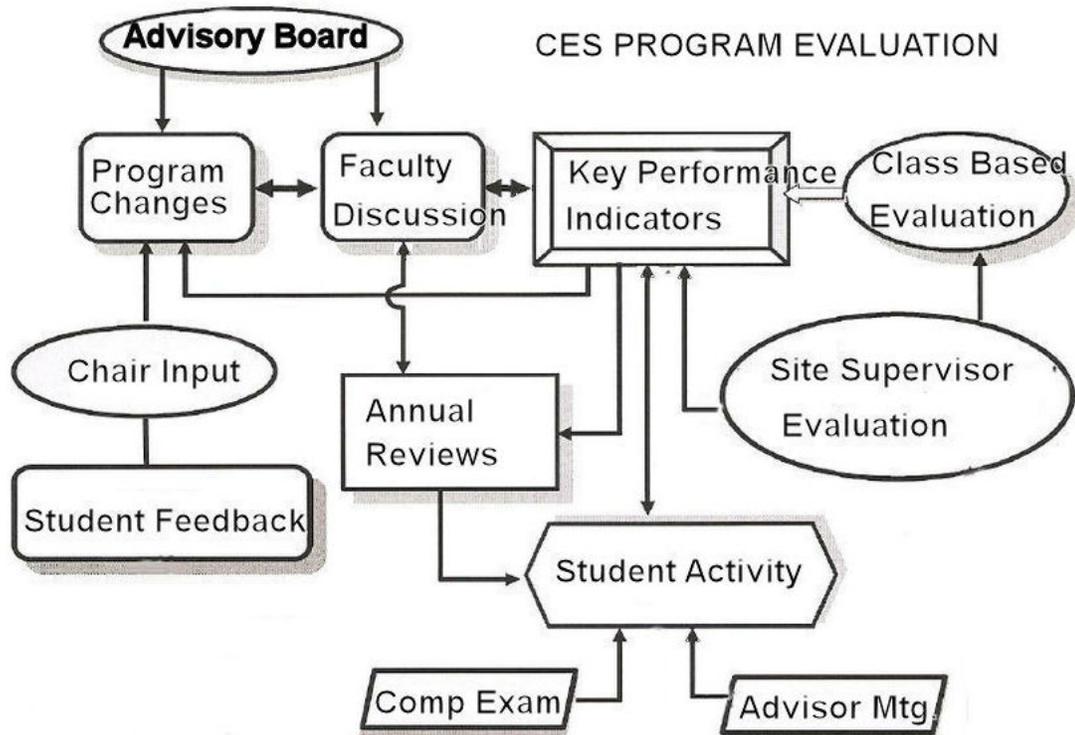
- a. The CES program uses unique **Key Performance Indicators** (KPIs) to evaluate student performance over time. These KPIs are tied to the five doctoral professional identity domains of the CACREP standards (Section 6B). Each of the performance indicators draws from multiple time periods during the doctoral program of study- beginning with introductory core classes and leading up to the dissertation sequence. The CES Program KPI's include elements such as: writing for publication, involvement in the profession, supervision competencies, and grant writing, etc.
- b. **Advanced Practicum and Internship Evaluation:** Students are expected to perform at an advanced practitioner level and develop new (demonstrated) competencies in leadership, supervision and teaching. Each type of internship has its own evaluation and competency expectation rubrics (See Doctoral Practicum/Internship in Counseling, Supervision, Teaching, and Leadership Syllabi). Students who have not completed master's level practica and internships cannot proceed into the doctoral *clinical training* sequence. These prior training experiences are evaluated by their advisors to ensure that they meet master's level standards. During their first year, students develop programs of study with their advisors, selecting appropriate internship experiences and placements in consultation with the clinical coordinator. All students are required to successfully complete the advanced practicum before moving on to a clinical counseling internship. Similarly, students must successfully complete preliminary orientation courses in teaching, supervision, and leadership prior to enrolling in the associated internships. Problems in clinical training are addressed at the instructor level, and at the program level as needed. Faculty consult with each other at monthly CES program meetings if students are failing to meet basic performance expectations in clinical training (see part 'e' below).
- c. **Post Practicum and Internship Evaluation:** Site supervisors at students' practicum and internship sites provide both formative and summative evaluation of student performance. University supervisors also provide individual supervision feedback and formative and summative evaluations (See Doctoral clinical training syllabi).
- d. **Comprehensive exams:** All student are required to complete comprehensive exams in CES using a portfolio model (See CES Portfolio Comprehensive Exam). The portfolio contains traditional writing components (position statements, literature review, philosophy statements) as well as artifacts from classes and professional roles (presenting, volunteering, and service work). Students

