



UNIVERSITY OF WEST GEORGIA

Professional Counseling, School Counseling - MED [13110101_3202_MED_OC_A]

Cycles included in this report:
Jun 1, 2021 to May 31, 2022

Program Name: Professional Counseling, School Counseling - MED [13110101_3202_MED_OC_A]

Reporting Cycle: Jun 1, 2021 to May 31, 2022

Program Student Learning Outcome SLO 1

Candidates will demonstrate professional dispositions consistent with the field of professional counseling

Measure/Method

In Fall 2014, the CEP faculty implemented a rubric to evaluate students' professional dispositions and behaviors. This 11-item rubric was developed by the faculty to reflect dispositional standards that are consistent with professional standards established by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP). The rubric utilizes a 4-point Likert scale (unacceptable, developing, proficient, exemplary) to rate students on dispositions and behaviors in the following areas: (1) punctuality and attendance, (2) preparedness and adherence to deadlines, (3) professional dress and presentation, (4) openness to feedback and supervision, (5) ethical conduct, (6) communication skills, (7) appreciation of diversity and adjusting counseling interventions to meet clients' diverse needs, (8) fairness and equity in professional tasks, (9) collaboration, (10) professional boundaries, and (11) self-awareness. This rubric is administered at three important points in the students' matriculation: (1) CEPD 6160, Group Counseling [completed by supervising faculty member], (3) CEPD 6188, Practicum [completed by both the site supervisor and faculty supervisor], and (4) CEPD 6182, Internship [completed by both the site supervisor and faculty supervisor]. Students are able to see their ratings at each of these four points and use this feedback to adjust their conduct accordingly.

Faculty reviewed and revised the rubric and will use the new version effective 2022-2023. The areas are: (1) Professionalism (Time Management, Punctuality, Appearance), (2) Relationships, (3) professional dress and presentation, (4) Receptiveness to Feedback, (5) Ethical Behavior, (6) Communication (Verbal, Written), (7) Conflict Management (8) Multicultural Orientation (Equity, Cultural Humility), (9) Collaboration, (10) Self-Awareness, and (11) Advocacy.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

The average rating of students' professional dispositions and behaviors will meet or exceed 3.0 (on a 4.0 scale), which is a rating of proficient or better, on a summative administration of the Professional Dispositions and Behaviors Rubric in CEPD 6182 (the final class in which this rubric is utilized during matriculation). Data is reported as the mean student score for all students in the respective programs (CMHC and School [SC]) for the academic year.

Results

University Supervisor M = 3.7

Site Supervisor M = 3.68

Overall SC M = 3.7

Result Status

Met

Interpretation & Analysis of Results

In reviewing this data, it is evident that the program continues to surpass student performance goals. CEP students continually earn high ratings on their professional dispositions and behavior, compliance with ethical codes, and treating clients with fairness and a belief that clients can change. 100% of students evaluated received ratings of 3 or higher. However, in reviewing ratings from AY20-AY21 to AY21-AY22, there was a notable decrease in Site Supervisor (SS) ratings (4 to 3.68). Last year it was noted that SS ratings were 4 across all areas, and faculty proposed an improvement plan to address this. It is possible that the result of the improvement plan is the change

in scores. The US ratings remained the same (3.7); the overall rating (US and SS combined) decreased from 3.85 to 3.7. The faculty will meet to discuss a plan to establish inter-rater reliability for all supervisors.

Program Student Learning Outcome SLO 2

Candidates will demonstrate professional skills consistent with the field of professional counseling

Measure/Method

Faculty utilize a rubric to evaluate students' knowledge and skills related to practice as a professional counselor. These rubrics are referred to as the Field Placement Evaluation and are used exclusively in CEPD 6188, practicum, and CEPD 6182, internship. These rubrics were developed by the faculty (and reviewed annually for necessary revisions) to rate multiple knowledge and skill standards developed by CACREP for the respective areas of Clinical Mental Health Counseling and School Counseling. These rubrics are completed by the students' site supervisors in both practicum and internship because the site supervisors are able to physically observe students in actual clinical practice. Students are able to view the results of these evaluations and use that feedback to adjust their professional work.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

The average rating of students' professional knowledge and skill will meet or exceed 3.0 (on a 4.0 scale), which is a rating of proficient or better, on a summative administration of the Field Placement Evaluation Rubric in CEPD 6182 (the final class in which this rubric is utilized during matriculation). Data is reported as the mean student score for all students in the respective programs (CMHC and School [SC]) for the academic year.

