2022-2023 Program Evaluation Results Summary, Modifications & Changes

The MSCC Program Goal evaluation data was reviewed by the Core Faculty in July 2023, and they approved a revision using Key Performance Indicators to assess student learning for each goal:

Program Goals Review – Goals were each reviewed and modified in wording to align more smoothly with accreditation standards and program intentions.

Program Modifications – Modified goals were approved by the Core Faculty and will be added to the new handbook and used going forward in SACS and CACREP accreditation processes:

MSCC Program Goals:

#1. The MSCC program will prepare counselors who understand and develop a professional identity as highly ethical clinical counselors.

#2. The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.

#3. The MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.

#4. The MSCC program will prepare counselors who understand and skillfully apply knowledge of development, psychopathology, and treatment planning to client care.

#5. The MSCC program will prepare counselors who are culturally competent and responsive to clients in diverse communities.

#6. The MSCC program will prepare counselors who understand Christian faith integration in the counseling process, and how to apply aspects of faith and spirituality effectively and ethically to client care.

#1 - The MSCC program will prepare counselors who understand and develop a professional identity as highly ethical clinical counselors.

Summary of Program Evaluation Results for Program Goal #1:

Overall, students are meeting the goals involved in the development of ethical decision-making skills and professional counselor identities. This was assessed through coursework in Year 1, the Comprehensive Exam in Year 2, and by Site Supervisors at the end of Year 3. The Core Faculty identified certain areas that can be improved, particularly in the overall structure of the COUN 542 course and ethical assessment items that need improvement. The Site Supervisor Eval of Ethics/Professionalism of Interns showed the lowest area was 'Knowledge of resources in community and utilizes that information when appropriate in counseling' at 75% mastery by the end of Internship II. Core Faculty agree this could be improved in a systematic way across the curriculum:

Program Modifications –

➢ Professional Counseling Orientation & Ethical Practice:

KPI 1.1 – Course revision of the entire structure of *COUN 542: Introduction to the Profession* to give a more concise "big picture" of the components of the counseling practitioner skill set (ex. Basics of critiquing counseling skills, working on a case throughout several classes to conceptualize/diagnose/create a treatment plan, etc.). Exams will specifically target content in professionalism standards.

KPI 1.2 - The Ethics Final Application Paper showed several issues with 4 items below target, even though the assignment goal was met overall -

1) The rubric section of 'Value Systems of Client/Counselor' will be refined to clarify wording of value "systems" and explained more comprehensively so students understand how to assess potential bias and values they hold that are relevant to the case.

2) Wording will be refined on Cultural Context section instructions and rubric description to identify all relevant cultural dynamics according to ADDRESSING or RESPECTFUL (D'Andrea) model.

KPI 1.3 - A compilation of already existing assignments requiring students to research and share information on community resources will be turned in as a portfolio in *COUN 545: Techniques in Counseling*, and assignment(s) during practicum/internship will require utilization of resources from the portfolio with cases.

#2 - The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.

Summary of Program Evaluation Results for Program Goal #2:

Overall, students are meeting the goals involved in the areas of assessment, research, and career development. This was assessed in multiple classes through coursework in Year 1 and 2, the Comprehensive Exam in Year 2, and formative/summative skills of assessment evaluated by Site Supervisors at the end of Year 3. The Core Faculty identified certain areas that can be improved:

➢ Career Development:

Program Modifications –

KPI 4.1 - COUN 535 underwent a thorough revision during Summer 2023 which adds a skill portion and an assignment where students record a session and critique career counseling and micro counseling skills.

➢ Assessment & Testing:

Program Modifications –

KPI 6 – The Formative/Summative growth process for utilization of assessments in counseling is satisfactory and developmentally appropriate. The Core Faculty would like additional points in time to build a foundation for this skill earlier in the curriculum, so will add the following:

1) Year 1, Semester 2 – COUN 503: The multicultural assessment reflection paper will utilize a formal assessment as part of the assignment.

2) Year 2, Semester 1 – COUN 650: Instruction will be increased to learn more extensively about how to use assessments with diagnoses, and treatment plan assignment will include discussion of a measure appropriate for the case application.

