

Annual Program
Evaluation:
Mental Health and School
Counseling
Programs 2019-2020

Introduction

The following program outcomes assist faculty in identifying key assessments in order to measure whether students in the program are meeting/exceeding expectations:

Outcome 1: Students will demonstrate Discipline Specific Knowledge, Disposition, and Performance as required to maintain the programs as established by CACREP (MA in Mental Health, and School Counseling) and CAEP (MA in School Counseling) accreditation standards in preparing entry-level professional counselor as outlined in the program objectives (see appendix).

Outcome 2: Students will demonstrate knowledge of the basic issues in nine core counseling areas, these are: human growth and development, social and cultural foundations, counseling theory, counseling skills, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation and ethical issues.

Outcome 3: Students will demonstrate basic interviewing and counseling related skills.

Objective 4: Communication Skills: Students will demonstrate competence in oral and written communication.

Outcome5: Critical Thinking: Students will demonstrate the ability to analyze issues and to apply theories to specific cases.

Outcome 6: Research Skills: Students will demonstrate the ability to do and consume research.

Outcome 7: Workplace and Graduate/Professional School Preparation: Students will demonstrate that they are prepared to succeed in the work place or graduate/professional school.

Table 1: Method of Assessment and Objective(s)

| Method of Assessment | | Outcome(s) Addressed | Rationale for Using this Method to Address the Objective(s) |
|----------------------|--|----------------------|--|
| 1 | Student Clinical Site Evaluations | 1 | Site Satisfaction and Maintain national standards. |
| 2 | Student Evaluation of Practicum/Internship Supervisor | 1 | Maintain national standards. |
| 3 | University Faculty and Site Supervisor Student Evaluations | 1,2,3,4,5,7 | Provides information and data on the student's knowledge, disposition, and performance as they are applied in the workplace. |
| 4 | Post-Graduate Counselor Surveys | 1 | Post-graduation success and Maintain national standards. |
| 5 | Supervisor and Employer Surveys | 1 | Post-graduation success and Maintain national standards. |

| | | | |
|----|---|---------------|--|
| 6 | CPCE | 1,2,3,4,5,6,7 | Nationally normed test of comprehensive counseling knowledge |
| 7 | Praxis II/MOCA | 1,2,3,4,5,6,7 | State normed test of comprehensive counseling knowledge |
| 8 | NCE | 1,2,3,4,5,6,7 | Nationally normed test of comprehensive counseling knowledge |
| 9 | Program completers | 1,2,3,4,5,6,7 | Graduation rates. |
| 10 | Recommendation for Certification and/or Licensure | 7 | Post-graduation success |
| 11 | Counseling Dispositions | 1,2,3,4,5 | Provides information and data on the student's knowledge, disposition, and performance as they proceed through the program (currently assessed in Counseling Skills, Practicums, and Internships, see Method of Assessment 3). |
| 12 | Portfolio and Oral Defense | 1,2,3,4,5,6,7 | Provides a measure of the student's oral and written communication and literacy skills. Provides a measure of the student's skills level accepted by the counseling profession. |
| 13 | Faculty to Student Ratios | 1 | Maintain national standards. |

Analysis:

