Hood College
M.S. Counseling

Annual Program Review Data

Spring 2018 (pilot)

Hood College Counseling Program Objectives

Program Objectives 1-8 are core program objectives for all students in the M.S. Counseling Program at Hood College.

PO1: Articulate knowledge of the counseling profession and ethical practice (KPI 1 & KPI 2).

This program objective evaluates student's ability to understand the history and philosophy of the counseling profession, counselor roles and functions, professional counseling organizations and credentialing, and professional ethics. This includes student application of ethical and legal considerations, technology's impact on profession, the role of supervision, self-care, and personal and professional self-evaluation.

PO2: Integrate social and cultural diversity competencies into counseling practice (KPI 3).

This program objectives assesses student's capacity to integrate multicultural and pluralistic characteristics within and among diverse groups, theories and models of multicultural counseling (cultural identity development and social justice), demonstrate multicultural counseling competencies, and articulate the impact of bias, power and privilege, oppression and discrimination in a wide variety of counseling settings.

PO3: Apply theories of human development across the lifespan to counseling practice (KPI 4).

This program objective evaluates student's ability to apply individual and family development theory (learning, personality development); biological, neurological, physiological, systemic, and environmental factors that affect human development; effects of crisis and trauma; and strategies for differentiated interventions in a counseling setting.

PO4: Demonstrate knowledge of theories and strategies for addressing career development (KPI 5).

This program objective includes career theory; approaches for conceptualizing interrelationships of work, mental well-being, relationships, and other life roles and factors; processes for assessing and using career data in counseling for skill development and decision making; career development program planning and administration; career advocacy; and facilitating client skill development for career, educational, and life-work planning and management.

PO5: Apply knowledge of evidence-based prevention and treatment, theory, and techniques to assist clients achieve their mental health goals (KPI 6 & KPI 7).

This program objective addresses student understanding of counseling theories and models of counseling and consultation; ability to establish and maintain effective counseling relationships; understand the impact of technology on the counseling process; and that students demonstrate essential interviewing, case conceptualization skills; effective treatment planning, and intervention strategies.

PO6: Demonstrate knowledge and expertise in group counseling theory and practice (KPI 8).

This program objective requires students to demonstrate knowledge in the theoretical foundations of group counseling and group work, dynamics and therapeutic factors associated with group work, and strategies for effective group planning and leadership.

PO7: Integrate knowledge of test theory with the practice of assessment in counseling (KPI 9 & KPI 10).

This program objective requires students to demonstrate efficacy in preparing, selecting, and conducting a wide variety of developmentally relevant assessments and tests; assess risk, danger, trauma, and abuse; articulate basic and statistical concepts of group and individual assessments; and illustrate proficiency in the use of assessment and test results in counseling.

PO8: Demonstrate the ability to apply scholarly and research literature to counseling practice and program evaluation (KPI 11).

This program objective evaluates student understanding of the importance of research in advancing the counseling profession. Students must also be able to illustrate how to: identify evidence-based counseling practices, evaluate ethical and culturally relevant counseling interventions and programs, and recognize different research and program evaluation methods. Student's must demonstrate a general understanding of statistical methods used in research and exhibit skill in using evidenced-based data in counseling.

Hood College M.S. Counseling, School Counseling Specialty Area Program Objectives

Program Objectives 9-11 are program objectives for all students in the M.S. Counseling, School Counseling Specialty area at Hood College

SCHOOL COUNSELING

PO9: Articulate foundational knowledge of the school counseling specialty, including the history of school counseling, models of school counseling programs, and models of school-based collaboration and consultation (KPI 1 & KPI 6).

This program objective evaluates student understanding of the history, theories, and models of school counseling, P-12 comprehensive career development, and school-based collaboration and consultation. Students are also evaluated on their ability to demonstrate efficacy in the use of assessments specific to P-12 education.

PO10: Articulate a grasp of the contextual dimensions of school counseling, emphasizing the responsibilities of school counselors as leaders, advocates, consultants, and multidisciplinary team members across a wide variety of practice situations (KPI 12 & KPI 13).