➢ Research & Program Evaluation:

Program Modifications –

KPI 7 –

1) The Research Design Project will be revised as a 'Formative/Summative' assignment throughout the semester during COUN 520, producing scores for various points within the term to gauge development.

2) The Core Faculty would like to see the final application of this area with clients, and the 'Research a Case' assignment that is completed in Practicum, Internship I & II (for a client) will be utilized within this KPI going forward.

#3 - The MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.

Summary of Program Evaluation Results for Program Goal #3:

Overall, students are meeting goals for learning and applying counseling theory in Year 1 and with clients in Year 3, show a developmentally appropriate progression of basic micro counseling skills in formative/summative assessments throughout Year 3 (Practicum/Internship I & II) as rated in session recordings (by faculty) and evaluations by Site Supervisors. The area that shows a need for concentrated modification in knowledge of group counseling theory in coursework, though this area was sufficiently met on the Comprehensive Exam. Counselor Characteristics and Demeanor showed overall satisfactory assessments of Disposition items (by faculty) throughout coursework, a developmentally appropriate formative/summative progression of development in Year 3.

Program Modifications –

In general, the Core Faculty sees a need to clarify expectations and developmental levels of very new clinicians, for students and Site Supervisors.

1) Faculty will ask for specific feedback on basic skills and theory application when checking in with Site Supervisors.

2) Syllabi for Practicum, Internship I & II will be clarified for developmental expectations and communicated to Sites (be condensed and sent to Site Supervisors:

COUN 665 Practicum – Basic counseling skills, case conceptualization, and understanding of supervision.

COUN 670 Internship I – Beginning theory application, deepening basic skills, beginning autonomy in writing treatment plans.

COUN 675 Internship II – Clear application of theory to cases, flexibility in basic skills, comprehensive treatment planning.

➢ Group Counseling & Group Work:

Program Modifications –

KPI 5.1.1(A) – The COUN 542 (Introduction to the Profession) class is being revised for Fall 2023, to eliminate insufficient instructional focus on broader categories such as 'group', and to test specifically for professionalism content. This 'group' item exam set will be eliminated.

KPI 5.1.1(B) – The Group Proposal was reviewed by the Core Faculty, and it was concluded the rubric needs recalibration (which will happen for all rubrics across the entire curriculum). As only one section was below target (though the total rubric score was slightly below), the COUN 655 Instructor (Prof. Cagle) reviewed the raw scores and said that directions were not followed on that section by some students, and some did not complete it. Instructions will be reviewed and improved for clarity. To give another assessment of group knowledge, at another point in time, there will be an assignment added to the Practicum/Internship year requiring students to propose a group they will implement to fulfill the 10-group hour requirement during that phase of training.

➢ Counseling & Helping Relationships:

Program Modifications –

Overall, the progression of 'Interpersonal Counseling Skills' growth as rated by Site Supervisors rating of 'Interpersonal Counseling Skill is satisfactory, but student skills in the Summative assessment for 'Faculty rating of recorded sessions for micro skills' could be improved. To give a better foundation for this skill, assessment of counseling micro skills will be added into at least one class per semester across the curriculum, using the rubric they will be rated with during Practicum & Internship:

1) Year 1, Semester 1 – COUN 542; Assess micro skills for counseling video and/or mock session.

2) Year 1, Semester 2 – COUN 505: Assess micro skills for counseling video and/or mock session.

3) Year 1, Semester 3 – COUN 535: Recording of mock career session, with transcription and assessment of micro skills.

4) Year 2, Semester 1 – COUN 650: Recording of mock biopsychosocial assessment, with transcription and assessment of micro skills; COUN 605: Recording of mock suicide assessment, with transcription and assessment of micro skills.

5) Year 2, Semester 2 - COUN 545: Already has 2 micro skills recording/assessments, will use the same assessment rubric as prior classes; COUN 655: Already has 1 micro skills assessment for leading a live group session, will use the same micro skills assessment rubric as prior classes.

#4 - The MSCC program will prepare counselors who understand and skillfully apply knowledge of development, psychopathology, and treatment planning to client care.