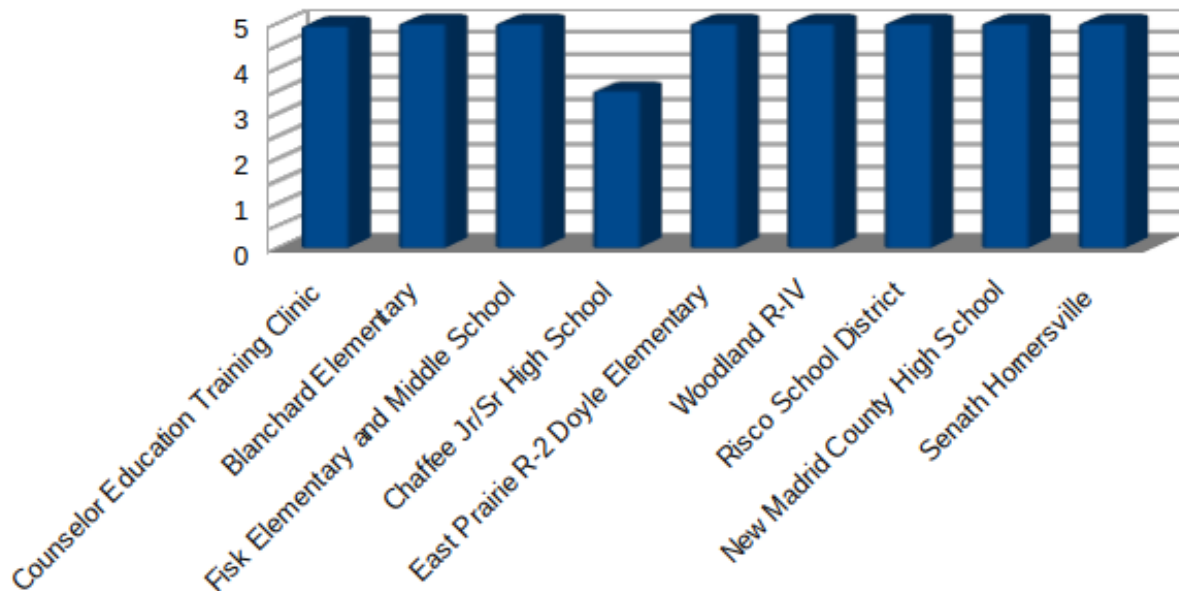
There have been several changes in the last three years with regards to the assessment report and collecting program data. Specifically, the counseling faculty has worked diligently to address inefficiencies and human error with the previously utilized collection of data through paper evaluations/surveys:

1. In 2013 we implemented a more efficient format for survey data through Google drive. This allowed us to input data more efficiently and keep immediate records of survey results for our assessment report.
2. While Google Drive was helpful in collecting and maintaining more efficiency with our program evaluations, there was concern regarding security. Because of this concern, all forms (i.e. evaluations, post graduate surveys) were adapted and transferred to a secure server so the overall program data could be accessed immediately and securely (2014).
3. In 2014-2015 faculty further investigated options to utilize pre-assessment and post-assessment tools to assess student knowledge at the beginning of the program and how student knowledge and skills shift near the end of the program. Options are currently under investigation by core counseling faculty. We are hoping to implement the new assessment in fall 2016 with a newly established cohort and have recently been working on curriculum mapping and identifying key assessments for the CACREP core areas and specialty areas (Fall 2016).

Method of Assessment 1: Practicum/Internship Counseling Site Performance Scores Fall 2019 – Spring 2020