This program objective requires students to demonstrate an understanding of the roles and responsibilities of school counselors as leaders, advocates, and systems change agents in P-12 schools; consultation with families, personnel, and agencies; college and career readiness; emergency management planning in schools; how to identify students at risk for mental health and behavioral disorders; psychopharmacology; substance use; professional organizations, standards, and credentials relevant to school counseling; and legal and ethical considerations specific to school counseling.

PO11: Apply school counseling strategies, interventions, and techniques to promote the academic, career, and personal/social development of all P-12 students (KPI 14 & KPI 15).

This program objective evaluates student skill in developing, designing, and evaluating school counseling programs; understanding curricular and instructional design and management; promoting academic and career development; applying counseling skills and techniques relevant to school populations; articulating strategies for college and career readiness; and using data to inform decision making and advocate for programs and students.

Hood College M.S. Counseling, Clinical Mental Health Counseling Specialty Area Program Objectives

Program Objectives 12 - 14 are program objectives for <u>all</u> students in the M.S. Counseling, Clinical Mental Health Counseling Specialty area at Hood College

CLINICAL MENTAL HEALTH COUNSELING

PO12: Articulate foundational knowledge of the clinical mental health counseling specialty, including the history of clinical mental health counseling, models of clinical mental health counseling, the medical basis for mental health issues, and assessment (KPI 1 & KPI 6).

This program objectives evaluates student understanding of the history, theories, and models of clinical mental health counseling, biopsychosocial case conceptualization and treatment planning; etiology of addiction and co-occurring disorders; tests and assessments specific to clinical mental health counseling.

PO13: Articulate a grasp of the contextual dimensions of clinical mental health counseling, emphasizing the responsibilities of professional clinical mental health counselors as leaders, advocates, consultants, and multidisciplinary team members to maintain client continuity of care across a wide variety of contexts (legal, community, managed care, hospital systems, etc.) (KPI 16).

This program objective requires students to demonstrate an understanding of the roles and settings of clinical mental health counselors; etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders; mental health service delivery modalities; diagnostic processes, including differential and co-occurring diagnosis; the impact of crisis and trauma; the impact of biological and neurological mechanisms on mental health; psychopharmacology; legislation and government policy; cultural factors; professional organizations, preparation standards, and credentialing; legal and ethical considerations; and practicum management issues relevant to CMHC.

PO14: Apply clinical mental health counseling practices including prevention, intervention, and specific techniques including intake interviews, mental status examination, basic counseling skills, systems-based case conceptualization, and assessment (KPI 17 & KPI 18).

This program objective evaluates student skill in treatment planning and caseload management, techniques and interventions for prevention and treatment of a broad range of mental health issues, strategies for interfacing with the legal system and integrated behavioral health care professionals, and strategies for counselors to use when advocating for persons with mental health issues.

Annual Program Review: Assessment Process

- Program Objectives are evaluated through Key Performance Indicators (KPIs)
  - KPIs are evaluated through:
    - Key Assignment Performance Assessments (KAPAs)
    - Comprehensive Evaluations of Student Progress (CES-P) with three versions: student, faculty, and site supervisor
    - Alumni and Alumni Employer Survey
  - Each Program Objective, and associated KPI(s), has specific annual targets

- Student Dispositions
  - Current student professional behavior and dispositions are measured through the CES-P at three separate points in the program (COUN 504 [Counseling Techniques], COUN 596 [Practicum], COUN 597 [Internship])

- Student Characteristics / Demographic Data
  - Demographic data for current students and graduates are evaluated against the program objectives
  - Prospective students are evaluated against admission/non-admission

Annual Program Review: Annual Targets

- KPIs: **85%** of students meet expectations with score of **3 (meets expectations)** or higher.
- KPIs: No significant difference in KPI mean scores reflected in student demographic data
- CES-P: Of student areas assessed:
  - **85%** of COUN 504 students receive a **2 (near expectations)** or higher;
  - **75%** of COUN 596 students receive a **3 (meets expectations)** or higher;
  - **90%** of COUN 597 students receive a **3 (meets expectations)** or higher
- Professional / Dispositional Behavior (CES-P): **90%** of students will receive a **3 (meets expectations)** or higher
- Alumni and Alumni Employer Survey: **90%** of graduates receive a **3 (meets expectations)** or higher

