

University of La Verne
Psychology Department

**MS Counseling: Higher Education Counseling
Concentration**

Program Review

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Executive Summary

The M.S. Counseling programs have had a 30-year history at the University of La Verne, including Marriage Family Therapy, and special emphasis concentrations. The concentration in Higher Education Counseling has been in place since 1999, and has graduated 25 students. The purpose of this program review was to assess learning outcomes and identify program strengths and weaknesses, followed by action recommendations. Learning outcomes were assessed using (a) results of competency exams, (b) supervisor evaluation of student fieldwork performance, (c) alumni survey, (d) survey of current students, and (e) interviews with ULV stakeholders. Identification of curriculum and learning environment strengths and weaknesses was conducted through (a) survey of alumni, (b) survey of current students, (c) content analysis of curriculums in similar programs at other universities, and (d) content analysis of position announcements.

Results of the learning outcomes analysis indicated:

- Mastery of basic theoretical concepts in Counseling
- Overall well developed general counseling skills, with room for improvement in the area of intervention strategies
- Strong preparation in working with diverse populations
- Lack of non-clinical counseling skills related to broader student affairs/services areas

Results of curriculum and learning environment analysis indicated:

- Good support, advising and follow-through
- Good foundation in core counseling curriculum
- No designated faculty to advocate for the concentration
- Insufficient hours of fieldwork experience
- Lack of courses in organizational theory and leadership in student affairs/services
- Lack of faculty experience and background in Higher Education issues

Action Recommendations:

- Broaden focus of concentration to include student affairs/services skills
- Increase fieldwork hours to 300 over two semesters
- Revise competency exam to cover specific Higher Education issues
- Strengthen alumni network
- Market the program to variety of undergraduate majors-Behavioral science, communication, liberal arts, organizational management, etc.
- Consider CACRP accreditation
- Hire faculty with higher education background to teach in the concentration
- Consider seeking CACRP accreditation
- Rename Program: M.S. Counseling: Student Affairs
- Consider delivering the concentration at off-campus centers

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1. Goals of the MS Counseling: Higher Education

A. Learning Outcomes

1. Students will acquire theoretical and conceptual knowledge related to the field of higher education counseling
2. Students will acquire counseling skills applicable in the higher education environment

B. Curriculum and Learning Environment

1. Identify strengths and challenges of the program
2. Identify opportunities for the program

2. Program Overview

The M.S. Counseling concentration in Higher Education Counseling is housed in the Department of Psychology. The Department of Psychology offers a B.S. degree, Master of Science degrees in Marriage Family Therapy, Higher Education Counseling and General Counseling, and an APA approved Psy. D. degree in Clinical-Community Psychology. There are over 200 majors in the undergraduate program, about 100 students in the various masters programs with the great majority in the MFT Program, and about 70 students in the five-year Psy. D. Program.

The Masters programs in counseling have a 30 years history at the University of La Verne. The Higher Education Counseling concentration was initiated in 1999, and since then has graduated 25 students. Currently there are 15 active students in the concentration.

All the masters degree programs in counseling in the Psychology Department are headed by the Program Chair who reports to the Department Chair. There are no full-time faculty members who are exclusively designated to teach in the masters programs. Altogether there are eleven full-time faculty members in the Department who teach at multiple levels. There are also a significant number of adjunct faculty members who teach in the various programs, including the Higher Education concentration.

The curriculum is structured such that students in the program take their core courses with students from the other counseling concentrations. Students have to successfully complete a minimum of 40 semester hours for graduation. They also have to pass a competency exam after taking the core courses to be eligible to go into fieldwork, which is currently one semester long with 150 required contact hours. As a graduation requirement, students have to complete a written applied or empirical culminating project, and present it to their peers. All courses are offered in the evenings, Monday through Thursday in the 4-7, 7-10 time slots.

Applicants to the program should demonstrate appropriate preparation, and have an undergraduate GPA of 3.00 for consideration. All applicants are interviewed by one or two faculty members before admission decisions are made. Applications are accepted year round.

