

Annual Report AY 21-22

The Council for Accreditation of Counseling and Related Programs (CACREP) requires that Counselor Education program faculty disseminate an annual report that includes, by program level, a summary of the program evaluation results, subsequent program modifications, and any other substantial program changes. The report is published on the program website under the Reports tab, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available. This report serves to provide an overview of the requirements listed above, for the Clinical Mental Health as well an overview of the Counselor Education Program.

Mission Statement

The mission of the Counselor Education Program is to facilitate a holistic educational experience, through which students develop personal and professional qualities, competencies, ethical judgment, and spiritual awareness, as they prepare for professional service in school counseling, clinical mental health counseling, or for advanced study in a related field.

Program Learning Outcomes (New)

1. Exhibit proficiency in counseling skills unique to forming and utilizing professional relationships within the context of clinical mental health counseling.
2. Demonstrate knowledge of empirically based strategies to identify ethically, culturally, and developmentally appropriate preventions, interventions, and advocacy to treat mental health issues
3. Develop and demonstrate appropriate professional dispositions expected of counselors.
4. Demonstrate ability to integrate theologically informed and spiritually sensitive interventions in counseling practice when appropriate and desired by clients.
5. Effectively apply clinical mental health counseling knowledge, skills, and dispositions in professional practice.

Program Evaluation Results

Student learning is continuously assessed throughout the program using Key Performance Indicators (KPIs) for each PLO. To successfully assess these domains at multiple points in the program, at least two KPIs have been assigned.

Assessed Results – AY 2021-2022

The results gleaned from available data suggest that in the academic year 2021-22, students performed competently in the foundational knowledge base, outlined by the Council for Accreditation of Counseling and Related Program (CACREP). The results reflect the vast majority of students exceeding the minimum 80% on KPIs, and only two students reported to have not met the threshold, based on assessed results of 6/8 areas of assessment. However, the omission of data, due to human error, posed significant limitations in presenting a more fulsome and comprehensive report of student performance.

PLO 1

Counseling Skills

Exhibit proficiency in counseling skills unique to forming and utilizing professional relationships in school and community settings. threshold: 4.0 pts

Exceeded	94.68%	89
Met	3.19%	3
Partially Met	0%	0
Not Met	2.13%	2

PLO 2

Due to the sophistication and complexity of the assessment plan required by CACREP Standards, the multiple measures across CACREP core areas are summarized succinctly in the linked table ("Master KPI Data") and in the table below.

2.5. COU 5103 Personal theory/philosophy paper 2.1. COU 5413 Foundations interview assignment 2.8. COU 5033 Research article critique	2.3. COU 5003 Developmental story paper 2.1. COU 5123 Ethics final paper 2.2. COU 5403 Social and Cultural final paper	2.7. COU 5023 Psychometric Critique 2.4. COU 5443 Career Development project CPCE
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Assessed Results:

In Human Growth & Development, all students exceeded the desired outcome. In all other areas barring Research and Program Evaluation, all students met or exceeded the minimum percentage score. Two students did not meet the required score in Research and Program Evaluation.

Outcomes:

The results gleaned from available data suggest that in the academic year 2021-22, students performed competently in the foundational knowledge base, outlined by the Council for Accreditation of Counseling and Related Program (CACREP). The results reflect most students exceeding the minimum 80% on KPIs, and only two students reported to have not met the threshold, based on assessed results of 6/8 areas of assessment. However, the omission of data, due to human error, posed significant limitations in presenting a more fulsome and comprehensive report of student performance.

2.2 Social and Cultural Diversity

Perform competently in the foundational knowledge base, required for delivery of ethical, professional care in clinical mental health counseling, as it relates to social and cultural diversity threshold: 4.0 pts.

Exceeded	40%	2
Met	60%	3
Partially Met	0%	0
Not Met	0%	0

2.3 Human Growth and Development

Perform competently in the foundational knowledge base, required for delivery of ethical, professional care in clinical mental health counseling, as it relates to human growth and development threshold: 4.0 pts.

Exceeded	100%	26
Met	0%	0
Partially Met	0%	0
Not Met	0%	0

2.4 Career Development

Perform competently in the foundational knowledge base, required for delivery of ethical, professional care in clinical mental health counseling, as it relates to career development threshold: 4.0 pts.

Exceeded	94.59%	35
Met	5.41%	2
Partially Met	0%	0
Not Met	0%	0

2.5 Counseling and Helping Relationships

Perform competently in the foundational knowledge base, required for delivery of ethical, professional care in clinical mental health counseling, as it relates to counseling and helping relationships threshold: 4.0 pts.