Exceptions

- The following courses were not included in the review because they were not taught in Spring 2018: COUN 500 (Human Growth & Dev.); COUN 503 (Career); COUN 506 (Research); COUN 530 (Alcohol & Drug Coun.); COUN 532 (Psychotherapy & Treatment); COUN 540 (Found. in SC); COUN 541 (Prog. Planning, Mgmt., & Eval of SC); or COUN 542 (Collaboration, Consultation, & Supervision in SC)

- Only a select number of courses submitted KAPAs in Chalk & Wire. Therefore, the following courses did not have data collected for Spring 2018: COUN 531 (Diagnosis & Psychopathology); COUN 533 (Marriage & Family Coun.); COUN 534 (Tests and Measurements; COUN 543 (Coun. Youth)
  - These courses did use the KAPAs, however this data was not captured in the Spring 2018 Program Review

- The program did not capture CES-P information for COUN 596 (SC) and COUN 597 (SC) or COUN 597 Internship Portfolio (SC)
  - These courses did use the CES-P, however this data was not captured in the Spring 2018 Program Review

- Because not every student was utilizing Chalk & Wire, we were unable to evaluate student demographic information against KPI mean scores (attempts to do so yielded skewed results)

PO1: Articulate knowledge of the counseling profession and ethical practice (KPI 1 & KPI 2)

- KAPAs: KPI 1 and 2 targets met for 501 and Internship Portfolio (CMHC)
  - KPI 1: 93.5% ≤ 3+
  - KPI 2: 91% ≤ 3+
- Internship (CMHC) target met (100% ≤ 3+)
- Student demographic data was not calculated
- Professional disposition targets met for 504, 596, 597: 91% ≤ 3+
- Student & Faculty / Site Supervisor CES-P targets met
  - 504: KPI 1 & KPI 2: 86% ≤ 2
  - 596: KPI 1 & KPI 2: 80% ≤ 3; 80% ≤ 3
  - 597: KPI 1 & KPI 2: 100% ≤ 3; 100% ≤ 3
- Alum Survey: KPI 1 & KPI 2: 100% ≤ 3
- Alum Employer Survey: KPI 1 & KPI 2: 100% (n=1)

PO2: Integrate social and cultural diversity competencies into counseling practice (KPI 3)

- KAPAs: KPI 3 target was not met for COUN 502 (27% ≤ 3) or COUN 511 (72% ≤ 3)

- Internship (CMHC) target met (100% ≤ 3+)

- Student demographic data was not calculated

- Student & Faculty / Site Supervisor CES-P targets met:
  - 504: 86% ≤ 2
  - 596 (CMHC): 80% ≤ 3; 80% ≤ 3;
  - 597 (CMHC): 100% ≤ 3; 100% ≤ 3

- Alum Survey: KPI 3 100% ≤ 3

- Alum Employer Survey: KPI 3 100% (n=1)

PO3: Apply theories of human development across the lifespan to counseling practice (KPI 4)

- KAPAs: KPI 4 data was not gathered
  - COUN 500 and 541 was not taught in Spring 2018
  - Do not gather data for COUN 531
- Internship (CMHC) target met (100% ≤ 3+)
- Student demographic data was not calculated
- Student & Faculty / Site Supervisor CES-P targets met:
  - 504: 86% ≤ 2
  - 596 (CMHC): 80% ≤ 3; 80% ≤ 3;
  - 597 (CMHC): 100% ≤ 3; 100% ≤ 3
- Alum Survey: KPI 4 100% ≤ 3
- Alum Employer Survey: KPI 4 100% (n=1)

PO4: Demonstrate knowledge of theories and strategies for addressing career development (KPI 5)

- KAPAs: KPI 5 data was not gathered
  - COUN 503 and 541 was not taught in Spring 2018

- Internship (CMHC) target met (100% ≤ 3+)

- Student demographic data was not calculated

- Student & Faculty / Site Supervisor CES-P targets met for site supervisor CES-P but not student/faculty for COUN 596 & 596:
  - 504: 86% ≤ 2
  - 596 (CMHC): 40% ≤ 3; 80% ≤ 3;
  - 597 (CMHC): 60% ≤ 3; 100% ≤ 3 (Not observed [N/O] score was not calculated in total)