3. Assessment Methods

Assessment of learning outcomes, the curriculum, and the learning environment in terms of strengths and weaknesses were conducted using the following methods and data sources:

A. Learning outcomes:

1. Performance of students on the competency exam
2. Supervisor evaluation of student fieldwork
3. Survey of alumni
4. Survey of current students
5. Interviews with stakeholders

B. Curriculum and learning environment

6. Analysis of curriculums in similar programs at other universities
7. Analysis of job position announcements
8. Survey of alumni
9. Survey of current students

4. Findings

A. Learning Outcomes

1. Competency Exam

The competency exam is required of all students. It is part of the evaluation for candidacy and advanced standing. Students are eligible to take the comp exams after taking the following courses: 510: Applied personality theory or 512: Clinical psychopathology, 516: Counseling theories and techniques, and 527: Professionalism, ethics and the law in counseling.

The exam has multiple choice and vignette components. The areas that are tested cover ethics, theory, counseling techniques and applied personality (See appendix A for copies of the exam and the vignettes). The passing grade is 70%. Students have opportunities to remediate if they fail portions of the exam.

Table 1 summarizes the scores of 20 students who took the exam between 2000 and 2004. The mean percentage scores are between 79 and 85, with ranges from 70 to 100. These results demonstrate mastery of counseling theories and concepts and their applications.

Table 1

Competency exam scores of Higher Education graduates between 2000 and 2004 (n=20). (Passing score is 70%).

Areas	Mean % scores	Range
Multiple Choice Exams		
Ethics	84	72 - 97
Theory	79	70 - 96
Counseling Techniques	81	70 - 96
Applied Personality	84	72 - 100
Vignettes		
Ethics	85	70 - 100
Theoretical perspective A	85	70 - 92
Theoretical perspective B	84	71 - 95
Personality analysis	83	70 - 96

2. Supervisor Evaluation of Student Fieldwork

Higher Education concentration students are required to complete a semester-long fieldwork experience of 150 contact hours. At the end of fieldwork experience supervisors are asked to evaluate the students in seven skill areas (See Appendix B):

1. Case management skills
2. Supervision
3. Engagement
4. Observation/assessment
5. Multicultural competence
6. Interventions
7. Termination

Table 2 presents the mean ratings of supervisors in various skill areas for 13 students. On a five-point scale the means are all above 4, indicating "well developed" skills with most ranging between 3-5. One area where there may be some room for improvement is in intervention skills.

Table 2

Fieldwork supervisor ratings of Higher Education students in areas of Case Management, Supervision, Engagement, Observation/Assessment, Multicultural Competence, Interventions, and Termination on a five-point scale (n=13). (1=Needs development, 2=Beginning grasp, 3=Good grasp, 4=Well developed, 5=Excellent).

Skill Areas	Mean	Range
Case Management Skills		
Follows policies and procedures of agency	4.4	2 - 5
Cooperative with staff	4.8	4 - 5
Manages work load	4.5	3 - 5
Professional ethics	4.5	3 - 5
Understands legal issues	4.4	3 - 5
Punctuality	4.5	3 - 5
Supervision		
Makes good use of supervision	4.6	3 - 5
Evaluates his or her own performance	4.4	3 - 5
Accepts feedback from peers and supervisor	4.8	4 - 5
Raises questions	4.7	3 - 5
Reports problems	4.6	4 - 5
Incorporates suggestions	4.7	4 - 5
Keeps case notes and files up-to-date	4.6	3 - 5

Engagement		
Ability to be genuine	4.7	4 - 5
Demonstrates good listening skills	4.5	3 - 5
Maintains working relationship	4.6	3 - 5
Demonstrates respect for clients	4.5	3 - 5
Demonstrates ability to confront	4.1	2 - 5
Demonstrates empathy for clients	4.7	3 - 5
Appreciates diversity	4.7	3 - 5
Follows client's process w/o own agenda	4.5	3 - 5
Observation/Assessment		
Assessment ability	4.1	3 - 5
Can formulate and set goals	4.3	3 - 5
Recognizes clients strengths/limitations	4.2	3 - 5
Ability to evaluate session outcomes	4.3	3 - 5
Multicultural Competence		
Demonstrates competence in beliefs	4.5	3 - 5
Demonstrates competence in knowledge	4.4	3 - 5
Demonstrates competence in skills	4.4	2 - 5
Interventions		
Ability to plan interventions	4.2	2 - 5
Explains interventions to facilitate goals	4.1	2 - 5
Selects alternative interventions if needed	3.8	2 - 5
Matches interventions to client's needs	4.0	2 - 5
Termination		
Ability to terminate appropriately	4.3	3 - 5
Ability to use referral sources	4.4	3 - 5

