

The Master of Science in Counseling Program

2019 - 2020 Annual Assessment Report

Mission Statement

The mission of the SMU Program in Counseling is to prepare students with culturally sensitive knowledge and skills to practice effectively and ethically in counseling-related positions in schools, agencies, private practices and mental health facilities.

Summary

The Counseling program collects data related to nine student learning outcomes (SLOs) that are measured at least two times for each student throughout their program of study, and three SLOs, one for each CACREP Specialty including School Counseling; Marriage, Couple and Family; and Clinical Mental Health. Data from SLOs provides indicators of level of preparedness to work as future counseling professionals. Counseling faculty review SLOs each year and make changes as necessary to ensure high quality training and supervision.

The Counseling program collects data related to clinical competencies for each counseling program student across the following clinical courses: Basic Clinical Methods, Advanced Clinical Methods, and Practicum through the use of the Clinical Progress Assessment (CPA). Data from CPAs indicate clinical skills competencies and preparedness for Internship I and II and future counseling practice.

The Counseling program collects data related to student professional dispositions recognized as essential for effective, ethical, and responsible functioning in the Counseling profession (e.g., professionalism, communication skills, attitude towards peers/instructors, ability to self-regulate, etc. and other characteristics required in a clinical or professional environment) and monitors student progress individually and aggregately.

Table 1. Key performance indicator data

4.A.1. Data to be Collected: Student Learning Outcomes in Core Areas				
Student Learning Outcomes	Relation to KPI	T1 Measure	T2 Measure	T3 Measure
ETHICS SLO. 1. Knowledgeably apply professional ethical and legal standards in practice, and exercise ethical and responsible conduct in their profession.	2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	HDCN 6381: Ethics & Mental Health Final exam (selected questions) <i>(knowledge)</i> 2019-20 – 89%	MoCCe Pre-Practicum Exam <i>(knowledge)</i> 2019-20 - 71%	HDCN 6395 Practicum Clinical Progress Assessment (CPA) <i>(skills)</i> 2019-20 – 98%
DIVERSITY SLO.2. Integrate multicultural competence in	2.F.2.c. multicultural counseling competencies	HDCN 6304: Counseling Diverse Communities Final exam (selected	MoCCe exam <i>(knowledge)</i>	HDCN 6395 Practicum CPA <i>(skills)</i>

variety of individual and group modalities.		2019-20 – 96%	2019-20 – 82%	2019-20 – 96%
ASSESSMENT SLO.7. Demonstrate the ability to conduct assessments for diagnosis and intervention planning purposes.	2.F.7.e. use of assessments for diagnostic and intervention planning purposes	HDCN 6340: Assessment Term Test Project <i>(knowledge and skills)</i> 2019-20 – 94%	MOCce Exam <i>(knowledge)</i> 2019-20 – 88%	HDCN 6395 Practicum CPA <i>(skills)</i> 2019-20 – 95%
RESEARCH SLO.8. Comprehend research findings and their implications for practice.	2.F.8.f. Qualitative, quantitative, and mixed research methods	HDCN 6349: Research Design and Statistics Final Exam (selected questions) <i>(knowledge)</i> 2019-20 – 78%	MOCce Exam <i>(knowledge)</i> 2019-20 – 76%	No Time 3 measure
SLO.9. Achieve and maintain a strong counselor identity through affiliation and engagement with professional organizations and professional service.	(No affiliated KPI) 2.1.c. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.			