- Alum Survey: KPI 5 100% ≤ 3

- Alum Employer Survey: KPI 5 100% (n=1)

PO5: Apply knowledge of evidence-based prevention and treatment, theory, and techniques to assist clients achieve their mental health goals (KPI 6 & KPI 7)

- KAPAs: KPI 6 target was not met, KPI 7 target was met
  - KPI 6: 34% received a 3 or higher
  - KPI 7: 68.85% (equivalent to 85% target)
- Internship (CMHC) target met (100% ≤ 3+)
- Student demographic data was not calculated
- Student & Faculty / Site Supervisor CES-P targets met (except student / faculty CES-P for COUN 596):
  - 504: KPI 6 & KPI 7: 86% ≤ 2
  - 596 (CMHC): KPI 6: 60% ≤ 3; 100% ≤ 3; KPI 7: 80% ≤ 3; 100% ≤ 3
  - 597 (CMHC): KPI 6 & KPI 7: 100% ≤ 3; 100% ≤ 3
- Alum Survey: KPI 6 100% ≤ 3; KPI 7 100% ≤ 3
- Alum Employer Survey: KPI 6 100% ≤ 3; KPI 7 100% ≤ 3 (n=1)

PO6: Demonstrate knowledge and expertise in group counseling theory and practice (KPI 8)

- KAPAs: KPI 8 target met (100% ≤ 3+)

- Internship (CMHC) target met (100% ≤ 3+)

- Student demographic data was not calculated

- Student & Faculty / Site Supervisor CES-P targets met, with the exception of COUN 597 (CMHC):
  - 504: 86% ≤ 2
  - 596 (CMHC): 60% ≤ 3; 100% ≤ 3;
  - 597 (CMHC): 100% ≤ 3; 100% ≤ 3 (Not observed [N/O] score was not calculated in total)

- Alum Survey: KPI 8 100% ≤ 3

- Alum Employer Survey: KPI 8 100% ≤ 3

PO7: Integrate knowledge of test theory with the practice of assessment in counseling (KPI 9 & KPI 10)

- KAPAs: KPI 9 data was not gathered, KPI 10 target met (87% ≤ 3+)

- Internship (CMHC) target met (100% ≤ 3+)

- Student demographic data was not calculated

- Student & Faculty / Site Supervisor CES-P targets met:
  - 504: 86% ≤ 2
  - 596 (CMHC): KPI 9 & KPI 10: 80% ≤ 3; 80% ≤ 3;
  - 597 (CMHC): KPI 9 & KPI 10: 100% ≤ 3; 100% ≤ 3

- Alum Survey: KPI 9 & KPI 10 100% ≤ 3

- Alum Employer Survey: KPI 9 & KPI 10 100% ≤ 3

PO8: Demonstrate the ability to apply scholarly and research literature to counseling practice and program evaluation (KPI 11)

- KAPAs: KPI 11 data was not gathered
  - Did not teach COUN 506, 532 or 541 in Spring 2018
- Internship (CMHC) target met (100% ≤ 3+)
- Student demographic data was not calculated
- Student & Faculty / Site Supervisor CES-P targets met (except student/faculty CES-P for COUN 596):
  - 504: 86% ≤ 2
  - 596 (CMHC): 60% ≤ 3; 100% ≤ 3;
  - 597 (CMHC): 80% ≤ 3; 100% ≤ 3
- Alum Survey: KPI 11 100% ≤ 3
- Alum Employer Survey: KPI 11 100% ≤ 3

School Counseling Specialty Area Program Objectives

PO9: Articulate foundational knowledge of the school counseling specialty, including the history of school counseling, models of school counseling programs, and models of school-based collaboration and consultation (KPI 1 & KPI 6)

- KAPAs: KPI 1 target met, KPI 6 target not met*
  - KPI 1: 93.5% ≤ 3+
  - KPI 6: 34% received a 3 or higher

