

August 7, 2015

Dear CACREP Review Committee and Site Visit Team Members,

Thank you for the care with which you conducted the initial review of our Mental Health Counseling Self Study document, submitted in August 2014, and the Addendum, submitted April 2015. This current document, the Second Addendum of the Self Study, addresses concerns brought to light by the review of the first Addendum.

I have addressed each concern brought by the Review Committee. However, some of the information they requested will be available during the site visit, October 18-21, 2015.

Again, we appreciate your time in reviewing our work. We look forward to meeting the Site Visit Team when they are here in October.

Sincerely,



Elizabeth Haviland  
Mental Health Counseling Program Director and  
Co-Director, CCPAC

**PLEASE NOTE** the organization of the Addendum to the Self Study. We addressed each reviewers' comment in a separate section. At times, the data in these sections were too cumbersome to include in the body of the Addendum, so we added an appendix. Thus we have included a separate section with *Appendices A – C*. We hope this format makes reading the Second Addendum easier for the reviewers! –EH.

Table of Contents

Standard F .....	3
Standard K .....	4
Standard N .....	6
Standard AA.4.....	7
Standards For Clinical Mental Health Counseling .....	9

**Addendum.** You may develop a second Addendum if you desire but it is not required. If a second Addendum is developed it would not undergo an initial review but would instead serve to provide the site team and eventual Board reviewers with additional information. If you choose to develop a second Addendum, please submit to the CACREP office four (4) copies in read-only format on CDs and prepare an additional three (3) copies to be sent to the site team members once selected.

**Standard F**

**Reviewers' Comment:**

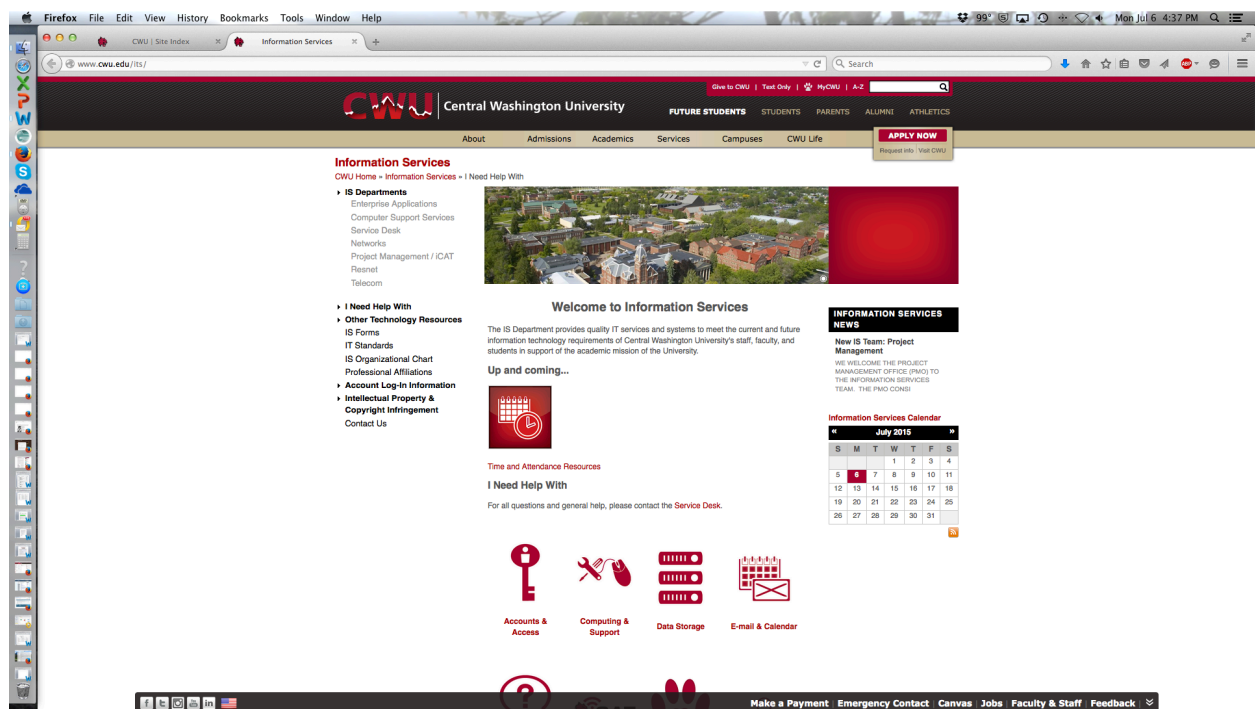
Please provide documentation to support the narrative response.

**Response:**

**F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.**

The CWU Information Services webpage is <http://www.cwu.edu/its/>

This page outlines services provided to CWU campus by Information Services. Below is a screenshot of the home page.



**Standard K*****Reviewers' Comment:***

The site team is asked to verify that admission decision recommendations are made by the academic unit's selection committee.

***Response:*****K. Admission decision recommendations are made by the academic unit's selection committee.**

The MHC program committee recently met to review our admission requirements. The following is a summary of our meeting:

We examine applicants across five domains: GPA, course work, GRE, personal statement, resume (new next year), and letters of reference. Within these five domains we examine applicants on three criteria: personal, counselor potential, and academic potential.

We have added a requirement that they submit their resume or CV as part of their application. We added three questions to provide guidance to applicants as they write their personal statements:

1. Why do you want to become a counselor?
2. What strengths and weaknesses do you have that will impact your ability to become a counselor?
3. What are your long term goals?