3. Survey of Alumni

Altogether 14 alumni out of 21 returned their surveys. The responses indicated that 73% were currently working in a Higher Education related field (See Appendix C for the survey form). The survey covered issues related to the curriculum, classroom instruction, fieldwork experience, program support, and program requirements. Findings related to learning outcomes are as follows, indicated by the percentage of those who agree and strongly agree with a statement on a five-point Likert scale:

Learning outcomes from Alumni Survey (n=14)

- Adequate preparation to work with diverse populations 93%
- Concentration courses teach Higher Ed counseling skills 57%
- Competencies learned make students marketable in Higher Ed 50%

- Concentration courses prepare for different Higher Ed counseling areas 42%
- Theoretical concepts are directly related to Higher Ed counseling 35%
- Classroom examples reflect Higher Ed settings 28%
- Content covered in competency exam is directly related to Higher Ed 21%

The majority of the alumni suggest that they have received good preparation in working with diverse populations and in Higher Education counseling skills. However, few agree that the theoretical concepts and counseling skills covered related to different aspect of Higher Education counseling are adequate. Most also suggest that the competency exam does not directly deal with Higher Education issues.

4. Survey of Current Students

A total of 13 current Higher Education students completed a survey that dealt with issues related to curriculum, classroom instruction, fieldwork, and program support (See appendix D). Findings related to learning outcomes are as follows, indicated by the percentage of those who agree or strongly agree with a statement on a five-point Likert scale.

Learning outcomes from survey of current students (n=13)

- Program prepares students to work with diverse populations 54%
- Skills learned in Higher Ed make students marketable in the field 38%
- Theoretical concepts learned are directly related to Higher Ed 15%
- Concentration courses directly relate to Higher Ed counseling 15%

The concerns of current students closely reflect the concerns of the alumni. Moreover, there seems to be an added issue about the marketability of their skills.

5. Stakeholder Interviews

During the months of January and February, 2005, interviews were conducted with 10 members of the ULV community who were identified as stakeholders and who were familiar with the program, including staff as well as faculty. The questions dealt with the strengths and weaknesses of the program, as well as barriers and opportunities (See Appendix E for the comprehensive list of comments). Commonly expressed themes related to learning outcomes are as follows:

Learning outcomes indicated by ULV stakeholder (n=10)

- Students receive strong diversity training in the curriculum
- Students receive good foundation in counseling
- Students receive good writing support
- Students do not receive adequate theory in student development and student affairs
- The program is missing training in supervision, budgeting, leadership, and contracting

The issues that stakeholder raise echo the ones raised by alumni and current students, suggesting the need to focus more closely on skills broader than just counseling.

Summary of learning outcomes assessment

- Competency exam result show mastery of basic theoretical concepts in counseling
- Competency exam vignettes and supervisor ratings of fieldwork experience indicate well-developed counseling skills overall with potential room for improvement in the areas related to "interventions"
- Survey of alumni, current students, and ULV stakeholders indicate strong preparation in working with diverse populations, but identify lack of specific exposure to Higher Education theoretical concepts, and non-clinical counseling skills related to broader student affairs areas

B. Curriculum and Learning Environment

To identify the strengths, challenges and opportunities of the program alumni, current students and other ULV stakeholders were surveyed or interviewed. Furthermore, the curriculum was compared to similar programs at other Universities, and position announcements were content analyzed.

1. Alumni Survey Responses

Table 3 summarizes the alumni responses to questions related to curriculum and learning environment issues. High percentage agree with the importance of the required personal psychotherapy, but just over half agree with the adequacy of the 150 hours of required internship. Only about half agree that there is a variety of courses that relate to Higher Ed, that faculty have Higher Ed experience, and that the program gets support equal to MFT. Few agree about the adequacy of courses in different Higher Ed areas, and of networking opportunities.

