CityUniversity in Canada

5-year Internal Program Peer Review Findings

Report Data from July 1, 2015 to June 30, 2019

Master of Education in School Counselling (MEd SC)
Program Director: Maria Stella
Review Month/Year: December 2020
Due Date: December 1, 2020
Review Date: December 16, 2020

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Introduction

The Continuous Improvement Committee (CIC) is comprised of the following: one member serving as chair to the committee and membership representative of each of the University's schools, Canadian programs, the Office of Institutional Effectiveness, and operational units (e.g., the office of the registrar, financial aid, enrollment management, the business office, etc.)

At the start of the academic year, the Provost and the CIC chair prepare a schedule that determines formal reviews for all academic programs. Formal reviews will be Annual or 5-Year Program Reviews depending on when the program started, was last reviewed, or if it is currently under review from an accrediting or regulatory body, or the type of program under review.

In 2020, the MEd SC program underwent a 5-year internal review. The following report captures the findings of that review.

Program Findings Related to Key Metrics

Student Experience Related to Instructional Quality

Generally, the EOCE's are all above 4.0 which indicate a higher percentage of 4 (agree) and 5 (strongly agree) scores. We are also pleasantly surprised to see a M = 4.18 for Q8 (Technology). As our program is face-to-face and relationship focused, we do not have the same technology requirement as other programs. Nonetheless, technology is now part of our world and used in all our courses (Collaborate Ultra, Zoom for synchronous online; Blackboard for syllabi/discussions; videos, presentations, etc.). In Canada we collected our own EOCEs as a request from DQAB. The % of students completing our EOCEs is robust, so we have been using the data to check in with instructors at the end of each course. We will no longer gather this data as of Jan 2021.

Head count, retention and graduation metrics.

Our program continues to result in high student retention and completion rates. We feel this is because we put a lot of effort into nurturing our relationships with each student. We work with each of them to ensure they are supported throughout the program.

The challenge is to maintain quality instructions and support to students/instructors as the program continue to grow. We have hired 2 full time associate directors and admin to support this growth. We will continue to work with Seattle to advocate for resources should this trend continue.

Learning Outcomes Assessment

Program data included 5-year Mastery data from final written and oral comprehensive exams and portfolio presentations. Data indicates the strength of the students learning according to outcomes with universally high scores throughout. In Canada we have been collecting our own data.

Program Peer Review

Initial Comments

After you have reflected on the data in the data section of this report, and other sources of data, please provide a brief paragraph to each of the three questions below. Substantiate all comments. Link to sources you cite.

1. What you are most proud of in the work you have accomplished in your program?

Supported student success through team leadership and collaboration. Faculty are committed to the success of the program and each student's preparation for their professional role.

The MEd team moved program from face-to-face to online synchronous in Spring 2020: trained and supported faculty/students in this transition. Organized/facilitated online written/oral comps and portfolio presentations for students and 2 faculty meetings in April and August 2020 with high participation level. Collected feedback on an ongoing basis to improve learning and teaching experiences.

2. What happened during the past year that affected teaching and learning in your program? (*The discussion should reflect on specific aspects of data (and other sources of data) that relate to learning outcomes.)*

PLOs indicate the strength of students learning according to outcome with high scores throughout/consistent achievement of competency in role or school counsellor. Student exam performance overall has improved. Data remained consistent even with the shift to online learning even though face-to-face mode is the reason for students to choose the program in the first place.

Mapping MEd in SC curriculum based on research and DQAB guidelines for graduate and shared information with faculty (see attached ADD file). Initiated the collaboration with faculty in incorporating data and guidelines in courses.

3. Describe what occurred during the year that influenced the program and that was not accounted for in the previous year's report?