Results

University Supervisor M = 3.8

Result Status

Met

Interpretation & Analysis of Results

In reviewing this data, it is evident that the program is exceeding student performance goals. Students consistently score high marks, particularly related to understanding the school counselor role and leadership practices, instilling hope and fostering resilience, curriculum and lesson plan design and implementation, promoting graduation rates, collaboration, and advocacy to support multicultural students. However, a detailed review of the data indicates some room for improvement in the following areas: career counseling and interventions for working with families. Notably, across 45 measures, 100% of students received a rating of 3 or higher in 32/45 measures. Of the remaining 13 measures, students were not rated in 9/13 (11.11%-66.67%) and in 3/13 measures 11.11% (1 student) received a rating below 3.

Program Student Learning Outcome SLO 3

Candidates will know the major concepts, theories, and practices articulated in current counselor preparation standards

Measure/Method

The Counselor Preparation Comprehensive Examination (CPCE) is a nationally standardized exit examination in counselor education. All students in the program are required to pass this exam as an exit criterion. The CPCE has 8 scales, which align directly with one program objective. The CPCE is administered by the UWG Testing Center each semester (Fall, Spring, Summer). Data is analyzed by the National Board for Certified Counselors (NBCC). Scoring is done through NBCC; national means and standard deviations are calculated for all administrations of the exam across the country. NBCC reports data to the program. The program has defined a passing score as one standard deviation

below the national mean, which is a definition that is also used by many CACREP accredited programs. Students are individually contacted by the program and informed of their test results.

Type of Measurement

Direct (Involves looking at actual samples of student work produced in the program, i.e. essay, exam, presentation, etc.)

Success Criterion

80% of students will score a minimum of one standard deviation below the national mean on the CPCE. Data is reported as the pass rate for all students who took the exam during the respective AY.

Results

46% of SC students scored a passing score (one standard deviation below the national mean or higher) on the CPCE For FA21, SP22, and SU22. Only one SC student took the CPCE in SU22 and failed, resulting in a pass rate of 0%, which impacted the overall pass rate for 2021-2022. If we just look at FA21 and SP22, the pass rate is 70% (based on 21 students; 15 out of 21 passed).

Result Status

Not Met

Interpretation & Analysis of Results

In reviewing this data, the SC concentration did not meet the student performance goals for the AY21-AY22. There is a 37% decrease in performance (83% to 46%). 46% of SC students scored a passing score (one standard deviation below the national mean or higher) on the CPCE for FA21, SP22, and SU22. Only one SC student took the CPCE in SU22 and failed, resulting in a pass rate of 0%, which impacted the overall pass rate for AY21-AY22. If we just look at FA21 and SP22, the pass rate is 70% (based on 21 students; 15 out of 21 passed). In that light, there is a 13% decrease in performance, which is still notable. There is a trend in performance decline, with this marking the 4th year of decline.

Students may not be learning and/or retaining content adequately. It is also possible that we need to engage a different teaching strategy for these courses. It is important to note that the following areas were problematic on the CPCE: Assessment & Testing, Career Counseling, Multicultural Counseling, and Research & Program Evaluation. It is imperative for faculty to identify the deficiency in teaching/learning in order to better support student success on the CPCE. Both Assessment & Testing and Career Counseling are taken in the first summer of the program. We may need to consider revising the program of study to move those classes closer to when students take the CPCE (near the end of their program). While Multicultural Counseling, and Research & Program Evaluation are taken around the middle of the program, we may need to consider moving them as well.

Impact of Prior Improvement Plan(s)

For SLO1, the improvement plan may have been effective. In reviewing AY20-AY21 and AY21-AY22 data, we have found that university supervisor ratings remain unchanged (3.7) and that site supervisor ratings decreased (4 to 3.68). This may indicate that the efforts to communicate expectations for accurate evaluations (host School Counseling Site Supervisor orientation to discuss general supervisor expectations and procedures; general expectations of students' knowledge, awareness, and skills in CEPD 6188 and 6182; and review the Professional Dispositions and Behavior evaluation to improve inter-rater reliability for faculty and site supervisor ratings on the CEPD 6182 Professional Dispositions and Behaviors rubric) was successful.