Table 3

Strengths and challenges indicated by program alumni (n=14)

Strengths

(Indicated by over 50% of students agreeing or strongly agreeing with statements)

- | | |
|--|-----|
| • Required 20 hours of psychotherapy are important | 79% |
| • Higher Ed program gets support equal to MFT and General concentrations | 57% |
| • 150 hours required internship in one semester is adequate | 57% |

Challenges

(Indicated by 50% or fewer of students agreeing or strongly agreeing with the statements)

- | | |
|--|-----|
| • Variety of courses related to Higher Ed | 50% |
| • Faculty have experience counseling in Higher Ed area | 50% |
| • Concentration courses prepare for different Higher Ed counseling areas | 42% |
| • Core classes relate to Higher Ed | 35% |
| • Program provides adequate support through networking and job opportunities | 21% |
-

Open-ended comments by alumni on the survey generated opinions about the strengths of the concentration as well as areas that needed improvement. The **strengths** of the program were identified as the following:

- The teaching seminar class
- Integrating diversity throughout the curriculum
- Being housed in the Psychology Department rather than the Education Department

Comments about ways the program can be **improved** had the following suggestions:

- Increased support in fieldwork placement and follow-through
- Help in job placement
- Increase focus on Higher Education theory
- Provide specific training in areas other than counseling such as residential, financial aid, orientation, etc
- Broaden the focus of the program to cover "Student Affairs"

2. Current Student Survey Responses

Table 4 summarizes the responses of current students to the survey. Most agree about the value of the required personal psychotherapy and appear to be satisfied with the program overall. Few appear to agree with the adequacy of specific Higher Ed related courses, fieldwork experiences, and networking opportunities.

Table 4

Strengths and **challenges** indicated by current program students (n=13).

Strengths

(Indicated by over 50% of students agreeing or strongly agreeing with a statement)

- | | |
|---|-----|
| • Required 20 hours of personal psychotherapy | 86% |
| • Overall program satisfaction | 58% |

Challenges

(Indicated by 50% or fewer of students agreeing or strongly agreeing with the statements)

- | | |
|--|-----|
| • The 150 required fieldwork hours are sufficient | 43% |
| • Faculty in the program have experience in Higher Ed counseling | 38% |
| • Variety of courses related to Higher Ed concentration | 38% |
| • Program provides adequate support through networking and job opportunities | 36% |
| • Program provides several Higher Ed fieldwork opportunities | 33% |
-

Open-ended comments by current students generated ideas about program's strengths and challenges, as well as opportunities. The **strengths** of the program were identified as the following:

- Knowledgeable and caring faculty
- Small classes
- Emphasis on core counseling skills
- Multicultural emphasis
- Network of alumni in local colleges

The **challenges** of the program were identified as the following:

- Not enough classes in Higher Ed counseling
- No training in broader student affairs areas
- Program has no separate identity from MFT
- Need more access to current job opportunities
- Alumni could be more engaged in the program
- Fieldwork hours are not enough-need a whole year
- Need more exposure to four-year and university systems
- No designated faculty exists to advocate the Higher Education concentration

The following **opportunities** were identified:

- Broaden the focus of the concentration to include student affairs areas
- Involve alumni in classes and as resources in the field
- Advertise program more widely
- Take advantage of fieldwork possibilities at ULV

3. Stakeholder Interviews

Table 5 summarizes the comments of stakeholders. Stakeholders see the program strength in students taking courses with MFT students, and the support they receive from the faculty and the staff. They see the challenges coming from the inadequacy of focus on Higher Ed specific courses and experiences, and faculty expertise in the area.

Table 5

Strengths, weaknesses and opportunities of the program indicated by ULV stakeholders (n=10)

Program Strengths

- Taking courses with MFT students strengthens exposure to counseling issues
- Students get quality interaction with faculty
- Good internship placements meet students' needs and interests
- Students receive good advising and follow-through from "department associate" faculty
- Administrative assistant contributes significantly to organization, advising and recruitment

Program Challenges

- The Higher Ed concentration seems like an "after thought" to MFT
- Most of the faculty are not in the field of Higher Ed counseling or student affairs
- The internship hours required - one semester - are not adequate
- There is no critical mass of students - there are too many directed studies
- Parts of the Comp Exam are not well suited for the concentration
- There is no recruitment effort focused on the Higher Ed concentration

Opportunities

- Refocus the concentration more broadly into student services/affairs
 - Consider changing the name to reflect the breath of the program-MS Counseling: Student Affairs
 - Introduce theory and skill courses more directly relevant to the concentration
 - Increase the fieldwork hours to 300 over 2 semesters
 - Utilize fieldwork opportunities at ULV in areas other than the career center such as advising, financial aid, student life
 - Advertise the program through NASPA and other higher ed conferences
 - Market the program to a variety of undergraduate majors-BHV, communications, liberal studies
 - The ULV MSLN program could be a resource for electives
 - Seek accreditation-CACRP OR ASA
-

