

# Annual Report AY 22-23

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 2022-2023

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.

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

For each of the sub-objectives, a benchmark is set as follows: 95% of all students will attain the minimum percentage score of 80% on each KPI corresponding with the specific sub-objective OR, in case of Likert scale assessments, such as Counseling Competency Scales-Revised (CCS-R), criteria for success indicate that at least 90% of students are rated as meeting/exceeding expectations on an evaluative tool.

Assessed results show that students met benchmarks for success in for each PLO except for PLO 1: Proficiency in Counseling Skills, where, of the 80 students assessed:

- 73 students (91%) exceeded or met the benchmark of success
- 2 students (3%) partially met
- 5 students (6%) were reported as having unmet the benchmark
- Remediation is offered to students who do not meet criteria.

## PLO 1

### Counseling Skills

Exhibit proficiency in counseling skills unique to forming and utilizing professional relationships within the context of clinical mental health counseling.

Exceeded	17.5%	14
Met	73.75%	59
Partially Met	2.5%	2
Not Met	6.25%	5

## PLO 2

The results gleaned from available data suggest that in the academic year 2022-23, 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 one standard/core area reported to have not met the threshold, by 1%, based on assessed.

**2.1** - 94% met/exceeded (128 students assessed)

**2.2** - 98% met/exceeded (90 students assessed)

**2.3** - 97% met/exceeded (69 students assessed)

**2.4** - 98% met/exceeded (105 students assessed)

**2.5** - 95% met/exceeded (123 students assessed)

**2.6** - assessed under planning item #3 - Professional Dispositions

**2.7** - 99% met/exceeded (82 students assessed)

**2.8** - 95% met/exceeded (60 students assessed)

## PLO 3

### Professional Dispositions

Develop and demonstrate appropriate professional dispositions expected of counselors.

Of the 70 students electronically assessed -

- 10 (14%) exceeded the benchmark for success
- 55 met (79%) the benchmark for success
- 5 (7%) partially met the benchmark for success

### Outcomes:

93% of students assessed electronically met the benchmark for success. However, students enrolled in COU5413 and COU5263 were assessed, but the assessment was not captured in Canvas, that it could be retrieved in Anthology platform. It is not possible to say whether the results of all assessed students would have determined that 95% or more of all eligible students met or exceeded the benchmark of success.

Exceeded	14.29%	10
Met	78.57%	55
Partially Met	7.14%	5
Not Met	0%	0

### Use of Results for Improvement/Change:

For the 23-24 academic year, the PDCA-R assessment that is not attached to a course as an assignment, will be included in the course's Canvas shell for easy retrieval.

## PLO 4

### Faith Integration

Demonstrate the ability to integrate theologically informed and spiritually sensitive interventions in counseling practice when appropriate and desired by clients.

### Measurement:

Measurement 1: COU 5173 Faith, Spirituality final paper

Measurement 2: COU 5723 Case Conceptualization

### Assessed Results:

Of the 108 students assessed:

104 students (96%) exceeded or met the benchmark of success

4 students (4%) partially met

no students were reported as having unmet the benchmark

Exceeded	87.04%	94
Met	9.26%	10
Partially Met	3.7%	4
Not Met	0%	0

## PLO 5

### Professional Practice

Effectively apply clinical mental health counseling knowledge, skills, and dispositions in professional practice.

#### Assessed Results:

Of the 136 students assessed:

131 students (96%) exceeded or met the benchmark of success

2 students (2%) partially met

3 students (2%) were reported as having unmet the benchmark

Exceeded	91.18%	124
Met	5.15%	7
Partially Met	1.47%	2
Not Met	2.21%	3

### Clinical Evaluation Results

A total of 124 students were registered in Practicum and/or Internship In the academic year 2022-2023, between Fall 2022 and Summer 2023:

50 students successfully finished clinical experiences.

Fall '22 – 30

Spring '23 – 19

Summer '23 – 1

74 students began clinical experiences:

Spring '23 – 50

Summer '23 – 24

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.

A Site Supervisor training took place in January of 2023. Programmatic updates regarding the CACREP accreditation process were shared and feedback was collected. Site Supervisors shared their observations for what they would like as far as pre-practicum preparation and supervisors were instructed in the teaching component of the supervisory process. Per the feedback collected, instructors have implemented a stronger emphasis on the importance of proper documentation and timeliness.