Offered a prerequisite course to all accepted students, term prior to start MEd in SC program (DQAB requirement). Utilized an undergrad CityU course and redesigned it for Canadian students. Set up a process for offering this course liaising with advising/admin to implement.
New hires: associate director for greater Vancouver (capstone/thesis coordinator) Aug 2019; associate director for Vancouver Island Jan 2020; administrative assistant Jan 2020; enrolment advisor Mar 2020; student success advisor July 2020. Supported learning/training of new hires. Significant staff changes with consistency in numbers and learning experiences.

Interviewing and Counselling Skills PSY421 is the prerequisite course we have been able to offer to students who didn't already have a comparable course. The course description is as follows:
Through lecture and experiential learning, students will study and practice skills for effective communication. Each student will do an analysis of his or her personal communication style, taking into consideration the implications of gender, race, and culture. Special emphasis will be placed on the communication skills needed by the human services and behavioral science professional.

We offered this prerequisite course starting Summer 2020 and we have not measured whether it has made a change for the students beginning the program. Given the nature of the course, students are continuously learning and practicing communication skills throughout the program.

Training new staff and supporting new instructors takes time with more opportunities for errors to occur. Even though we had staff changes, the number of students applying for the program and retention rate has been consistent. From EOCEs and survey we have collected data showing students satisfaction with the program. Also, students' assessments have been consistent with past.

Regulatory Requirements: Review of Progress

List the accrediting/regulatory body's recommendations since their last visit. Indicate the mo/yr of the visit and when a follow up visit/report is due.

1. Program sustainability issue: shortfall in staffing (hire 2 additional associate directors; administrative assistant), April 1, 2018
2. Over-emphasis on practice at expense of scholarship for administrative faculty, April 1, 2018
3. Update MEd in SC curriculum to fully separate MEd in SC and MEd in Leadership programs, April 1, 2018
4. Add a prerequisite to admission requirements, April 1, 2018
5. Design a remediation policy for unsuccessful students, April 1, 2018
6. Remove thesis option, September 2019

Describe updates that have been made to the program to address the body's recommendations.

1. Program sustainability issue: Hired 2 additional associate directors (Aug 2019 Kristina Berynets; Jan 2020 Tamara Dalrymple) administrative assistant (Jan 2020 Mika Choi, Mika was moved as BAM admin and Faye Lin joined as ½ admin Oct 2020)
2. Over-emphasis on practice at expense of scholarship for administrative faculty –Kristina and Tamara are in advanced stages of their PhD; research, conference presentations and one publication.
3. Update MEd in SC curriculum to fully separate MEd in SC and MEd in Leadership programs—completed Spring 2019
4. Add a prerequisite to admission requirements—effective July 2019; added the prerequisite with a student-centered transition and developed a process; redesigned for Canadian context, considering the outcomes while coordinating with the program curriculum to not only meet the requirement, but to achieve the outcomes that would facilitate students' learning
5. Design a remediation policy for unsuccessful students—effective Summer 2018
6. Remove thesis option—effective Summer 2020

Reflective Comments on Previous Year's Modifications/Goals

Goal | Actions | Results
Develop an Advisory Committee: Recruited and consulted with 5 new members. Results: Utilized advice for short-term and long-term goals/plans (see goal section)

Goal | Actions | Results
Assess curriculum/Curriculum Alignment: Curriculum mapping to align instruction, student learning, program outcomes and stakeholders' requirements. Results: Awareness of connections and gaps in scaffolded learning for knowledge, practice skills and academic skills. Faculty understand the place of their course(s) within the program curriculum.

We mapped our curriculum by term, made a list of academic skills and practice skills—which include knowledge—for each term starting from basic skills to more advanced skills. Then we began to look at our current assessments to ensure they aligned with the students' learning journey.

Plan for Future Action

Following your review of the data, and after discussing the University direction with your school's dean, this section is designed for you to discuss areas that can lead to improvements in **teaching** and **learning**. Use one section per area to develop.