produce the portfolio in consultation with their primary advisors. The doctoral comprehensive exam process concludes with a committee-based oral defense to evaluate student readiness for dissertation. Students are required to allow two weeks for the committee to review the portfolio prior to the oral defense. The final evaluation is communicated back to the Office of Educational Services who provides the official results of the comprehensive exams back to the doctoral student.

- e. Demographic and other characteristics of applicants, students, and graduates is collected upon application by the Graduate College and made available to faculty. Applicants and students have the option to change their identification during their enrollment (e.g. Gender identity). The faculty and College use demographic data to evaluate strategic outcomes in diversity recruitment, retention, and graduation. The data is also used to track entry level income, and placement within the profession. Graduate data is solicited yearly and is coordinated by the College of Education Assessment Director.
- f. The **CES program faculty meet monthly** to establish program goals, assess student progress, and consider revisions and updates to the program. Meetings include:
  - i. Data collection
  - ii. Program evaluation
  - iii. Awards and financial aid consideration
  - iv. Clinical class updates
  - v. Curriculum sequencing (and offerings) consideration
  - vi. Changes to college policies and graduate school requirements
  - vii. Student concerns
- g. **Class-based student evaluation and feedback.** Students are provided with feedback in their classes on a project by project basis. Feedback is provided regarding their writing, presentation skills, class participation, professionalism, and the development of their research interests. Students obtain points on assignments that contribute to an overall course grade.
- h. **Faculty Annual Reviews:** Each year in May, students who are not under care of a dissertation committee are expected to participate in an annual review of their progress in the program. New students present their program of study for full faculty approval and signature. Advisors take turns facilitating the meeting for their advisees, orienting the faculty team regarding the students' progress and achievements. Students respond to questions about their performance, elective activities, professional development, and brainstorm with faculty to enhance their current program and adapt their training experiences to their evolving research and teaching interests. Advisors generate a summary of the annual evaluation discussion for their students.

- i. **Yearly statistics.** The program compiles the latest on student employment (for graduates), employment status and graduation rates. This informs our program's Vital Statistics Report. The MS Word version of reports are then sent to the Departmental Executive Officer (DEO) and collated with other program Vital Statistics reports. Parts of the Vital Statistics reports are also displayed on the program's website per the CACREP requirement.
- j. **Advisor Meetings.** Students meet with advisors on a regular basis (multiple times per semester) to review their courses and progress in the program. Students are supported mentored in the development of their professional endeavors (teaching, research, and service). This meetings help students troubleshoot problems they are having with classes, balancing school and lifespace management, and planning for dissertation and employment. When students raise concerns that advisement alone cannot address, faculty bring these concerns to the CES program meeting for peer consultation and brain storming. Problems with the implementation of the program via student report are also shared with the faculty team by advisors (eg., non-departmental course access problems, navigating student support programs university-wide, developing opportunities for non-traditional training experiences, networking opportunities for clinical placements).
- k. **Student Evaluation of Instructor and Program**
  - i. **Assessing the Classroom Environment (ACE)** is the summative evaluation system used by The University of Iowa. In 2015-2016 the university transitioned from a paper-based scannable answer sheets to collect student opinions about a course instructor and provide a standard set of summary results to an electronic online format. The ACE system is based on a bank of approximately 200 evaluative statements from which instructors can select a set of items appropriate to their courses (with 13 standardized questions for the RCE department for all faculty). ACE forms are scored by the University Evaluation and Examination Service, and results include the number and percentage of students agreeing or disagreeing with each evaluative statement, an item mean, median, and variability measures. These summative data provide feedback to instructors, administrators and/or peers for use in making administrative decisions (i.e., tenure, promotion, merit, etc.). The ACE forms provide valuable feedback on faculty efficacy as it relates to candidate performance. Current ACE forms are available to students online through <http://myui.uiowa.edu>
  - ii. During the final week of the internship experience (the end of each associated semester), students will complete an **evaluation of their internship site** and an evaluation of their internship site supervisor. These evaluations are kept confidential.