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



**CRITERIA LEVEL COUNTS**

	Exceeds	Meets	Near	Below	Harmful			
Criteria	5	4	3	2	1	Mean	Mode	Stdev
<b>Nonverbal Skills</b> CCS-R - Includes Body Position, Eye Contact, Posture, Dist	93	18	0	0	0	4.8	5	0.37
<b>Encouragers</b> CCS-R - Includes Minimal Encouragers & Door Openers	93	18	0	0	0	4.8	5	0.37
<b>Questions</b> CCS-R - Use of Appropriate Open & Closed Questioning	79	30	2	0	0	4.7	5	0.50
<b>Reflecting - Paraphrasing</b> CCS-R - Basic Reflection of Content - Paraphrasing	79	30	1	0	0	4.7	5	0.65
<b>Reflecting (b)</b> CCS-R - Reflection of Feelings	86	20	4	0	0	4.7	5	0.68
<b>Reflecting (c)</b> CCS-R - Summarizing content, feelings,	82	27	1	0	0	4.7	5	0.64
<b>Advanced Reflection</b> CCS-R - Advanced Reflection of Meaning, including Values a	64	36	6	0	0	4.3	5	1.12
<b>Confrontation</b> CCS-R - Counselor challenges clients to recognize & evaluation	64	40	6	0	0	4.5	5	0.74
<b>Goal Setting</b> CCS-R - Counselor collaborates with clients to	84	26	1	0	0	4.7	5	0.46
<b>Focus of Counseling</b> CCS-R - Counselor focuses (or refocuses) clients	80	30	1	0	0	4.7	5	0.47
<b>Facilitate Therapeutic Environment (a)</b> CCS-R - Empathy & Caring	98	13	0	0	0	4.9	5	0.32
<b>Facilitate Therapeutic Environment (b)</b> CCS-R - Respect & Compassion	101	10	0	0	0	4.9	5	0.29

	Exceeds	Meets	Near	Below	Harmful			
Criteria	5	4	3	2	1	Mean	Mode	Stdev
<b>CRITERIA LEVEL COUNTS</b>								
<b>Professional Ethics</b> CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	89	20	1	1	0	4.8	5	0.50
<b>Professional Behavior</b> CCS-R - Behaves in a professional manner	91	18	2	0	0	4.8	5	0.44
<b>Professional &amp; Personal Boundaries</b> CCS-R - Maintains appropriate boundaries with supervisors,	87	20	4	0	0	4.7	5	0.51
<b>Knowledge &amp; Adherence to Site &amp; Course Policies</b> CCS-R - Demonstrates an understanding & appreciation for a	84	24	3	0	0	4.7	5	0.50
<b>Record Keeping &amp; Task Completion</b> CCS-R - Completes all weekly record keeping & tasks correc	75	26	10	0	0	4.6	5	0.65
<b>Multicultural Competence</b> CCS-R - Demonstrates respect for culture	86	24	1	0	0	4.8	5	0.45
<b>Emotional Stability &amp; Selfcontrol</b> CCS-R - Demonstrates selfawareness and emotional stabilit	89	19	3	0	0	4.8	5	0.48
<b>Motivated to Learn &amp; Grow/Initiative</b> CCS-R - Demonstrates engagement in learning &	96	14	1	0	0	4.9	5	0.38
<b>Openness to Feedback</b> CCS-R - Responds non-defensively & alters behavior in acco	97	12	2	0	0	4.9	5	0.40
<b>Flexibility &amp; Adaptability</b> CCS-R - Demonstrates ability to adapt to changing circumst	85	23	2	0	0	4.7	5	0.65
<b>Congruence &amp; Genuineness</b> CCS-R - Demonstrates ability to be present and 'be true to	90	21	0	0	0	4.8	5	0.39

## **Subsequent Program Modifications and Substantial Program Changes**

In the fall of the 22-23 academic year, the Counselor Education faculty agreed to modify the Clinical Mental Health specialization degree plan. The modification resulted in the swapping of Research and Program Evaluation (COU 5033) and Legal, Ethical and Professional Standards (COU 5123). In doing so, students are afforded at least two opportunities to take a prerequisite course that requires a grade of B or better.