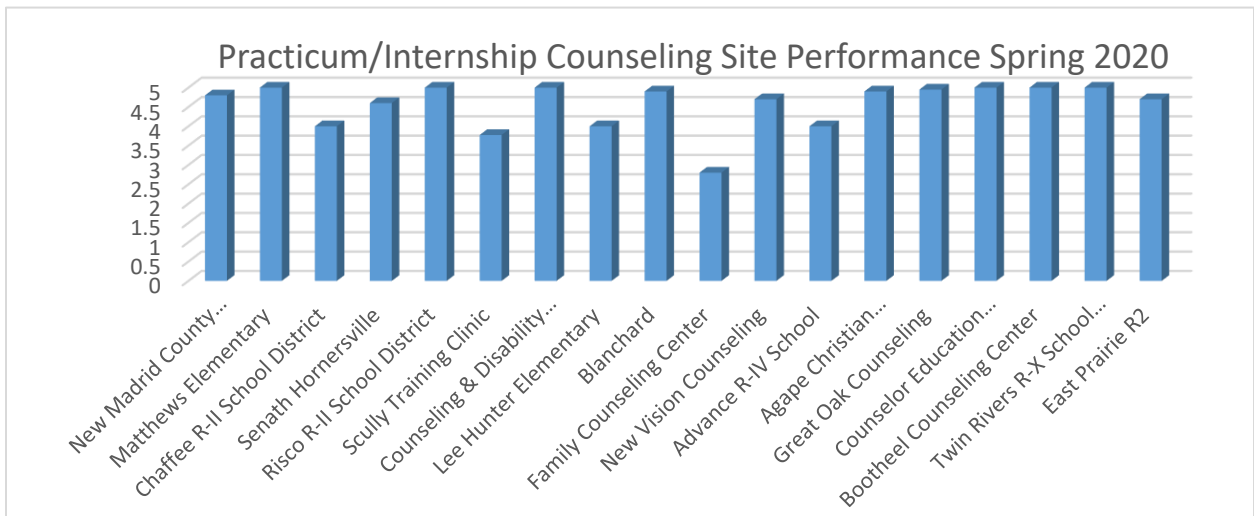
| S# | Site Name | Average Score from Students | | | | | | | | | | | Final Mean Score |
|----|-----------------------------------|-----------------------------|-------|-------|-------|------|-------|-------|------|------|-------|-------|------------------|
| | | St. 1 | St. 2 | St. 3 | St. 4 | St.5 | St. 6 | St. 7 | St.8 | St.9 | St.10 | St.11 | |
| 1 | Counselor Ed Training Clinic | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4.5 | 5 | 4.95 |
| 2 | Blanchard Elementary | 5 | | | | | | | | | | | 5 |
| 3 | Fisk Elementary and Middle School | 5 | | | | | | | | | | | 5 |
| 4 | Chaffee Jr/Sr High School | 3.5 | | | | | | | | | | | 3.5 |
| 5 | East Prairie R-2 Doyle Elementary | 5 | | | | | | | | | | | 5 |
| 6 | Woodland R-IV | 5 | | | | | | | | | | | 5 |
| 7 | Risco School District | 5 | | | | | | | | | | | 5 |
| 8 | New Madrid County High School | 5 | | | | | | | | | | | 5 |
| 9 | Senath Hornersville | 5 | | | | | | | | | | | 5 |

Practicum / Internship Counseling Site Performance Fall 2019



Spring 2020 Site Performance Scores

| S# | Site Name | Average Score from Students | | | | | | | Final Mean Score |
|----|-------------------------------------|-----------------------------|-------|-------|-------|------|-------|-------|------------------|
| | | St. 1 | St. 2 | St. 3 | St. 4 | St.5 | St. 6 | St. 7 | |
| 1 | New Madrid County Central HS | 4.8 | | | | | | | 4.8 |
| 2 | Matthews Elementary | 5 | | | | | | | 5 |
| 3 | Chaffee R-II School District | 4 | | | | | | | 4 |
| 4 | Senath Hornersville | 4.6 | | | | | | | 4.6 |
| 5 | Risco R-II School District | 5 | | | | | | | 5 |
| 6 | Scully Training Clinic | 5 | 5 | 1 | 4.1 | | | | 3.775 |
| 7 | Counseling & Disability Services | 5 | 5 | | | | | | 5 |
| 8 | Lee Hunter Elementary | 4 | | | | | | | 4 |
| 10 | Blanchard | 4.9 | | | | | | | 4.9 |
| 11 | Family Counseling Center | 4 | 1.6 | | | | | | 2.8 |
| 12 | New Vision Counseling | 4.7 | | | | | | | 4.7 |
| 13 | Advance R-IV School | 4 | | | | | | | 4 |
| 14 | Agape Christian Counseling Services | 4.9 | | | | | | | 4.9 |
| 15 | Great Oak Counseling | 4.9 | 5 | | | | | | 4.95 |
| 16 | Counselor Education Training Clinic | 5 | 5 | | | | | | 5 |
| 17 | Bootheel Counseling Center | 5 | | | | | | | 5 |
| 18 | Twin Rivers R-X School District | 5 | | | | | | | 5 |
| 19 | East Prairie R2 | 4.7 | | | | | | | 4.7 |



Sample feedback from students regarding their site experiences Fall 2019

Counselor Education Training Clinic, Southeast Missouri State University

- Sometimes there was only one working computer. Funding problem, not site problem.
- The experience was delightful.

