CPR Report Submitted!

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5	**Institution:**	Columbus State University
6	**Review Status:**	Non-triggered Review
7	**Degree level:**	Masters
8	**Degree acronym:**	MED
9	**Degree/Major:**	MEd in School Counseling
10	**CIP Code:**	13110101
11	**College, School/Division:**	College of Education
12	**Department:**	Counseling, Ed Leadership, and Professional Studies
13	**CPR Plan followed:**	Yes
14	**Future institutional plans for program:**	Maintain at present level
15	**Supplemental file:**	SC MEd Exec-Sum.doc
16	**File Type:**	MS Word
17	**CPR Web site:**	aa.colstate.edu/assess/cprtbl.htm

Executive Summary for the M.Ed. School Counseling Program

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong
In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs.

Overall, the M.Ed. program in School Counseling is very strong and prepares highly qualified school counselors in elementary, middle, and secondary school settings who possess the knowledge, skills, and dispositions necessary to promote academic, career, and personal/social development in all P-12 students. The program has been and continues to receive national accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Program Productivity: Strong
The numbers of candidates in the School Counseling program has averaged 32.25 and are higher than or comparable to most other M.Ed. programs offered in the College of Education with the exception of Educational Leadership and Middle Grades Education. The number of M.Ed. candidates has remained relatively steady over the course of the last four years (39, 30, 24, and 36, respectively) despite the implementation of more stringent and consistent admissions standards. In addition, the number of M.Ed. degrees conferred through the School Counseling program is similar to graduation rates of many other M.Ed. programs in the College of Education with an average of nine graduates each year from 2001-2005.

The oversight of the M.Ed. program in school counseling is provided primarily by counseling faculty and in collaboration with adjunct faculty and the Program Advisory Committee who offer input in curricular matters. Program content, even with ongoing review, remains in alignment with CACREP, ASCA, and Board of Regents of The University System of Georgia (BOR) Standards.

List of Recommendations for Improving Program Quality
Though the program quality is very strong, we continue to look for ways to make improvements. Current initiatives include:
- Supporting efforts of the Counseling Student Association (CoSA) and Chi Sigma Iota National Honor Society to continue offerings of service and scholarly activities.
- Maintaining compliance with CACREP standards.
- Continuing to focus on enhancing program diversity.
- Continuing further integration into the Partner School Network, including possible training and research activities.

- Exploring the possibility of moving to a stricter cohort structure to tighten program of study and increase the number of classes students will have with full-time faculty.
- Continuing to seek monies and other resources to support faculty and student professional development opportunities and research.
- Maintaining faculty representation at Board of Regents initiatives to ensure compliance with standards and collaboration with partners in the education of P-12 students.
- Enhancing assessment strategies that are related to field experiences and also that reflect integration of CACREP, BOR, and NCATE/PSC standards.
- Expanding recruitment efforts to continue obtaining quality applicants.
- Continuing to strengthen admissions, orientation, and exit processes to support gate-keeping procedures reflective of candidates, knowledge, skills, and dispositions.
- Continuing staffing meetings each semester to enhance assessment of student progress.
- Assessing EDUF 6795, Collaboration for School/Student Improvement, a new course where candidates from the educational leadership, counseling, and teaching programs work together in devising collaborative strategies for improving schools and student achievement, to see where enhancements may be made.

List of Recommendations for Improving Program Productivity
Counseling program faculty, in collaboration with the School Counseling Program Advisory Committee and/or members of the Partner School Network, will oversee efforts to improve the curriculum, courses, and resources offered to counselors-in-training. Recommendations to improve program productivity are to:
- Continue aligning coursework with CACREP standards, while maintaining compliance with BOR initiatives and NCATE/PSC standards, is likely to help the program remain competitive with other nationally-accredited programs such as those at The University of Georgia and Georgia State University.
- Hire additional faculty members to balance resources with training and administrative demands.
- Continue focusing on enhancing program diversity, which is likely to attract a larger pool of quality applicants.
- Integrate further into the Partner School Network, including possible training and research activities, to foster productivity across multiple domains.
- Explore a more comprehensive cohort structure to tighten program-of-study issues.

Conclusion about the Program's Viability at CSU
The M.Ed. School Counseling program at CSU is a viable one. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2005, the quality of the program is very strong. All NCATE/PSC standards were judged to be met for this program. In addition, program quality is enhanced by the fact that it is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). In

fact, in a letter to President Frank Brown from CACREP Executive Director, Dr. Carol L. Bobby, dated August 2, 2004, Dr. Bobby noted that CACREP voted to extend the accredited status of both the School and Community Counseling Programs through June 30, 2009. Furthermore, the School Counseling Program received favorable feedback last month from the Board of Regents about compliance with the BOR's Principles and Actions for the training of school counselors.

Viability of the program is further supported in the integration with the College of Education's Partner School Network and in collaboration with other COE personnel and counselors in P-12 schools (e.g., through the Program Advisory Committee). Also worth noting is the fact that graduates of the Community Counseling Program and the counseling program at Troy State University often apply for post-graduate certification in school counseling through this department.

As the only USG institution within a 90-mile radius of Columbus that offers a CACREP-accredited master's degree in school counseling, CSU provides candidates in its service region an opportunity to gain quality training in counseling. This is an opportunity that they might not have if CSU did not offer this degree program.

Program Improvement Plan
In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.Ed. in School Counseling propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the School Counseling Program Advisory Committee (PAC).

Departmental Plans and Priorities	*CPR Indicator*	*Projected Timeline*
1. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting School Counseling graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced degrees in School Counseling	Productivity Viability	2006-Ongoing
3. Continue further integration of School Counseling candidates and faculty into the Partner School Network, including possible training, networking and recruitment activities	Quality Productivity Viability	2006-Ongoing
4. Enhance assessment strategies related to field experiences that reflect integration of CACREP, BOR and NCATE/PSC Standards	Quality	2006-Ongoing
5. Refine and assess the quality of EDUF 6795: Collaboration for School/Student Improvement	Quality	2006-Ongoing

The Interim Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish priorities 1, 3, 4, and 5 for program improvement. Resources from external funding will be necessary to support priority 2. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain and Strengthen the Program*

The program quality is very strong, and graduates are successful in securing employment. Recent program reviews by CACREP, NCATE/PSC, and the BOR all support the strength of the program. Increasing faculty resources should serve to enhance teaching, supervision, research, assessment, and other administrative functions related to this program. Similarly, support for reducing numbers and moving to more of a cohort structure would alleviate some of the pressures associated with those issues noted above.