

## Counseling Program Evaluation Report 2019-2020

Below are the major programmatic updates by the Counseling program faculty during the 2019-2020 academic year. They are organized under two main themes for the year: (a) climate, student mentoring, and support and (b) curricular changes.

### Climate, Student Mentoring, and Support

- Beginning fall 2020, we are implementing a new cohort model that is highly structured and prescriptive. This decision was made in response to student feedback for greater predictability in scheduling, and feedback from community stakeholders about the readiness of students with two semester long internships. The new timeline for degree completion for full-time students is three years. Students can also choose a part-time four-year track.
- In conjunction with the new cohort model, we are also implementing a new structure to our orientation and ethics course, COUN 500. Taken in their first semester, students will meet in small groups with their advisors for four meetings in lieu of traditional class time. This change was made in response to feedback from students wanting more mentorship from their advisors.
- In fall 2019, Dr. Isawi proposed a mentoring program specifically for our students of color. Student input was gathered in late fall 2019, and the group started meeting regularly in spring 2020. As stated above, all students desired greater mentorship and connection from faculty, but students of color felt especially in need of more support from us. Currently, 23 students and 2 faculty are participating weekly in the Counselors of Color Community Connection.
- In fall 2019, the Counseling faculty collectively chose to begin bi-weekly equity dialogues in response to increased awareness and feedback around a need for greater visibility and action around issues of diversity, social justice, and cultural competence.
- In spring 2020, Dr. Fickling proposed changing our policies and practices around hiring graduate teaching assistants (GTA) to facilitate greater distribution of teaching opportunities. The major change is that students will now teach a course no more than twice. The goals of the GTA opportunities is to provide a unique opportunity to master's students and to facilitate meaningful learning experiences for our undergraduate students. Master's students are still eligible to teach *211: Career Planning*.

### Curricular Changes

- In order to facilitate smooth progression to practicum, we removed the existing pre-requisite of the Assessment course CAHC 533X
- In response to student confusion around the school counseling practicum requirement, we voted to move to a placement model of school counseling practicum. This will allow students to only have to seek a site one time rather than two. We believe this will help sites and students better understand training requirements.
- We will be resetting summer course schedules so that all courses will be 8 weeks long. This will result in uniformity across summer, fall, and spring semesters, and is in better alignment with the university academic calendar.
- We are also removing weekend format courses for better predictability for students, and more desirable schedules for all. These courses are typically not desired by instructors or students. If demand for weekend format classes arises in the future, we can re-visit this decision.

## Accomplishments

- In May 2019, we received the decision from CACREP regarding our application for renewal of accreditation. The decision was to grant us a two-year re-accreditation.
  - In response to our non-compliance with maximum FTE numbers, we had to reduce the number of admitted students for the 2020-2021 year. Thus, we are expecting 24 new master's students and 7 new doctoral students.
- This spring, we finalized the hiring of two new faculty members
  - Dr. Jehan Hill
  - Dr. Peitao Zhu