Blanchard Elementary

- I really enjoyed working at Blanchard elementary and learned a lot about school counseling and classroom management.

Analysis: Students rated sites high in Fall 19. Practicum Orientation was held again this Fall (2019) and all supervisors had access to the PowerPoint on the Moodle page. This Orientation is well-received and the program plans to continue with the annual fall event that kicks off practicum. A goal is to get more site supervisors to attend.

Sample feedback from students regarding their site experiences Spring 2020:

New Madrid County Central High School:

- NMCC High School and Lisa Godwin were both great to work with. My principal allowed me to do what I needed to make sure I could get the hours needed.

Matthews Elementary:

- I enjoyed working at Matthews Elementary. Mrs. Hanlin was able to provide a group and several individual students that I worked with. The change of pace from high school to elementary was very enjoyable.

Counseling & Disability Services:

- _____ goes above and beyond as a site supervisor, taking the process much deeper than just the internship sites themselves, but considers and checks up on each interns own mental wellness as well!

Blanchard:

- Blanchard staff are all super helpful and nice!

Counseling and Disability Services:

- Everyone was extremely helpful and understanding. I was allowed to borrow things from other office and store stuff in other peoples locked folder. There were countless books i could borrow from everyone.

Scully Training Clinic:

- _____ goes above and beyond as a site supervisor, taking the process so much further than just our internship sites alone, but considers and acknowledges our own mental wellness as well!
- I feel like getting hours was only an issue because of pandemic, otherwise there would not have been a problem.

Family Counseling Center:

- Was told that "this is not a mental health facility" and "We are used to interns being quiet." Was not provided a HIPAA compliant space to counsel clients, was not provided supervision unless provoked constantly. Staff social climate was uncomfortable and unwelcoming. I found most staff to lack basic knowledge of mental health and ethics. I was not given the opportunity to work with clients for several weeks until I provoked my supervisor thoroughly. I was "observing" for seven hours a day in group education for several weeks. My supervisor frequently missed days or took days off and didn't tell me, including days we were scheduled for supervision. I first-hand witnessed client maltreatment and received reports from clients about questionable methods of counseling techniques from the trauma counselor hired at FCC, whom has had consequences from other facilities for similar conduct already. No plan was in place for clients discharging concerning their mental health, and when I brought this up I was told that I was an enabler and that any mental health care plans are for the clients to step up and figure out themselves. That is a huge accusation to make. A client who was suicidal was not hospitalized after she told me she was going to kill herself and there would be a lot of blood. Instead, my supervisor told me that she'd make sure she was with another client at all times and that was "the best she could do." When I inquired about helping put mental health care plans into their discharge plans, I was told that this would sound condescending to the SUD counselors and it might make them feel like they aren't good enough and that I should not have brought it up. My supervisor told me she would assist me with telehealth and then missed sessions and supervision sessions she said she'd handle. Another staff member came in on her days off to help me. When I found out, I told my supervisor I didn't want her risking an exposure to the virus and she said she wasn't risking it since FCC didn't have any cases of it. I said I didn't want her to have to do a job for me that wasn't her responsibility and I felt guilty. She delegated the task to her anyway. I don't know why I was hired as an intern here; they are "not a mental health counseling" facility and they did not have a place for me to provide counseling. (Interesting, because they have a trauma counselor working on site. A counselor with

legal issues, but a counselor nonetheless.) They also frequently intruded into the sessions I was able to have in the various nooks and crannies of the building with zero regard for client privacy.

Great Oak Counseling:

- I would have liked to have more of a sense of closeness with the staff members. It felt a little distant. Overall, great site.