4.A.1. Data to be Collected: Student Learning Outcomes for Entry-Level Specialty Areas

Student Learning Outcomes	Relation to KPI	T1 Measure	T2 Measure
SCHOOL COUNSELING SPECIALTY AREA			
SCHOOL COUNSELING SLO.10. Demonstrate theoretical and practical knowledge in designing and evaluating school counseling programs.	G.3.b. design and evaluation of school counseling programs	HDCN 6309: School Counseling School Counselor Notebook with First Year Plan <i>(skills)</i> 2019-2020 – 91%	Practice Exam (selected questions) <i>(Knowledge)</i> 2019-2020 – 88%
MARRIAGE, COUPLE AND FAMILY COUNSELING SPECIALTY AREA			
FAMILY THERAPY SLO. 11. Students will identify key theoretical and practice characteristics of the marriage, couple, and family counseling theories and models.	5.F.1.c. theories and models of marriage, couple, and family counseling	HDCN 6312: Introduction to Family Therapy Model Comparison Chart <i>(Knowledge)</i> 2019-2020 – 95%	HDCN 6311: Foundations of Marriage and Family Therapy Reflections & Ruminations Project Starting 2017-2018 – this KPI will be collected in Family Therapy II 2019-20 - 99%

CLINICAL MENTAL HEALTH COUNSELING AREA			
DIVERSITY SLO.12. Integrate multicultural competence in clinical mental health	5.C.2.j. Cultural Factors relevant to clinical mental health counseling	HDCN 6304: Counseling Diverse Communities <i>(knowledge)</i> <u>Final exam selected questions</u> 2019-20 – 94%	MoCCe exam <i>(knowledge)</i> 2019-20 – 89%

Table 2. CPA scores (2019 – 2020)

Course	KPI: 2.F.5.f. counselor characteristics	KPI: 2.F.7.e. assessment	KPI: 2.F.1.i. ethical standards	KPI 2.F.5.a. theories & models	KPI 2.F.2.c. multicultural	KPI 2.F.6.b. Group	Supervision & Professional Conduct (Disposition)	TOTAL average
Basic skills	88%	85%	93%	83%	92%	90%	95%	89%
Advanced	95%	94%	94%	86%	91%	93%	96%	93%
Practicum	95%	95%	97%	93%	96%	96%	99%	96%
Total	92%	90%	94%	86%	93%	93%	96%	92%

Table 3. Student Professional Dispositions description

4.A.1 Data to be Collected: Student Professional Dispositions		
Disposition	Time 1 measure	Time 2 measure
PD.1. Personal motivation and enthusiasm	Student Progress Reports	CPA disposition scores
PD.2. Ability to communicate (written)	Application Essay Scores	Student Progress Reports
PD.3. Ability to communicate (verbal)	PONI Interview Day scores (Introductions and Group Interview)	Student Progress Reports
PD.4. Attitude towards peers	PONI Interview Day scores (Group Fit)	Student Progress Reports
PD.5. Concern for others (empathy, compassion, etc.)	PONI Interview Day scores (Warmth and Approachability)	Student Progress Reports
PD.6. Overall rating of student	Admissions Application and PONI Interview Day scores	Student Progress Reports
PD.7. Attitude towards instructor/staff	Student Progress Reports	CPA disposition scores (feedback)
PD.8. Ability to self-regulate	PONI Interview Day scores (Emotional and Professional Maturity)	Student Progress Reports

Table 3 – Disposition data

		2018 - 2019	2019 - 2020
Disposition 1 - Personal motivation and enthusiasm			
Time 1 - SP report		79% / it is 81% in pivot	75.4%
Time 2 - CPA		96%	96%
Disposition 2 - Ability to communicate (written)			
Time 1- PONI		No data	Not scored in Poni
Time 2 - SP report		74% (73.7% in pivot)	74.8%
Disposition 3 - Ability to communicate (verbal)			
Time 1 - PONI		79%	77%
Time 2 - SP report		76% (78.4% in pivot)	77.8%
Disposition 4 - Attitude towards peers			
Time 1 - PONI		75%	74%
Time 2 - SP report		88% (89% in pivot)	85%
Disposition 5 - Concern for others (empathy, compassion, etc.)			
Time 1 - PONI		75%	74%
Time 2 - SP report		86% (87% in pivot)	80.8%
Disposition 6 - Overall rating of student			
Time 1 - PONI total		76%	75%
Time 2 - SP report		74% (74.7% in pivot)	69%
Disposition 7 - Attitude towards instructor/staff			
Time 1 - SP report		88% (88.1% in pivot)	82.1%
Time 2 - CPA		96%	96%
Disposition 8 - Ability to self-regulate			
Time 1 - PONI		73%	74%
Time 2 - SP report		82% (82.6% in pivot)	72.4%