For SLO2, the improvement plan may have been effective. In reviewing AY20-AY21 data, faculty noted an increase in the total score (AY20-AY21 = 3.7; AY21-AY22 = 3.8) for the Field Placement Evaluation (FPE). While this increase could be due to the improvement plan initiated (provide additional clinical content related to Couples & Families and Multicultural Counseling), it could also just be natural variation based on a different group of students and site supervisors

For SLO3, the improvement plans that were implemented were not successful. In reviewing AY20-AY21 data, faculty noted a significant decrease pass rate for the CPCE (AY20-AY21 = 83% [one exam version]; AY21-AY22 = 64% FA21 [passing score on test version 1 = 62; passing score on test version 2 = 73]; 75% SP22 [passing score on test = 75]; 0% SU22 [passing score on test = 75]). The average total pass rate for this reporting cycle was 46% (FA21+SP22+SU22). However, it should be

noted that only one SC student took the CPCE in SU22 (resulting in a 0% pass rate); if SU22 is not considered, the pass rate for this cycle is 70% (FA21+SP22; although this still does not meet the outcome goal set at 80%).

Status of Prior Improvement Plan

Ongoing

Improvement Plan for Next Year SLO 1

Faculty have convened to discuss the combined results of our AY21-AY22 data and determined an improvement plan. In reviewing AY19-AY20 and AY20-AY21 data, faculty noted that university supervisors rated the SC students lower when compared to the site supervisors, 3.7 and 4, respectively. Additionally, the site supervisors' ratings were uniform across the entire rubric, as evidenced by students receiving a rating of 4 on each item on the rubric. In an effort to promote accurate evaluation of students and accurate scoring of rubric by the site supervisors, faculty hosted a School Counseling Site Supervisor orientation to discuss general supervisor expectations and procedures; general expectations of students' knowledge, awareness, and skills in CEPD 6188 and 6182; and review the Professional Dispositions and Behavior evaluation to improve inter-rater reliability for faculty and site supervisor ratings on the CEPD 6182 Professional Dispositions and Behaviors rubric.

In reviewing AY20-AY21 and AY21-AY22 data, we have found that university supervisor ratings remain unchanged (3.7) and that site supervisor ratings decreased (4 to 3.68). This may indicate that the efforts to communicate expectations for accurate evaluations was successful. While 3.68 is an acceptable score and demonstrates that we are meeting our goal, faculty will implement an additional plan for improvement. Moving forward, faculty will create a consistent plan and message to communicate Professional Dispositions characteristics and expectations to students. We will also create a plan to promote inter-rater reliability among faculty. As a result of more clear and consistent communication with site supervisors, university supervisors, and students, faculty hope that we can increase and sustain high scores for Professional Dispositions.

1. Continue to communicate PD expectations to site supervisors via orientation and ongoing discussions.
2. Create a plan to communicate PD characteristics and expectations to students.
3. Create a plan to promote inter-rater reliability among faculty.

Improvement Plan for Next Year SLO 2

Faculty have convened to discuss the combined results of our AY21-AY22 data and determined an improvement plan. In reviewing AY20-AY21 data, faculty noted an increase in the total score (AY20-AY21 = 3.7; AY21-AY22 = 3.8) for the Field Placement Evaluation (FPE). While this increase could be due to the improvement plan initiated (provide additional clinical content related to Couples & Families and Multicultural Counseling), it could also just be natural variation based on a different group of students and site supervisors. The total score (3.8) surpasses the goal (3.0) for this SLO. All individually scored areas of the FPE had an average score of 3.57 or higher; the two areas with an average score of 3.57 were Career Counseling and Interventions for Families. While 3.57 is an acceptable score and demonstrates that we are meeting our goal, faculty will implement a plan to include applied content related to these areas in Practicum (CEPD 6188) and Internship (CEPD 6182) in an effort to support students' professional aptitude. As a result of focusing on this content, faculty hope that we can increase and sustain high scores on the FPE.

1. Create and implement a plan to include applied content related to Career Counseling and Interventions for Families during Practicum (CEPD 6188) and Internship (CEPD 6182).