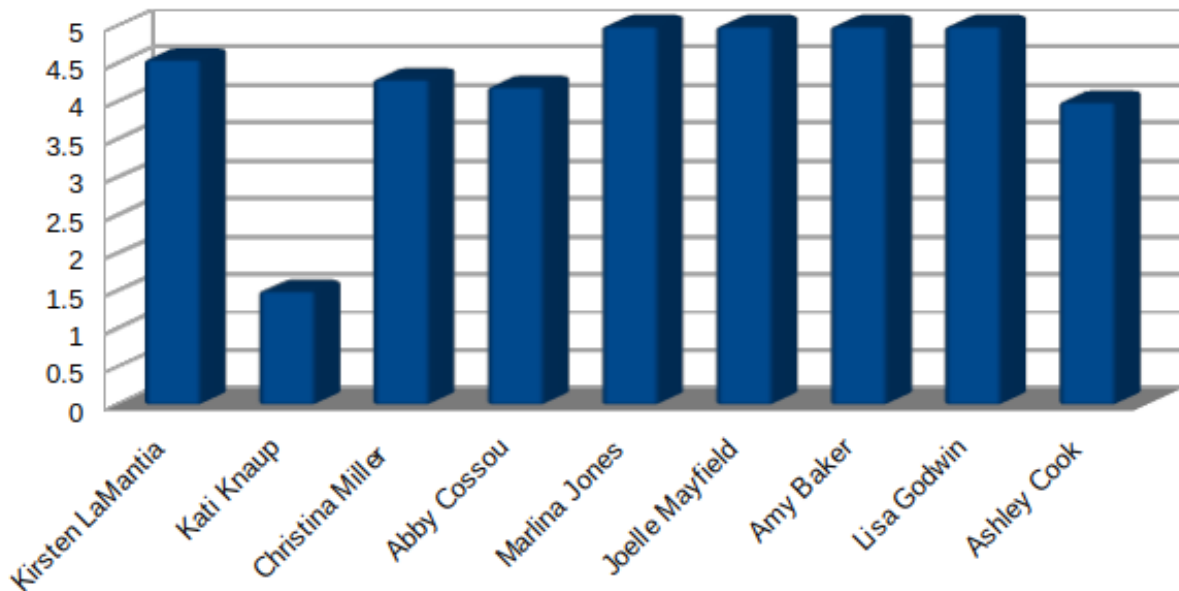
Bootheel Counseling Center:

- Bootheel has been awesome during my internship experience and I could not have asked for better employees to help me through this learning process.

Method of Assessment 2: Practicum/Internship Supervisor Performance Scores Fall 2019 – Spring 2020

| Fall 2019 Performance Scores for Counseling Internship Site Supervisor | | | | | | | | | | | | | |
|---|------------------|------------------------------|-------|-------|-------|-------|-------|-------|-------|------|--------|--------|------------------|
| S# | Supervisor Name | Average Scores from students | | St. 3 | St. 4 | St. 5 | St. 6 | St. 7 | St. 8 | St.9 | St. 10 | St. 11 | Final Mean Score |
| | | St.1 | St. 2 | | | | | | | | | | |
| 1 | Kirsten LaMantia | 5 | 4.9 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 4.4 | 4.9 | 4.56 |
| 2 | Kati Knaup | 1.5 | | | | | | | | | | | 1.5 |
| 3 | Christina Miller | 4.3 | | | | | | | | | | | 4.3 |
| 4 | Abby Cossou | 4.2 | | | | | | | | | | | 4.2 |
| 5 | Marlina Jones | 5 | | | | | | | | | | | 5 |
| 6 | Joelle Mayfield | 5 | | | | | | | | | | | 5 |
| 7 | Amy Baker | 5 | | | | | | | | | | | 5 |
| 8 | Lisa Godwin | 5 | | | | | | | | | | | 5 |
| 19 | Ashley Cook | 4 | | | | | | | | | | | 4 |