In addition we have added an interview segment to the selection process. Applicants who advance through the initial screening will be invited to a mandatory interview day. Interviews will help both prospective students and the program make informed decisions on who will be part of our program.

We have not yet developed rating sheets to reflect changes we have made. In the interim, the following page shows the current rubric that has been used in selection of students for admission to the MHC program. The following URL shows where applicants can get information about applying to the MHC program: <http://www.cwu.edu/psychology/mental-health-counseling-application-process>



**Standard N*****Reviewers' Comment:***

It appears that the calculation provided is based on full-time faculty and full-time students and does not include adjunct and affiliate faculty in the overall calculation for the FTE ration. These individuals may be included in the calculation. Please contact the CACREP office if you need further information about calculating this ratio.

***Response:***

**N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.**

After reading *A Reasoned Approach to FTE Faculty* by Robert I. Urofsky, I recomputed the ratio of full-time equivalent (FTE) students to FTE faculty. The student to faculty ratio is 16 to 2.83 or 5.65:1. The following explains how I arrived at that number.

Psychology department faculty, including MHC faculty, teach both graduate and undergraduate courses. Full-time faculty work load units (WLU) equal 45 WLU per year. I used this number as the basis of calculation. For core faculty, I used the percentage of graduate courses taught, as well as percentage of research and service related to MHC. For affiliate faculty, I used the number of course credits taught for the MHC program divided by 45 for the percentages.

All MHC students attend full-time. The typical number of students in two cohorts equals 16 students. The 2014-15 year began with 17 students and ended with 15 students.

The numbers below are for the 2014-15 academic year, as Dr. Washburn had not begun teaching at that time. The numbers may be slightly different for the upcoming year.

Haviland	=	.91
Penick	=	.60
Nolte	=	.60
Affiliate 1	=	.27
Affiliate 2	=	.20
Affiliate 3	=	.07
<u>Affiliates</u>	=	<u>.18</u>
Total		2.83

$$16 / 2.83 = 5.65$$

**Standard AA.4*****Reviewers' Comment:***

The program provides an agenda for an upcoming annual program committee meeting. The site team is asked to verify that the program uses data related to student learning outcomes for continuous and systematic program improvement.

***Response:***

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:

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

The MHC program committee met in July to discuss how to best incorporate course evaluations of students. We took the mean scores and standard deviations for each standard in each course to develop action steps. We came up with several areas on which to concentrate in the upcoming academic year. I have listed the four overall areas below.

First, we focused on the purpose of the evaluations.

Purpose of conducting Student Evaluations by Class (Course Evaluations) is twofold:

1. We evaluate ourselves (instructors) on how well we are covering/teaching the information in the CACREP standards.
2. We assess how well the students have learned the information that we taught.

By evaluating both our instruction and the work of students, we are able to see where we can strengthen our MHC program. This information allows us to carry out improvements to enhance our program.

Second, we need to maintain and increase communication with affiliate (non-core) faculty. We need to be sure they understand the purpose of these evaluations. The program faculty will meet with affiliate faculty to accomplish this.

In addition, we will develop a follow-up form to give to all MHC faculty, both core and affiliate. We can ask questions such as the following. "Based on your evaluation of students, how would you assess weaknesses and strengths of your class?" "What are some things that you are going to leave the same?" This would be a short questionnaire, asking about three questions, based on our action steps.

We also need to find ways we can support affiliate faculty, so they feel an integral part of the MHC program. We will check in with them informally.

Third, we need to keep in mind that, at most, eight students are evaluated in each course each quarter. Sometimes that number is only three or four. Therefore, one or two students' scores make a big difference in the overall numbers. Individual differences among students lead to stronger differences in means. For example last year in 502, the instructor rated one student "1" on every standard because of cheating. Those scores lowered the overall class average.

Fourth, we aim to have course review data prepared earlier for review at the spring program review meeting in June 2016.

You will find the detailed action steps we will carry out in *Appendix-A-Action-Steps-for-Course-Evaluations*. *Appendix-B-Evaluation-of-Students-by-Class-mean-scores* shows the numbers we used in our evaluation process.



## Standards for Clinical Mental Health Counseling

### ***Reviewers' Comment:***

Reviewers noted that the program has delineated the types of learning activities and assessments that are utilized so it is clear that the program has adopted an overall outcomes approach to the program area standards. However, for most of the standards the learning experiences were most often described in general terms and lacked the specificity to enable reviewers to make clear determinations as to the standards-related nature of these learning activities and assessments. For example, often the same generic assignment is indicated for a large number of standards. The site team will verify on site the application of the outcomes approach to the program area standards. Additional information may be provided in an addendum to the Self-Study if so desired. For additional information see the section of the letter entitled "Addendum." [at beginning of this draft document]

### ***Response:***

#### **CLINICAL MENTAL HEALTH COUNSELING**

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS  
COUNSELING, PREVENTION, AND INTERVENTION  
DIVERSITY AND ADVOCACY  
ASSESSMENT  
RESEARCH AND EVALUATION  
DIAGNOSIS

The core MHC faculty have submitted artifacts from their courses. These are located in *Appendix-C-Course Artifacts*.

Since it is summer, most faculty are not on campus. We are not able to get specific samples of assignments for all courses at this time. We will have additional examples of exams and assignments for classes ready for the site visit team in October.

[End of Second Addendum to the Self Study]