- Internship Portfolio SC data was not gathered

- Student & Faculty CES-P targets met for 504
  - KPI 1 & KPI 6: 86% ≤ 2
  - CES-P data was not gathered (for assessment purposes) for COUN 596 (SC) and COUN 597 (SC)

- Alum Survey: KPI 1 & KPI 6: 100% ≤ 3

- Alum Employer Survey: N/A

* This data is not exclusive to SC students, it is reflective of COUN 501 (KPI 1) & COUN 511 (KPI 6)

PO 10: Articulate a grasp of the contextual dimensions of school counseling, emphasizing the responsibilities of school counselors as leaders, advocates, consultants, and multidisciplinary team members across a wide variety of practice situations (KPI 12 & KPI 13)

- KAPAs: KPI 12 & KPI 13 data was not gathered
  - COUN 540, COUN 541, and COUN 542 not taught in Spring 2018
- Internship Portfolio SC data was not gathered
- Student & Faculty CES-P targets met for 504
  - KPI 12 & KPI 13: 86% ≤ 2
  - CES-P data was not gathered (for assessment purposes) for COUN 596 (SC) and COUN 597 (SC)
- Alum Survey: KPI 12 & KPI 13: 100% ≤ 3
- Alum Employer Survey: N/A

PO 11: Apply school counseling strategies, interventions, and techniques to promote the academic, career, and personal/social development of all P-12 students (KPI 14 & KPI 15)

- KAPAs: KPI 14 & KPI 15 data was not gathered
  - COUN 540, COUN 541, and COUN 542 not taught in Spring 2018
- Internship Portfolio SC data was not gathered
- Student & Faculty CES-P targets met for 504
  - KPI 14 & KPI 15: 86% ≤ 2
  - CES-P data was not gathered (for assessment purposes) for COUN 596 (SC) and COUN 597 (SC)
- Alum Survey: KPI 14 & KPI 15: 100% ≤ 3
- Alum Employer Survey: N/A

Clinical Mental Health Counseling Specialty Area Program Objectives

PO12: Articulate foundational knowledge of the clinical mental health counseling specialty, including the history of clinical mental health counseling, models of clinical mental health counseling, the medical basis for mental health issues, and assessment (KPI 1 & KPI 6).

- KAPAs: KPI 1 target met, KPI 6 target not met*
  - KPI 1: 93.5% ≤ 3+
  - KPI 6: 34% received a 3 or higher
- Internship target met (100% ≤ 3+)
- Student demographic data was not calculated
- Student & Faculty / Site Supervisor CES-P targets met except site supervisor CES-P for KPI 6:
  - 504: KPI 1 & KPI 6: 86% ≤ 2
  - 596 (CMHC): KPI 1 80% ≤ 3; 100% ≤ 3; KPI 6 60% ≤ 3
  - 597 (CMHC): KPI 1 80% ≤ 3; 100% ≤ 3; KPI 6 100% ≤ 3
- Alum Survey: KPI 1 & KPI 6 100% ≤ 3
- Alum Employer Survey: KPI 1 & KPI 6 100% ≤ 3

* This data is not exclusive to CMHC students, it is reflective of COUN 501 (KPI 1) & COUN 511 (KPI 6)

PO 13: Articulate a grasp of the contextual dimensions of clinical mental health counseling, emphasizing the responsibilities of professional clinical mental health counselors as leaders, advocates, consultants, and multidisciplinary team members to maintain client continuity of care across a wide variety of contexts (legal, community, managed care, hospital systems, etc.) (KPI 16).

- KAPAs: KPI 16 data was not gathered
  - COUN 532 not taught in Spring 2018
  - Did not gather data for 531
- Internship (CMHC) target met (100% ≤ 3+)
- Student demographic data was not calculated
- Student & Faculty / Site Supervisor CES-P targets met:
  - 504: 86% ≤ 2
  - 596 (CMHC): 80% ≤ 3; 80% ≤ 3;
  - 597 (CMHC): 100% ≤ 3; 100% ≤ 3
- Alum Survey: KPI 16 100% ≤ 3
- Alum Employer Survey: KPI 16 100% ≤ 3

PO14: Apply clinical mental health counseling practices including prevention, intervention, and specific techniques including intake interviews, mental status examination, basic counseling skills, systems-based case conceptualization, and assessment (KPI 17 & KPI 18).