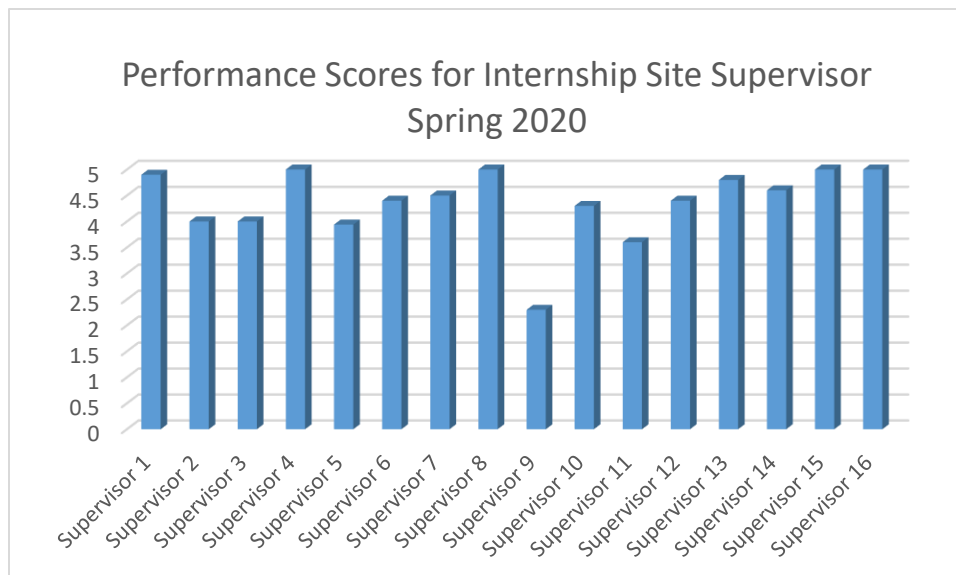
Performance Scores for Internship Site Supervisor Fall 2019



Fall 2019 counted no University supervisor evaluations.

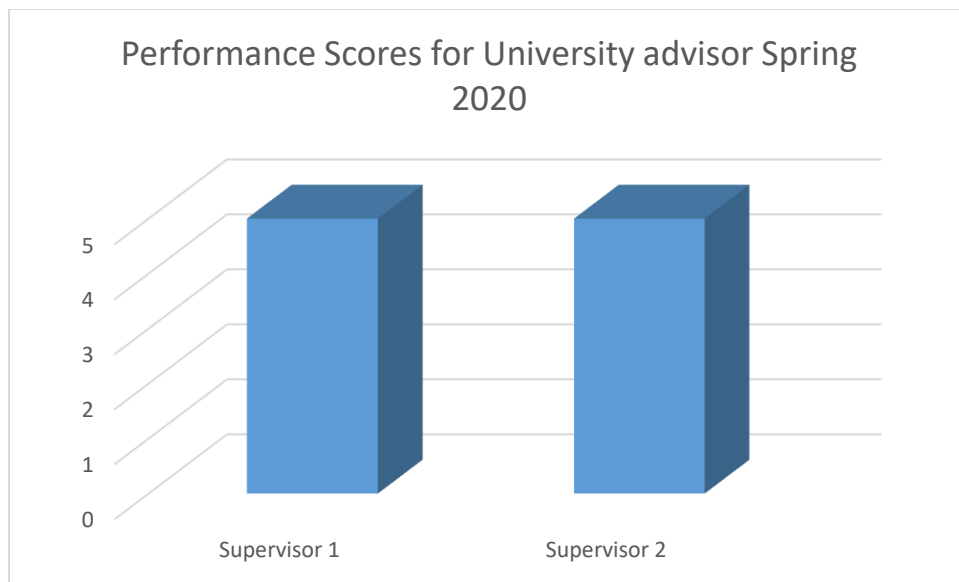
Spring 2020 Performance Scores for Counseling Internship Site Supervisor