- iii. Each semester, the **department chair holds a meeting** with the doctoral students to review their experiences in the program, challenges that they are faces, and to review suggestions for improvement and innovation to existing program provisions. Students name are kept confidential. This feedback is then summarized back to faculty for consideration.
- iv. Twice per year our advisory board meets to review programs, provide feedback, and consider ways to enhance and support the programs in the department. Over the last four meetings, this has included time for the doctoral students to come and speak confidentially with the board about things that are going well, and problems they are experiencing in the doctoral program. The board summarizes this information for the CES faculty and plans are made to address any concerns generated at the meeting.



## 2. Use of data and programmatic changes:

- a. Programmatic changes can be initiated and considered from multiple sources, including input by stakeholders, students, graduates, outside instructors, site supervisors, and members of our advisory board. Program discussions then focus on how we can approach these concerns while still ensuring the considered changes meet program and CACREP requirements/standards. As a team, we

make every effort to achieve consensus on major programmatic changes. On the rare occasion when consensus is not possible, faculty vote on the proposed changes.

- b. **CES program changes.** Since our last CACREP review, the CES faculty team made several focused changes to the program. These changes are direct result of programmatic evaluations and data collected from the major constituents defined above.

- i. *Research Sequence.*

- Changes were made to the research training sequence to provide additional support and improved preparation experiences for dissertation and each students' time to degree.

- a. The Issues and Trends** course was changed to provide a heavier emphasis on research question generation and design options for studies. This was an issue identified by faculty and students alike as students were taking longer than expected to plan their research studies. More focus was placed research methodology and a critical examination of design options to address their research questions.

- b. New course options** for quantitative and qualitative study were identified and expanded to address student concerns regarding the range of courses available during any given semester. These courses appear in the expanded research section of the program of study form.

- c. The final Research in Counseling** course was refocused to directly assist students in the development of their dissertations and major research projects. The course builds on experiences across research training classes and provides support for later stage doctoral students.

- ii. *Course Sequence and Student Fees Reductions*

- Changes were made to the curricular sequence of classes to streamline course offerings and reduce the financial burden of students who could not afford to take summer classes. The Advanced Multicultural seminar and the Leadership seminar were moved into regular fall semesters which provided two advantages for students:

- a. Students have more time to process** and integrate course experiences. Summer courses were shorter and more intensive over six and eight week cycles. However, content related to issues related to diversity training, grant writing, and leadership development require time for reflection and project

development. Reflective learning is more accessible with a full semester format.

**b. Courses and training experiences can be more readily integrated** by timing the offered of the doctoral seminar in multicultural studies with the MA course in multicultural counseling. This provides unique opportunities for doctoral students to interact with master's students on issues related to diversity concerns in counseling- which would not be possible in a summer session. Similarly, moving the Leadership seminar to fall allows students to engage the Leadership and Advocacy Internship class sooner in the program of study.

*iii. Communication and Support*

Additional feedback loops were added to the program which allowed doctoral students to have a larger voice about their experiences and input into program implementation. Students had expressed a desire to have greater involvement in program decisions and input. X strategies were developed to address these needs.

**a. Fall and spring semester discussion meetings** were created and facilitated by the department chair. Doctoral students met with the chair (without CES faculty present) to create a space for confidential dialog. These meetings provided additional opportunities for doctoral students to voice their needs and concerns during their studies.

**b. Doctoral students were invited** to participate in the bi-annual advisory board meetings to share about their accomplishments and to provide positive and constructive feedback about their training experiences.