1. Using one section below for each of the 3 to 5 areas you are looking to develop in the coming year.
2. Describe the data used that identified the area you are looking to develop. Be specific. If you use a term such as increased or decreased, quantify your support and provide links to support the data or add the data by creating an Appendix section to this report.
3. Briefly describe specific goal(s) for each of the areas to develop.
4. Include specific timelines for each of your defined actions.
5. Briefly discuss anticipated or desired results.
6. What cross-departmental efforts could enhance program delivery?

Goal: Evidence-based program development.

2. Preliminary data from interviews; student/instructor feedback indicated that the role of school counsellor is evolving in British Columbia

3. & 4. Collect additional data for research project (Feb-Ap 2021); Enlist participations from instructors and advisory committee members (Feb-Jun 2021); Analyze additional data from interviews (Feb-Jun 2021); Analyze additional data from interviews (Feb-Jun 2021); Integrate findings into program (Jun/Jul 2021) Prepare findings for dissemination (second half of 2021); Present/publish research findings (second half of 2021)

5. Program will be aligned with stakeholder needs and consistent with changing demands of the professional role of the School Counsellor.

6. Western Canada Research Fund (2019)

Goal: Initial Implementation of curriculum review for teaching and learning

2. Data from program development review process (see above)

3. & 4. Curriculum (syllabi) will be aligned with research findings (October 2020 – June 2022)

As mentioned above, we mapped our curriculum by term, made a list of academic skills and practice skills—which include knowledge—for each term starting from basic skills to more advanced skills. Then we will continue to look at our current assessments to ensure they aligned with the students' learning journey.

5. Stronger scaffolded curriculum that responds to current needs of profession, academic skills

6. Consultation and support from Centre for Curriculum and Instruction

Goal: Grow program through enrolment of one cohort in online synchronous MEd in SC

2. Inquiries from students outside regions where the program is offered on-site; prospective students in local areas wanting an online program; experience with program success in online format during Covid 19; increasing numbers of applicants

3. &4. Anticipate internship administrative challenges (June 2021); Advertise and promote an online program (Nov 2020); Recruit additional faculty (Nov 2020 – June 2021; Continued training for faculty to work successfully in online format (Nov 2020 – August 2021); Recruit 10 - 12 students (Nov 2020 – August 2021)

5. Deliver a pilot online synchronous MEd in SC program to inform program growth (what works, adjustments, etc.)

6. Coordinate with Enrolment Advisor

Goal: Develop a strong, consistent faculty committed to student success and high professional standards

2. Faculty turnover, student course evaluations, cost of recruitment and orientation

3. & 4. Taking a relational approach to working with instructors (recruitment, orientation, scheduling); Supporting individual instructors in adjusting pedagogical approach to meet student needs (periodically); Bi-annual faculty meetings (Feb & June 2021); cohesion and working relationship strengthened through instructor course meetings (each quarter); consultation with faculty in curriculum review (Feb 2021 and ongoing); recruiting instructors who are committed to the profession and teaching (ongoing); increasing the number of practitioners with a PhD

5. A core group of faculty returning to teach courses from year to year; saved costs and time managing turnover; increased consistency in curriculum and learning experience of cohort; increased resources to support growth

6. Human resources; CCI

Strategic Initiatives

2 - Year Goals

Grow program. Assess feasibility of adding degree with reduced clinical internship requirements for teachers who want SEL/Special Ed skills but plan to remain in a teaching role, MEd in learning and wellbeing feasibility: 2019 market research indicated the needs for such program /additional market research? if okay: Seattle priority? DQAB approval? Design program.
We have not made detailed plan for this as of yet. However, it is been discussed with Steve Convey as it needs to be coordinated with other programs' initiatives in Canada.

3 – Year Goals

Articulate a consistent relational approach to praxis throughout the program. Identify the emerging theoretical framework to our program: enlist faculty, students and advisory committee members opinion, design survey, review results.

5 – Year Goals

Programs are relevant to educators looking for graduate studies in special education, social emotional learning and school counselling. Programs include online synchronous mode to reach potential students in rural areas, outside BC and those who prefer online format. Additional director and admin support to match growth.