Improvement Plan for Next Year SLO 3

Faculty have convened to discuss the combined results of our AY21-AY22 data and determined an improvement plan. In reviewing AY20-AY21 data, faculty noted a significant decrease pass rate for the CPCE (AY20-AY21 = 83% [one exam version]; AY21-AY22 = 64% FA21 [passing score on test version 1 = 62; passing score on test version 2 = 73]; 75% SP22 [passing score on test = 75]; 0% SU22 [passing score on test = 75]). The average total pass rate for this reporting cycle was 46% (FA21+SP22+SU22). However, it should be noted that only one SC student took the CPCE in SU22 (resulting in a 0% pass rate); if SU22 is not considered, the pass rate for this cycle is 70% (FA21+SP22; although this still does not meet the outcome goal set at 80%). For SC students taking the FA21 CPCE, the areas of concern included Career Development and Research; for SP22, the areas of concern included Assessment/Testing and Social/Cultural Issues; for SU22, the areas of

concern included Assessment/Testing and Social/Cultural Issues. These scores are of great concern to the faculty.

Five improvement plans were submitted in the last reporting cycle:

1. Compare admission data for students and CPCE pass rates to identify patterns in CPCE failures and admissions data.
2. Monitor students who were admitted below the minimum admissions requirements during "student review" discussion in monthly faculty meetings and during the formal "Student Review and Retention" process as outlined in the "student handbook.
3. Calculate the current FTE to identify the number of applicants we can accept into the program without surpassing our faculty resources.
4. Implement a programmatic revision to require the eligibility to take the CPCE exit exam during the final semester in the program to ensure the completion of all core classes.
5. Continue implementing an optional study session and test-taking video support each semester.

It is clear that we continue to experience difficulties in meeting the goal of 80% of SC students passing the CPCE. In reviewing the action items established in AY20-AY21, we have made the following inferences:

1. Compare admission data (GRE scores) for students and CPCE pass rates to identify patterns in CPCE failures and admissions data. ***This data is not relevant as we no longer use GRE scores.***
2. Monitor students who were admitted below the minimum admissions requirements during "student review" discussion in monthly faculty meetings and during the formal "Student Review and Retention" process as outlined in the "student handbook. ***We do monitor students as per our outlined process. One student was identified as a concern and faculty implemented multiple strategies to offer support including providing additional study resources and 1:1 time.***
3. Calculate the current FTE to identify the number of applicants we can accept into the program without surpassing our faculty resources. ***This was not implemented in investigating a possible correlation.***
4. Implement a programmatic revision to require the eligibility to take the CPCE exit exam during the final semester in the program to ensure the completion of all core classes. ***Faculty decided to not implement a programmatic revision, but instead strongly recommended that students take the CPCE in their final semester. The timing of taking the CPCE may be related to student difficulties with some areas on the CPCE in that, two of the identified problem areas on the exam are courses students take in their first semester in the program.***
5. Continue implementing an optional study session and test-taking video support each semester. ***This has been implemented.***

It is possible that some students may not be as successful at standardized testing as others. It is also possible that our SC students are not receiving and/or retaining necessary knowledge and skills related to these areas of testing (Career Development, Research, Assessment/Testing, and Social/Cultural Issues). Therefore, faculty will create a plan to identify and implement strategies to promote learning and retention of knowledge and skills specific to these areas of deficiency. We will also examine teaching strategies to promote maximum effectiveness. As a result of focusing on this content, faculty hope that we can meet the established goal of 80% or more of SC students receiving a passing score on the CPCE.

1. Create and implement a plan to identify and implement strategies to promote learning and retention of knowledge and skills specific to Career Development, Research, Assessment/Testing, and Social/Cultural Issues.
2. Create and implement a plan to examine teaching strategies to promote maximum effectiveness specific to Career Development, Research, Assessment/Testing, and Social/Cultural Issues.
3. Monitor students who are having issues with course content and engage with them to provide additional support throughout the program.
4. Discuss a revision to the Program of Study that would move Assessment & Testing and Career Counseling later in the program.
5. Continue to provide an optional study session and test-taking video.
6. Complete a CPCE resource folder with helpful study materials and strongly recommend students utilize a study book and create study groups to prepare.
7. Advance intentional efforts to promote the Near Completer Survey; collect and review data; use the data to inform programmatic goals and actions.

End of report