Summary of Program Evaluation Results for Program Goal #4:

Overall, students are meeting goals for human growth & development, psychopathology, and treatment planning knowledge in Year 1 & 2, except for low scores on this in the content area of trauma. Students show developmentally appropriate progression in formative/summative application of human growth & development, psychopathology, and treatment planning skills throughout Year 1, Year 2, & Year 3, with a need to increase focus on short-term and long-term goal planning. The general satisfactory findings were cross validated by ratings from Site Supervisors on treatment planning items in Year 3 final evaluations. Additionally, Core Faculty reviewed data from Current students, Former students, Faculty, Site Supervisors, and Employers for goal #4, which showed areas for improvement in diagnosis/treatment planning:

Program Modifications –

#4 – Some former students did not have sites that enforced the completion of diagnosis and treatment planning, which has improved in the last year and will continue to be confirmed per site by the Clinical Director. Also, Practicum will have an increased focus on use of supervision (ex. improving self-assessment), and Internship I will increase class focus on instruction of treatment planning and diagnosis.

➢ Human Growth & Development:

Program Modifications –

KPI 3.1 – The Core Faculty will standardize presentation skill rubrics across the curriculum, to clarify objectives for grading and instructions for students. Issues with the Trauma Final Application Paper were potentially due to inconsistent grading of this assignment. This assignment will be revised to focus more heavily on a 3-phase treatment approach (over focusing on treatment plan goals), refining class instruction to understand and practice assessment and diagnosis of cases with trauma/Complex-PTSD.

➢ Clinical Mental Health Counseling:

Program Modifications –

KPI 3.2 – Overall the main issue of short-term and long-term goals showed satisfactory improvement over time, but the Core Faculty would like to improve student understanding of these concepts earlier in the curriculum. Starting in COUN 650, theory-based treatment planning approaches will be implemented to connect treatment goals and each student's theoretical view, and this connection between theory and treatment planning will continue throughout the following classes that include the treatment plan component, including new texts to be reviewed and adopted that bring together counseling theory and treatment planning. The treatment plan assignment used across classes will be revised to address knowledge/use of theory or modality. Heavier emphasis on exposure throughout the semester to modalities/treatment planning focuses in COUN 650, to address the comment in KPI 3.2(E).

#5 - The MSCC program will prepare counselors who are culturally competent and responsive to clients in diverse communities.

Summary of Program Evaluation Results for Program Goal #5:
Overall, students are meeting assessment goals for social and cultural foundational knowledge and skills in Year 1 & 2, except for low scores on the application of faith integration. Students show satisfactory knowledge and skill of diversity issues in Year 1 coursework, Year 2 on the Comprehensive Exam, and in Year 3 as rated by Site Supervisors. The general satisfactory findings were cross validated by evaluations from Current students, Former students, Faculty, Site Supervisors, and Employers for goal #4.

Core Faculty reviewed all comments and data from Current students, Former students, Faculty, Site Supervisors, and Employers and identified specific areas for improvement in cultural competency:

Program Modifications –

#5 – The Core Faculty has a primary goal in this area for students to have the ability to discuss various opinions, value systems, and cultural experiences with freedom. Increase focus on cultural, developmental, and diagnostic diversity of client needs in COUN 665, 670, & 675 group supervision.

➢ Social & Cultural Diversity:

Program Modifications –

KPI 2.1 - The two sections of the Advocacy Presentation assignment that were below target will be addressed:
a) 'Advocacy Competency' – The rubric and instructions for this section will be clarified with information from ACA Advocacy Competency Domains, with this concept highlighted more specifically in lecture.
b) 'Presentation & Handout' – Sections will be separated on rubric for more specific assessment and clarity of assignment.

KPI 2.2 – This Program Goal did not meet the target as rated by Former students. This was recognized prior to the evaluation and an entire course revision was completed on COUN 503 in Spring 2023. Because the additional question for this area was below the target for Site Supervisors, yet it met the target regarding the Program Goal, this evaluation question was reviewed for clarity and Core Faculty found the wording problematic. The two items will be revised to assess different concepts (diverse needs of clients vs. showing understanding of diversity in supervision).