4. Curriculum analysis of similar programs

A curriculum content analysis was conducted using 18 graduate programs in California that offer Higher Education, Student Services, Student Affairs, Higher Education Counseling, or any other similar and/or related masters. The curriculum analysis focused on the Program Overview, Admissions Procedure, and Curriculum Courses. Of the 18 graduate programs included in the study, 15 were Master of Science programs and 3 were Master of Education programs. Several related programs from a particular university were included in the analyses. The Universities were: APU, CSUS, SFUS, CSUN, CSULA, CLU, CSULS, CSUB, USD, UCLA, ULV, AND USC. Table 6 summarizes the overview of the programs.

Most of the program names refer to career or student affairs focus. Also, The program overview shows that most have a 30-49 unit requirement, comparable to ULV; over half the programs have some kind of professional accreditation, unlike ULV; and the great majority are housed in education departments, while ULV's program is housed in the Psychology Department.

The admission requirements and pre-requisite courses at ULV are generally comparable to the other programs except that only ULV requires a psychological inventory and an undergraduate course in general psychology. Unlike some others, ULV does not require written proficiency, the GRE/MAT or a course in introduction to counseling.

Table 6

Overview of masters level higher education **related counseling programs** including ULV (n=18). (The "X" under the ULV column indicates what is true at ULV).

Program Elements	ULV	n	%
<u>Name of Degree</u>			
Career counseling related		8	44
College counseling and student services		3	17
College student affairs		3	17
Student development		2	11
Higher education counseling	X	1	6
Counseling and Guidance-college student personnel		1	6
<u>Units (semester) in the Program</u>			
70 - 80		2	11
50 - 69		6	33
30 - 49	X	8	44
Under 30		2	11
<u>Professional Accreditation (some have multiple)</u>			
NCDA		4	22
ACA		3	17
NCCC		1	6
CORE		2	11
CACREP		6	33
None	X	8	44
<u>Program Department</u>			
Psychology	X	1	6
Education		14	78
Educational Psychology		1	6
Counseling		2	11
<u>Admission Requirements</u>			
Bachelors Degree	X	18	100
GPA 3.00 and greater	X	8	44
MAT or GRE		5	27
Recommendation letters	X	13	72
Personal statements	X	9	50
Interviews	X	8	44
Psychological inventory	X	1	6
Written English proficiency		7	39
Resume		2	11

Pre-requisite Courses

General Psychology	X	1	6
Statistics	X	5	27
Human/Child Adolescent Development	X	8	44
Abnormal Psychology	X	2	11
Introduction to Counseling		5	27

Table 7 summarizes the course offerings across the 18 programs with similar programs. The comparison shows that the ULV courses in the areas of general counseling, theory, ethics and multicultural skill are comparable to most. However, unlike others, ULV lacks courses in organizational theory, student affairs/services, or higher education foundation, or a survey course. Number of fieldwork hours was not available for comparison from a majority of the schools. However, among those that were available, most showed more hours than ULV.

Table 7

Percentage of programs **offering designated courses** in different categories (n=18 programs). (The "X" under the ULV column indicates what is true at ULV)

Courses	ULV	n	%
<u>General Counseling</u>			
Theories of Counseling	X	16	89
Human/Life Span/Adult Development	X	16	89
Microskills in Counseling	X	7	39
Group Counseling	X	11	61
Substance Abuse Counseling	X	4	22
Psychological Foundations for Counselors		2	11
Applied Personality Behavior		2	11
Research Method/Program Evaluation	X	15	83
Law and Ethics in Counseling	X	6	39
Law and Ethics in Colleges Student Affairs/Higher Ed		4	22
Multicultural/Ethnic/Diversity Counseling	X	14	83
<u>Higher Education</u>			
Foundations of Higher Education		5	28
Introductions to College Student Affairs/Services		9	50
Counseling in Higher Education	X	5	28
Organization and Administration of Student Affairs/Serv		10	55
Organizational Behavior and Development in Higher Ed		3	17
Organizational Leadership/Leadership Development		4	22
Organizational Theory		1	6