Table 4. Student Progress Reports versus Program Enrollment

2019 – 2020	# of students who got concerns	Program enrollment	% of students who had concern forms filled for them.
Fall 2019	21	197	10.66%
January 2020	0	55	0%
Spring 2020	15	209	7.18%
May 2020	2	47	4.26%
Summer 2020	4	167	2.4%
2019 – 2020		Average:	4.9%

Observations and Program Modifications

Counseling faculty discussed the impact of COVID on program operations and course delivery with SMU Flex and temporary authorizations from the SACS, the University, and CACREP to offer courses remotely. Modifications to individual course delivery were noted to ensure continued learning across all courses in keeping with student learning objectives. It was noted that content area coordinators worked with adjunct faculty to ensure section parity across the program. Counseling faculty discussed the benefits of working remotely with Zoom for counseling

delivery and all counseling services shifted to telehealth effective March 2020. Immediate changes were implemented in Advanced Clinical Methods to teach and prepare students to deliver counseling services through remote technologies when they matriculate to Practicum.

Counseling program faculty discussed the Assessment course and the need to redesign the course to focus on assessments offered in the Center for Family Counseling. A review of current assessments covered in the course indicated a gap between the Assessment course and Practicum. Counseling faculty agreed that a focus on assessments offered in the clinic would bring realignment in the program. Faculty also discussed the need for students to be exposed to interest and personality assessments that are presently covered in the Lifestyle and Career Development class. More than 60% of students take the career course alongside Practicum, which means that they are not able to administer and interpret these assessments in the clinic. Faculty agreed that these assessments should be moved from the career course to the assessment course effective Fall 2021. This curricular change also resulted in a discussion of changing the key performance indicator in the assessment course effective Fall 2021 from “demonstrate the ability to conduct assessments for diagnosis and intervention planning purposes” to “use of assessment relevant to academic/ educational, career, personal, and social development.” It was noted that the time 2 measure of Assessment would need to be modified next year.

Counseling program faculty noted that the Marriage, Couple and Family Specialty key performance indicator (KPI) was not well differentiated and wondered if the measure could be improved. After discussion, Counseling faculty decided to change the evaluation method of this KPI from the Model Comparison Chart to questions on the Final Exam for both time 1 and time 2 measures effective Fall 2021.

Counseling program faculty discussed increasing the number of questions on time 1 KPI measures in order to obtain a more global indicator of learning. For example, if only five questions were used to measure a learning outcome and student missed one of the questions, they automatically get 80% score on the KPI. Faculty agreed that increasing the number of items from 5 to 10 in the Research Design and Statistics class effective Fall 2021 would be a better indicator of learning.

Counseling program faculty reviewed the plans to infuse multiculturalism and diversity throughout the curriculum and a spreadsheet was presented that included this documentation. Content area coordinators agreed to ensure that counseling full-time and adjunct faculty are consistently addressing multiculturalism and diversity in their courses.

Counseling program faculty indicated that some students (anecdotally) expressed worry, concern and confusion regarding the gatekeeping and remediation procedures in the program. Counseling faculty discussed changing the verbiage on Student Progress Forms and the Student Handbook to more clearly align forms and descriptions with the program’s intent to retain students as well as provide clearer guidelines regarding potential dismissal from the program. Counseling program faculty agreed to change the Student Progress Form name to Student Update Form, agreed to update the rubric for categorization of concerns, update the name of the Professional Development Remediation Plan to Student Support and Success Plan, and provide clearer language in the Student Handbook. The Program Director will make these changes in Spring 2021 and Summer 2021 for implementation in Fall 2021. The Counseling program faculty also agreed to monitor and analyze Student Progress Forms in relationship to minority status or marginalized identities.