KPI 2.3 – The low scores on the 'Biblical Conceptualization of Topic' and 'Reflection on Faith Integration' sections of the Faith Integration in Counseling Paper reflect the larger systematic skill and knowledge issue in faith integration rated with below mastery scores on Program Goal #6 by Site Supervisors. During Fall 2023, the Core Faculty will review a proposal of faith integration objectives (compiled by Dr. Weaver, the lead instructor for COUN 512) and how to embed the objectives within the content of each class appropriately.

#6 – The MSCC program will prepare counselors who understand Christian faith integration in the counseling process, and how to apply aspects of faith and spirituality effectively and ethically to client care.

Summary of Program Evaluation Results for Program Goal #6:
Overall, the Core agreed this area needs the most improvement in systematic implementation of faith integration across the curriculum. A review of all comments and data from Current students, Former students, Faculty, Site Supervisors, and Employers and identified specific areas for improvement in faith integration and spiritual client care. Also, the lower scores on the 'Biblical Conceptualization of Topic' and 'Reflection on Faith Integration' sections of the Faith Integration in Counseling Paper in COUN 512 (KPI 2.3) reflect the larger systematic skill and knowledge issue in faith integration rated with below mastery scores on Program Goal #6 by Site Supervisors.

Program modifications –

During Fall 2023, the Core Faculty will review a proposal of faith integration objectives (compiled by the lead instructor for COUN 512) and how to embed the objectives within the content of each class appropriately.

Additional Substantive Program Changes:

➤ Comprehensive Exam – Review of 2023 results, which had 100% pass rate on the first attempt for 12 students, though many students scored at (or slightly above) the 70% cutoff. There is a need for content area analysis for the group and each individual student, which Blackboard does not produce.

> *Program modifications* – Students will complete a separate score sheet while completing the Blackboard exam. An additional item analysis process will be available from the secondary score sheet so students can receive content area feedback (to inform the NCE study process) and an in-depth analysis of each area will allow faculty to identify weaker target areas in related courses.
>
> 1) The Comprehensive Exam will continue to be given through Blackboard with the online monitoring options of Respondus Lockdown Browser and Respondus Monitoring.
>
> 2) Questions from each content area will be reviewed by the lead instructors.

➤ Rubrics – Rubrics are used for grading in all courses, giving substantive feedback to students, but do not have a standard scale and vary in measure ('Excellent' may be 75%-100%, 80%-100%, or 50%-100%).

> *Program modifications* – All rubrics will use a standard scale across all classes to offer more nuanced information in evaluation results, aligned with academic expectations of students to maintain grades at a 'B' or above:
>
> 94-100% – Exceeds Expectations
>
> 87-93.9% – Meets Expectations
>
> 80-86.9% – Somewhat Meets Expectations
>
> 80% and below – Does Not Meet Expectations

➤ Grammar/APA - This area is consistently lower on most assignments across content areas.

> *Program Modifications* –
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> 1) A teaching component of APA and graduate-level writing skills will be added to courses in the first semester, with a stronger emphasis in *COUN 542: Introduction to the Profession*.
>
> 2) Rubrics will all have a standardized APA/Grammar component to sync expectations across the curriculum.

➤ Review of Applicants, Current & Former Students –

> *Recruitment, Retention & Remediation Program Modifications* –
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> 1) Enrollment will add a $40 application fee starting August 1st, 2023, to reduce the number of applicants without a primary interest in CSU, resulting in less staff and faculty time spent with applicants and interviewees with only mild intention to attend.
>
> 2) Create a plan to actively recruit professionals interested in the counseling field in the community at least three times per academic year.
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> 3) Increase focus in advising on retention of in-person students if it becomes necessary for them to switch to the online track, along with continued remediation efforts to assist struggling students in progressing through the program.
>
> 4) Create extracurricular opportunities for spiritual development at least once per semester and give instruction on spiritual importance of faith community engagement within new faith integration curriculum objectives created in Fall 2023.
>
> 5) Create exit survey for graduating students to submit contact information and data on job search.