Student Development Theory in Higher Ed		5	28
Educational/Counseling Assessment/Testing	X	13	72
Career Assessment		4	22
Career Development/Counseling	X	17	94
Sociology of Occupations and Professions		1	6
Today's College Student		4	22
Communication Practicum		3	17
History of Education		1	6
Designing Learning Experiences and Environments		1	6
Teaching in Higher Education		1	6
The Community College		1	
Fiscal Support and Expenditure in Higher Ed		1	6
International Higher Ed Administration and Planning		1	6
<u>Fieldwork/Practicum/Internship</u>	X	18	100
40 - 120 hours	X	2	11
450 - 600		3	17
2 years		2	13
Unknown Hours		11	61
<u>Culminating Requirement</u>			
Thesis		9	50
Project	X	5	28
Oral/Written Exam		2	11
Comprehensive Exam		6	33
Personal Therapy		1	6

5. Analysis of position announcements

Twenty student affairs and higher education counseling related position announcements were collected from the websites of Community Colleges (n = 10), UC's (n = 4), CSU's (n = 2), and private universities (n = 4). All were from higher education institutions located in the state of California. The announcements were separated into two categories: (a) ten student affairs announcements containing counselor in the title, and (b) ten student affairs announcements not containing counselor in the title. Eighty percent (80%) of the community college positions had "Counselor" in the job titles. A content analysis of the twenty position announcements was performed to determine what qualifications, skills, and characteristics employers are looking for when staffing for counselor and other student services positions. Table 8 presents the percentage of colleges that mention each qualification or skill.

The most important minimum qualification for all positions were Bachelors degree required (85%), Masters Degree required (55%), and 2 years related experience (45%). The most frequent desired skills and characteristics for all positions were

management/leadership skills (50%), counseling skills (75%), experience working with diverse/multicultural groups (60%), oral and written communication skills (75%), and knowledge of college administrative policies (70%). The most frequent job responsibilities for all positions were advising students and faculty on college information, procedures, and regulations (80%), and ability to develop and coordinate programs (65%).

Table 8

Percentage of various **skills and qualifications** indicated in higher education position announcements comparing ones with "Counselor" in or not in the titles.

Categories	Counselor not in Title (n = 10)	Counselor in Title (n = 10)	total (n = 20)
	%	%	%
<u>Qualifications</u>			
Bachelor's required	70	100	85
Master's required	30	80	55
1 year related experience	10	20	15
2 years related experience	30	60	45
3-4 years or more experience	20	0	10
<u>Desired Skills and Characteristics</u>			
Management/leadership skills	50	50	50
Counseling skills	60	90	75
Experience working with diverse/multicultural groups	40	80	60
Communication skills			
Communication skills (Oral and Written)	100	50	75
Knowledge of office techniques	30	10	20
Computer skills	40	40	40
Knowledge of college Administrative policies	60	80	70

Budget management	30	10	20
Billing	10	30	20
<u>Job responsibilities</u>			
Advise students and faculty on college information, procedures and regulations	70	90	80
Create Flyers/Newsletters	40	20	80
Ability to Develop and coordinate programs	80	50	65
Perform community outreach	30	50	40
Conduct workshops/seminars	20	60	40
Teach career guidance or counseling classes	0	40	20
Create educational plans and maintain and update student records	0	40	20
Website development	20	10	15

Summary of Curriculum and Learning Environment

- Program provides good support, advising and follow-through to students in the Higher Ed concentration
- Curriculum provides good foundation in core counseling skills
- There is no designated faculty who advocates for the program
- Most faculty who teach in the program do not have background in Higher Ed program
- Fieldwork hours are not adequate
- Curriculum lacks courses in organizational and Higher Ed student affairs areas
- Qualifications identified in position announcements not covered in the program include management/leadership skills, program coordination/development, and knowledge of college administrative policies.

5. Action Recommendations

1. Broaden focus of concentration to include student affairs/services skills
2. Increase the required fieldwork hours to 300 over 2 semesters
3. Take advantage of fieldwork opportunities at ULV other than the Career Center
4. Tailor the competency exam to deal more directly with Higher Ed theory and application
5. Strengthen alumni network
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
7. Hire faculty with a higher education background and experience to teach in the concentration
8. Seek CACRP accreditation
9. Rename the concentration: M.S. Counseling: Student Affairs
10. Consider delivering the concentration at off-campus centers