- KAPAs: KPI 17 & KPI 18 data was not gathered
  - COUN 530 and COUN 532 not taught in Spring 2018
  - Did not gather data for 533
- Internship (CMHC) target met (100% ≤ 3+)
- Student demographic data was not calculated
- Student & Faculty / Site Supervisor CES-P targets met except KPI 18 student/faculty CES-P:
  - 504: KPI 17 & KPI 18 86% ≤ 2
  - 596 (CMHC): KPI 17 80% ≤ 3; KPI 18 60% ≤ 3; KPI 17 100% ≤ 3; KPI 18 80% ≤ 3
  - 597 (CMHC): KPI 17 80% ≤ 3; KPI 17 100% ≤ 3; KPI 17 100% ≤ 3; KPI 18 100 %≤ 3
- Alum Survey: KPI 17 & KPI 18 100% ≤ 3
- Alum Employer Survey: KPI 17 & KPI 18 100% ≤ 3

Unmet Targets

KAPAs

    KPI 3: COUN 502 (27% ≤ 3) and COUN 511 (72% ≤ 3)

    KPI 5: COUN 596 (40% ≤ 3) and COUN 597 (60% ≤ 3)

    KPI 6: COUN 511 (34% ≤ 3)

CES-P

    KPI 6: COUN 596* (60% ≤ 3) site supervisor CES-P

    KPI 8: COUN 596* (60% ≤ 3) student / faculty CES-P

    KPI 11: COUN 596* (60% ≤ 3) student / faculty CES-P

    KPI 18: COUN 596* (60% ≤ 3) student / faculty CES-P

Missing Data

- KPIs not measured through KAPAs
  - KPI 4: COUN 500 & 541 were not taught in Spring 2018 and program did not gather data for COUN 531
  - KPI 5: COUN 503 & 541 were not taught in Spring 2018
  - KPI 9: COUN 503 was not taught in Spring 2018 and the program did not gather data for COUN 534
  - KPI 11: COUN 506, 532 and 541 were not taught in Spring 2018
  - KPI 12 & KPI 13: COUN 540, 541, & 542 were not taught in Spring 2018
  - KPI 14 & KPI 15: COUN 540, 541, & 542 were not taught in Spring 2018
  - KPI 16: COUN 532 was not taught in Spring 2018 and the program did not gather data for COUN 531
  - KPI 17 & KPI 18: COUN 530 & 532 were not taught in Spring 2018 and the program did not gather data for COUN 533

- CES-P and Internship Portfolio (COUN 596 & 597) was not gathered for School Counseling students

- The Alumni Employer Survey had no responses for school counseling and only 1 response for CMHC

- Student demographic data was not calculated because all students were not submitting assignments in Chalk & Wire

Faculty Determinations & Program Changes

- Core program faculty determined that grading rubrics were being assessed differently, some faculty were grading based on current student developmental level (e.g., meets expectations based on year 1 student in the course) while others were grading based on expected level of competence for a professional counselor (e.g., meets expectations based standards for the profession)
  - Anticipated impact was on KPI 3 (COUN 502) and KPI 6 (COUN 511)
  - <u>Programmatic change was determined necessary and faculty have developed a standardized way to assess students based on developmental level for course</u>

- Core program faculty determined that unmet targets for KPI 8 in COUN 596 was due to students not having taking course (e.g., group and substance abuse)
  - Anticipated impact was on KPI 8 and KPI 18
  - <u>Programmatic change was made to require all practicum students to finish COUN 505 prior to starting practicum</u>
  - No change was made for KPI 18, as the faculty wanted more data (e.g., COUN 530 & COUN 533) to analyze overall student competence in substance use and co-occuring disorders (KPI 18)

Faculty Determinations & Program Changes

- Core program faculty determined students likely need additional support and confidence in research / research design but a significant amout of data was not captured (courses were not taught in Spring 2018) to measure KPI 11. Faculty wanted more data (e.g., COUN 506, 532 and 541) to analyze overall student competence in research and research design. <u>No programmatic changes at the time.</u>

