

**Progress Report on the Action Recommendations of the
MS Counseling: Higher Education Counseling Concentration
Program Review
10-8-07**

The MS Counseling: Higher Education Program (HEd) was reviewed in 2005. Partially in response to this review, the faculty made the decision to significantly revise and enhance the program. As a result, the program has now been renamed, College Counseling and Student Services (CCSS), the focus of the program broadened, the curriculum considerably strengthened, and the applied components of the degree enhanced. Program changes were incorporated into the 2006-2007 university catalogue and the first class of CCSS students were admitted in the Fall of 2006. The following summarizes progress made towards the program review recommendations.

Recommendation 1. Broaden focus of concentration to include student affairs/service skills.

Goal accomplished. As described above, the program has been significantly revised to broaden the academic topics covered.

Recommendation 2. Increase the required fieldwork hours to 300 over 2 semesters. Goal accomplished. The applied component of the degree has been expanded, over and above the recommended amount.

Recommendation 3. Take advantage of fieldwork opportunities at ULV other than the Career Center. Goal accomplished. In Spring, 2007 the program offered for the first time an apprenticeship opportunity for the CCSS students. A number of student services offices across the university provided opportunities for students through this class. In addition, as of September 2007, CCSS students have begun their first year of fieldwork. A number of student services offices provided opportunities for student placements and La Verne CCSS students have begun some of these opportunities.

Recommendation 4. Tailor the competency exam to deal more directly with Higher Ed theory and application. Goal accomplished. A revised competency exam, designed specifically to assess the learning experiences of CCSS students, was implemented in the summer of 2007.

Recommendation 5. Strengthen alumni network. In progress. Initial attempts have been made to communicate with alumni and several past alumni are now teaching classes for the program. Additional contacts will be made over time. Accomplishing this recommendation will be a long-term goal.

Recommendation 6. Market the program to a variety of undergraduate majors-behavioral science, communication, liberal arts, organizational management, at NASPA and other conferences on higher education. In progress. Recruitment efforts have begun to enhance marketing of the CCSS program. This has included attending professional conferences in the student affairs/student services area. Additional marketing will be conducted over the next years. Achievement of this goal should be facilitated by the recent hire of a recruiter for the Psychology masters programs.

Recommendation 7. Hire faculty with a higher education background and experience to teach in the concentration. Limited progress. As funding permits, recruitment of a full-time tenure-track faculty member with expertise in the student services/student affairs area is desired. The faculty currently includes several members with experience in student services who are contributing to the CCSS program. Adjunct faculty with strong skills are also being employed to assist students.

Recommendation 8. Seek CACRP accreditation. Faculty discussion has begun regarding this recommendation. At this time, the resources necessary for accreditation are not available. Consideration of this recommendation will be revisited in the future.

Recommendation 9. Rename the concentration: MS Counseling: Student Affairs. Goal accomplished. After consideration of the state of the field, the program was renamed MS Counseling: Concentration in College Counseling and Student Services.

Recommendation 10. Consider delivering the concentration at off-campus centers. Goal accomplished. Faculty discussion was conducted to consider this recommendation. At this time, needed resources are not available to insure that this program could be adequately supervised off campus. Given the large applied components of the program (see recommendation 2 above) off campus sites would not be possible without additional full-time faculty hires at the additional sites. Given the training needs of students in this type of program, and the resources available, expansion to other centers appears ill advised.