Exceeded	89.86%	62
Met	10.14%	7
Partially Met	0%	0
Not Met	0%	0

2.7 Assessment and Testing

Perform competently in the foundational knowledge base, required for delivery of ethical, professional care in clinical mental health counseling, as it relates to assessment and testing threshold: 4.0 pts.

Exceeded	98.18%	108
Met	1.82%	2
Partially Met	0%	0
Not Met	0%	0

2.8 Research and Program Evaluation

Perform competently in the foundational knowledge base, required for delivery of ethical, professional care in clinical mental health counseling, as it relates to research and program evaluation threshold: 3.0 pts.

Exceeded	88.89%	24
Met	3.7%	1
Partially Met	0%	0
Not Met	7.41%	2

PLO 3

Assessed Results:

Assessed results show that 47% (34/72) of students exceeded, 50% (36/72) of students met, and 3% (2/72) of students partially met the minimum percentage score of 80% required to pass the KPI assessment.

Outcomes:

With 97% (70/72) of students attaining at least the minimum percentage score of 80% on each KPI, the learning objective is considered met.

Group Counseling and Group Work

Perform competently in the foundational knowledge base, required for delivery of ethical, professional care in clinical mental health counseling, as it relates to group counseling and group work threshold: 4.0 pts.

Exceeded	47.22%	34
Met	50%	36
Partially Met	2.78%	2
Not Met	0%	0

There were two courses from which assessment results would be reported in 2021-22 (COU 5173 and COU 5723). Neither class was set up for integration between Canvas and Campus Labs Outcomes, so no data were collected through the official process. Additionally, COU 5173 was taught only in the summer by adjunct faculty before the new process had been fully implemented and therefore, they did not complete the assessments. Although COU 5723 was taught by core faculty, and a rubric was developed, it was not done in time for the new data collection process. Therefore, this

outcome was not measured in 2021-22. The department is addressing this short-coming in the fall semester 2022.

PLO 4

Measurement:

Measurement 1: COU 5173 Faith, Spirituality final paper

Measurement 2: COU 5723 Case Conceptualization

There were two courses from which assessment results would be reported in 2021-22 (COU 5173 and COU 5723). Neither class was set up for integration between Canvas and Campus Labs Outcomes, so no data were collected through the official process. Additionally, COU 5173 was taught only in the summer by adjunct faculty before the new process had been fully implemented and therefore, they did not complete the assessments. Although COU 5723 was taught by core faculty, and a rubric was developed, it was not done in time for the new data collection process. Therefore, this outcome was not measured in 2021-22. The department is addressing this short-coming in the fall semester 2022 as described in the Use of Results section below.

PLO 5

2.9 Diagnosis and Treatment Planning

5C2d diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Exceeded	86.21%	25
Met	13.79%	4
Partially Met	0%	0
Not Met	0%	0

A separate PLO that specifically assesses, Clinical Mental Health as a specialization will remain. However, benchmark assessments will change to include a final paper, the CCS-R, and the Exit/CPCE exam. Additionally, the lack of reported data from COU5263, suggests retraining of faculty (to include adjuncts) on the processes in place for collecting data accurately and in a timely manner.

In order to comply with CACREP's requirement of multiple assessment points of this objective throughout the program, the PDCA will be administered through three courses in separate semesters. These courses are, COU5133, COU5113, and COU5263. This allows students to be assessed and receive meaningful feedback before entering their clinical experiences - practicum/internship.

Clinical Evaluation Results

A total of 106 students were registered in Practicum and/or Internship In the academic year 2021-2022, between Fall 2021 and Summer 2022:

46 students successfully finished clinical experiences:

Fall '21 – 18

Spring '22 – 16

Summer '22 – 12

59 students began clinical experiences:

Fall '21 – 11

Spring '22 – 28

Summer '22 – 20

Counselor Competencies Scale – Revised (CCS-R) assesses the Skills, knowledge, and dispositions across 23 domains, in the counseling setting, at the mid and end points of the practicum and internship experience. Practicum and Internship instructors review the CCS-R evaluations completed by site supervisors. Information is used during site visits and to help both the student intern and the site supervisor. These reviews take place mid and end of each semester that a student is in practicum and internship. Feedback from site supervisor CCS-Rs is included in Practicum Orientation meetings to ensure that students are adequately prepared to meet site supervisors' expectations when they are at the sites. Practicum/Internship instructors use the information when checking in with site supervisors for site visits and ongoing communication regarding student growth and development.

The results below, capture the performance of our students during this assessment period.