- Core program faculty determined that students need additional skills training given deficient in KPI 3 and KPI 6. <u>Counseling techniques courses (COUN 504 & COUN 542) will be updated / modified to focus on counseling micro skills and more advanced counseling techniques / theory / evidence-based practice.</u>

- Late implementation of Chalk & Wire caused significant gaps in program review. Steps have been taken over Summer 2018 to ensure all faculty will utilize Chalk & Wire in Fall 2018. <u>Program will monitor use of Chalk & Wire, ensuring that all course instructors utilize Chalk & Wire.</u>

- Student demographic data was not linked to Chalk & Wire and therefore we could not evaluate program objects (via the KPIs) against student demographic data. As of Fall 2018, when all KAPAs will be completed / graded in Chalk & Wire, we will be able to evaluate demographic data for current students. <u>All students will register in Chalk & Wire during COUN 501 (Ethics), program will identify how students who have completed COUN 501 can update their Chalk & Wire profile to include demographic information.</u>

Faculty Determinations & Program Changes

- Core faculty determined a need for a central repository for CES-P and Internship Portfolio documentation (COUN 596 & 597 was not gathered for School Counseling students). <u>A central repository on OneDrive or another centralized mechanism will be created for field experience faculty to store this information.</u>

- Poor response rates on Alumni and Alumni Employer Surveys (Alumni Employer Survey had no responses for school counseling and only 1 response for CMHC). <u>Faculty will send out reminders to students in the Spring that these surveys are critical and that graduates need to emphasize the need for their employers to fill out the surveys.</u>

- Modifications to assessment tools (KPIs, KAPAs, CES-P, & Alum/Alum Employer Surveys) are likely needed. We have decided to leave the KPIs / KAPAs / CES-P / Alum & Employer Survey's alone for now. CES-P difficult to administer (e.g., many areas were not observed), challenging to faculty / supervisors / students to assess all domains during a single course or experience, and left little room for open ended feedback. <u>Faculty decided to utilize these tools for a full year and then reassess during the 2018-2019 program review.</u>

Program Changes Based on Supplemental Data

In addition to standardized assessment data (summative evaluations) collected from applicants, students, alumni, and alumni employers, the program engages in formative evaluations throughout the year. This includes feedback from site supervisors during orientations/trainings, program advisory meetings, faculty meetings, student advisement, and the biennial review of students. Other summative evaluations, such as the site supervisor evaluations (CES-P Site Supervisor), the student evaluation of site, and the student evaluation of site supervisor, have open ended questions which provide information to guide needed programmatic/curricular changes. The following are based on this data:

Modifications to Admissions Process: Increased rigor and oversight with our admissions process for the purpose of identifying students who are not a good fit for the counseling profession earlier (gatekeeping), and identifying gatekeeping "benchmarks" to remedy professional dispositional issues earlier on, capturing writing skills in real-time, and evaluating understanding of evidence based practice. Based on these modifications, the program decided to not conduct admissions groups interviews in Fall.

Increased understanding of Electronics Records Management: We have received feedback from our site supervisors via the site supervisor training/orientation that students need more training on ERM. We have included a section on ERM in COUN 501 (Ethics) and, in addition to our Mock Intake assignment in Practicum (COUN 596), we have also added ERM as a content topic for COUN 596.

Program Changes Based on Supplemental Data

Central Repository for Clinical Supervision: Site supervisors indicated a need for more evidence-based information regarding clinical supervision including supervision models, techniques, and standardized forms. We will put together a repository for supervision which will be made available for site supervisors.

Practicum / Internship Supervision Rubric: Program Advisory Board members who serve as site supervisors asked for a rubric or writing guidelines / competencies to evaluate students. We will put together resources which outline general competencies for clinical supervisors to evaluate students and include this in the central repository for clinical supervision.

Program Advisory Board Curricular Improvements— Program Advisory Board members indicated a need for an increased emphasis on substance use and addictive behaviors counseling (more than just 12 step programs, evidence –based interventions), working in large health care facilities (e.g., hospitals, health systems, managed healthcare), and expanding COUN 543 (Counseling Youth) to CMHC. We will take a look at these issues and consider options for including this in the curriculum.

Questions?

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