

- Community Counseling (phasing out), MA
- School Counseling, MA

Andrews University

2011-2012 Review Question Responses Report Profile

As of: 2/28/2013 03:44 PM EST

Program Review Questions Included in this report:

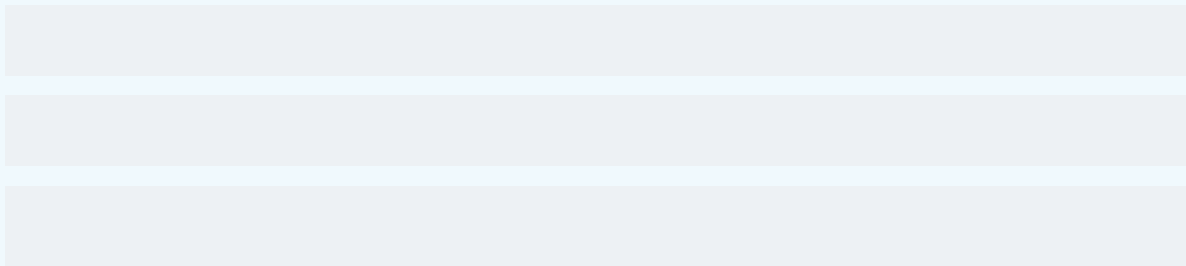
- Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?
- Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?
- Program Review # 3. How does the program contribute 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/oooh_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 members who teach in the program? Do you have a research center or other resources that support the program? Do you have a research center or other resources that support the 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 circumstances 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?

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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.

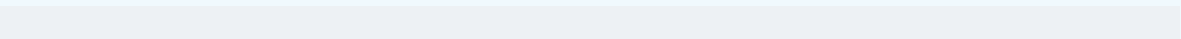
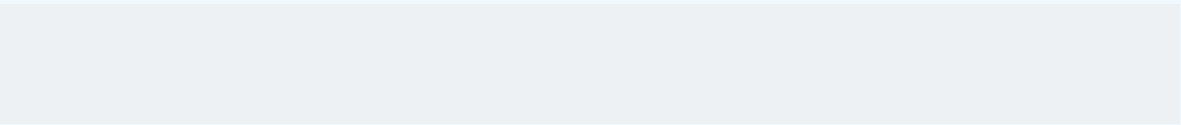
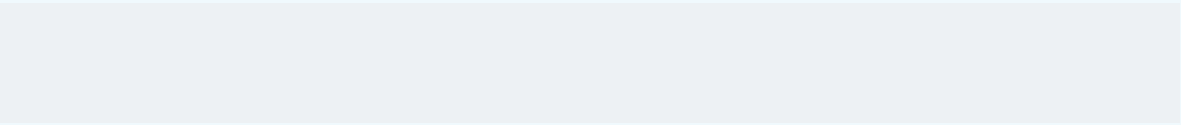
The department adheres to and supports the various statements voted by General Conference committees on children issues. For example, the statement on well-being and value of children voted by the General Conference of Seventh-day Adventists administrative committee, June 29 - July 9, 2000; the statement 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 are the following mission statement:

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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 w/ ram ouns ra

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 used 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.

From September through 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 [2010-2011 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, the prison).