Counselor Competency Scale - Revised CCS-R

CRITERIA LEVEL COUNTS								
	Exceeds	Meets	Near	Below	Harmful			
Criteria	5	4	3	2	1	Mean	Mode	Stdev
Nonverbal Skills CCS-R - Includes Body Position, Eye Contact, Posture, Dist	81	11	1	0	0	4.9	5	0.38
Encouragers CCS-R - Includes Minimal Encouragers & Door Openers	80	12	1	0	0	4.8	5	0.39
Questions CCS-R - Use of Appropriate Open & Closed Questioning	75	18	0	0	0	4.8	5	0.40
Reflecting - Paraphrasing CCS-R - Basic Reflection of Content - Paraphrasing	69	19	1	0	0	4.6	5	1.07
Reflecting (b) CCS-R - Reflection of Feelings	69	19	1	0	0	4.6	5	1.07
Reflecting (c) CCS-R - Summarizing content, feelings,	73	15	1	0	0	4.6	5	1.06
Advanced Reflection CCS-R - Advanced Reflection of Meaning, including Values a	64	28	1	0	0	4.7	5	0.49
Confrontation CCS-R - Counselor challenges clients to recognize & evaluation.	50	37	4	0	0	4.4	5	0.88
Goal Setting CCS-R - Counselor collaborates with clients to	72	20	1	0	0	4.8	5	0.45
Focus of Counseling CCS-R - Counselor focuses (or refocuses) clients	72	18	2	0	0	4.7	5	0.68
Facilitate Therapeutic Environment (a) CCS-R - Empathy & Caring	84	8	1	0	0	4.9	5	0.34
Facilitate Therapeutic Environment (b) CCS-R - Respect & Compassion	85	8	0	0	0	4.9	5	0.28

	Exceeds	Meets	Near	Below	Harmful			
Criteria	5	4	3	2	1	Mean	Mode	Stdev
CRITERIA LEVEL COUNTS								
Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	78	15	0	0	0	4.8	5	0.37
Professional Behavior CCS-R - Behaves in a professional manner	84	9	0	0	0	4.9	5	0.30
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	85	8	0	0	0	4.9	5	0.28
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	79	13	1	0	0	4.8	5	0.40
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	71	16	5	0	0	4.7	5	0.74
Multicultural Competence CCS-R - Demonstrates respect for culture	73	17	1	0	0	4.7	5	0.82
Emotional Stability & Selfcontrol CCS-R - Demonstrates selfawareness and emotional stabilit	86	7	0	0	0	4.9	5	0.27
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning &	79	13	1	0	0	4.8	5	0.40
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	85	8	0	0	0	4.9	5	0.28
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	76	17	0	0	0	4.8	5	0.39
Congruence & Genuineness CCS-R - Demonstrates ability to be present and 'be true to	88	5	0	0	0	4.9	5	0.23

Subsequent Program Modifications and Substantial Program Changes

Updated Program Learning Outcomes

The 2021-22 academic year, brought with it an intense focus on the completion and submission of the program's CACREP self-study. That process involved several changes and improvements to the program, in keeping with accreditation requirements, the most pertinent of these being the modification of Program Learning Outcomes (PLOs). Alongside other substantial changes, these modifications have shaped our methods of instruction, assessment, and reporting. The new PLOs are as follows:

- Exhibit proficiency in counseling skills unique to forming and utilizing professional relationships within the context of clinical mental health counseling.
- Demonstrate knowledge of empirically based strategies to identify ethically, culturally, and developmentally appropriate preventions, interventions, and advocacy to treat mental health issues.
- Develop and demonstrate appropriate professional dispositions expected of counselors.
- Demonstrate ability to integrate theologically informed and spiritually sensitive interventions in counseling practice when appropriate and desired by clients.
- Effectively apply clinical mental health counseling knowledge, skills, and dispositions in professional practice.

Professional Disposition Competency Assessment (PDCA)

To comply with CACREP's requirement of multiple assessment points of this objective throughout the program, the PDCA will be administered through three courses in separate semesters. These courses are, COU5133, COU5113, and COU5263. This allows students to be assessed and receive meaningful feedback before entering their clinical experiences - practicum/internship.

Measurement 1: 1st semester PDCA (COU 5133) 22-23 AY

Measurement 2: COU 5113 Group (PDCA) 21-22 AY

Measurement 3: COU 5263 Diagnosis & Treatment (PDCA) 22-23 AY

Practicum/Internship

As was voted on and approved by CE faculty last August (8/18/21) – all practicum students at both campuses are required to complete a minimum of 12 sessions of personal therapy during the practicum semester. This was implemented during the Spring 2022 semester.

A Site Supervisor Manual was developed and disseminated to site supervisors.

Counseling in School Settings

A new concentration, Counseling in School Settings, was created. This concentration is intended for CMHC students wishing to pursue both MHC licensure as well as FLDOE certification as a school counselor.

A Counseling in School Settings graduate certificate was also created. This certificate is intended for non-degree students who have graduated with a m master's degree in counseling (not school counseling).

Effective date of new or modified program: Fall 2022