| S# | Supervisor Name | | | | | | | Final Mean Score |
|----|--------------------|-------|-------|-------|-------|------|------|------------------|
| | | St. 1 | St. 2 | St. 3 | St. 4 | St.5 | St.6 | |
| 1 | Site Supervisor 1 | 4.90 | | | | | | 4.90 |
| 2 | Site Supervisor 2 | 4 | | | | | | 4 |
| 3 | Site Supervisor 3 | 4 | | | | | | 4 |
| 4 | Site Supervisor 4 | 5 | 5 | | | | | 5 |
| 5 | Site Supervisor 5 | 5 | 4.70 | 1 | 5 | 4 | | 3.95 |
| 6 | Site Supervisor 6 | 4.40 | | | | | | 4.40 |
| 7 | Site Supervisor 7 | 4.50 | | | | | | 4.50 |
| 8 | Site Supervisor 8 | 5 | | | | | | 5 |
| 9 | Site Supervisor 9 | 2.30 | | | | | | 2.30 |
| 10 | Site Supervisor 10 | 4.30 | | | | | | 4.30 |
| 11 | Site Supervisor 11 | 3.60 | | | | | | 3.60 |
| 12 | Site Supervisor 12 | 4.40 | | | | | | 4.40 |
| 13 | Site Supervisor 13 | 4.80 | | | | | | 4.80 |
| 14 | Site Supervisor 14 | 4.60 | | | | | | 4.60 |
| 15 | Site Supervisor 15 | 5 | | | | | | 5 |
| 16 | Site Supervisor 16 | 5 | | | | | | 5 |



Spring 2020 Performance Scores for Counseling University Supervisor

| S# | Supervisor Name | | | | | | | Final Mean Score |
|----|-------------------------|------|-------|-------|-------|-------|-------|------------------|
| | | | | | | | | |
| | | St.1 | St. 2 | St. 3 | St. 4 | St. 5 | St. 6 | |
| 1 | University Supervisor 1 | 5 | 5 | | | | | 5 |
| 2 | University Supervisor 2 | 5 | | | | | | 5 |
| 3 | University Supervisor 3 | | | | | | | |



Spring 2020 sample feedback from students regarding their site supervisor experiences:

Supervisor 1

- _____ has been very good to work with this school year, and especially during the Covid-19 Pandemic. She has emailed suggestions to keep in touch with students.

Supervisor 4

- _____ is remarkable as a site supervisor, providing endless opportunities for growth and improvement, assertively and compassionate pointing out areas for growth and improvement, and offering constant support throughout the process.
- Always responded very quickly to messages and emails. Advocates on supervisee's behalf. Also tried to get supervisee's mental health convention experience but covid19 happened and everything got canceled.

Supervisor 5

- _____ goes above and beyond as a site supervisor, not only allowing interns to share any and all concerns regarding the site and clients, but checking in on and encouraging interns' mental wellness as well! Very down-to-earth and encouraging!
- _____ I thought that by asking the other students what they thought about the problems I had not only allowed for us to learn how to give feedback, but also receive it from several different perspectives. When needed, _____ would either interrupt or give her own feedback about what I needed to work on.

Supervisor 7

- I absolutely loved working with _____, she was wonderful and taught me so much! She enabled me to lead groups by myself, even when I felt nervous. She also gave helpful and appropriate feedback.

Supervisor 13

- I felt comfortable talking with _____ about any personal concerns and professional concerns. He was open to both in supervision. He saw that it was important that I take care of myself so I could help others. He gave me opportunities for learning like staff meetings, seminars, groups, and research opportunities. He provided me with resources and reading material that he noticed might peak my interests. He was open to viewing tapes or simply talking about clients or personal concerns regarding counseling; whichever I brought that day. He was firm with expectations and I always knew what was expected of me.

Supervisor 15

- My supervisor gave up extra time to help me through the counseling program. For example, she gave up her night to help me run through my orals presentation.

Supervisor 16

- _____ was the most incredible site supervisor a counseling student could ask for.

Analysis: Overall, site supervisor experiences were positive for students.

Spring 2020 sample feedback from students regarding their site supervisor experiences:

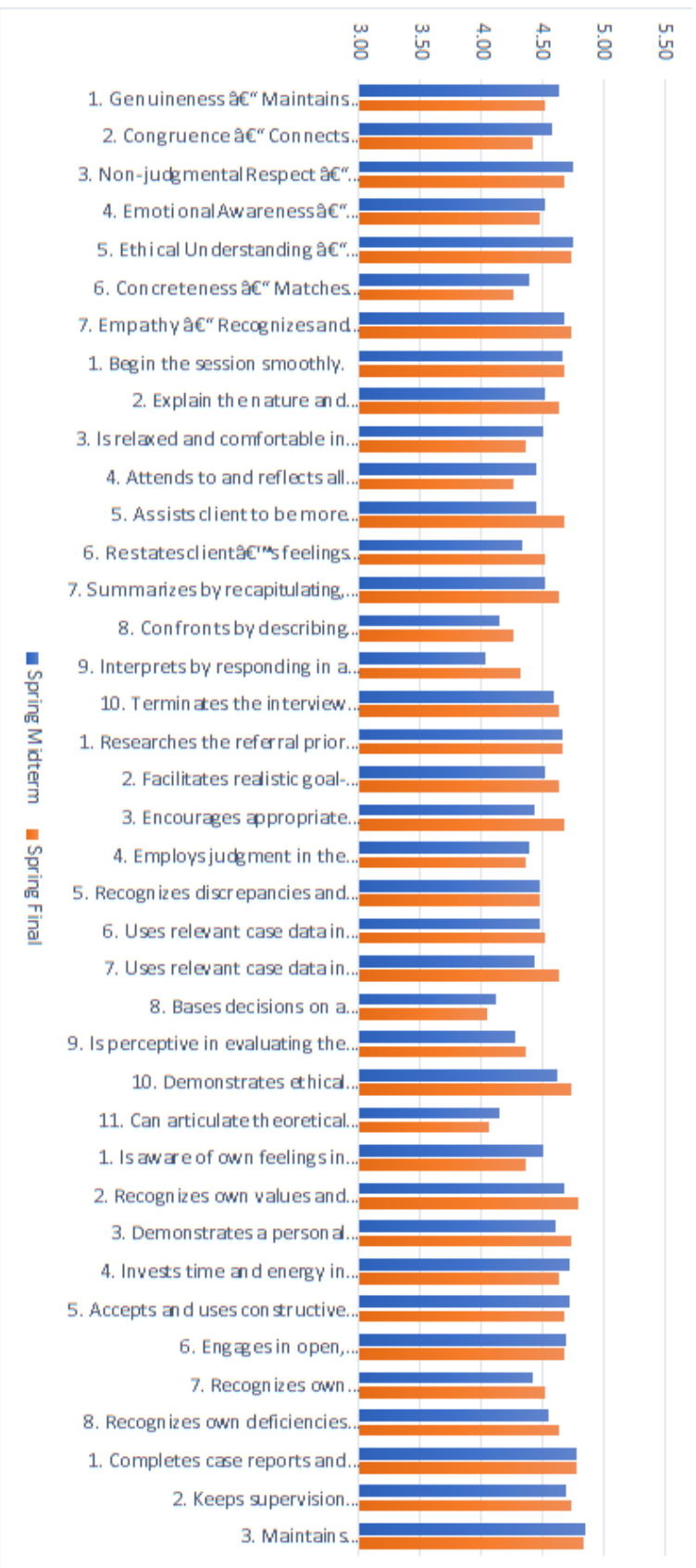
Supervisor 2

- _____ goes above and beyond as a counseling supervisor, taking the process so much further than just our internship experience alone, by considering and caring for our own mental wellness as well!

Analysis: Site supervisors received much more evaluations (21 results) than university supervisors (3 results). Feedback on university supervisors were positive.

Method of Assessment 3: Practicum/Internship Student Evaluations
 Spring 2019 Results

**Practicum/Internship Evaluations Spring 2019
 Midterm vs Final**



Midterm: N=29
 Final: N=19

Spring 2019 Midterm Comments

Counseling Students

- _____ does a great job trying to balance all of his counseling duties. He has great rapport with students and staff.
- I have not yet been able to observe _____ in session with a student, I hope to be able to do so soon. She did conduct and assist in classroom lessons and was helpful during these. She did great with settling the group, teaching the lesson and classroom management.
- _____ does a wonderful job helping her client's with services, setting goals, and communication. She is an asset to this organization.
- I have not seen an intern log from _____ yet. Since _____ has begun his internship experience with us, he has had multiple days of absence. This has resulted in less than his desired hours of clinical time with clients and time on site.

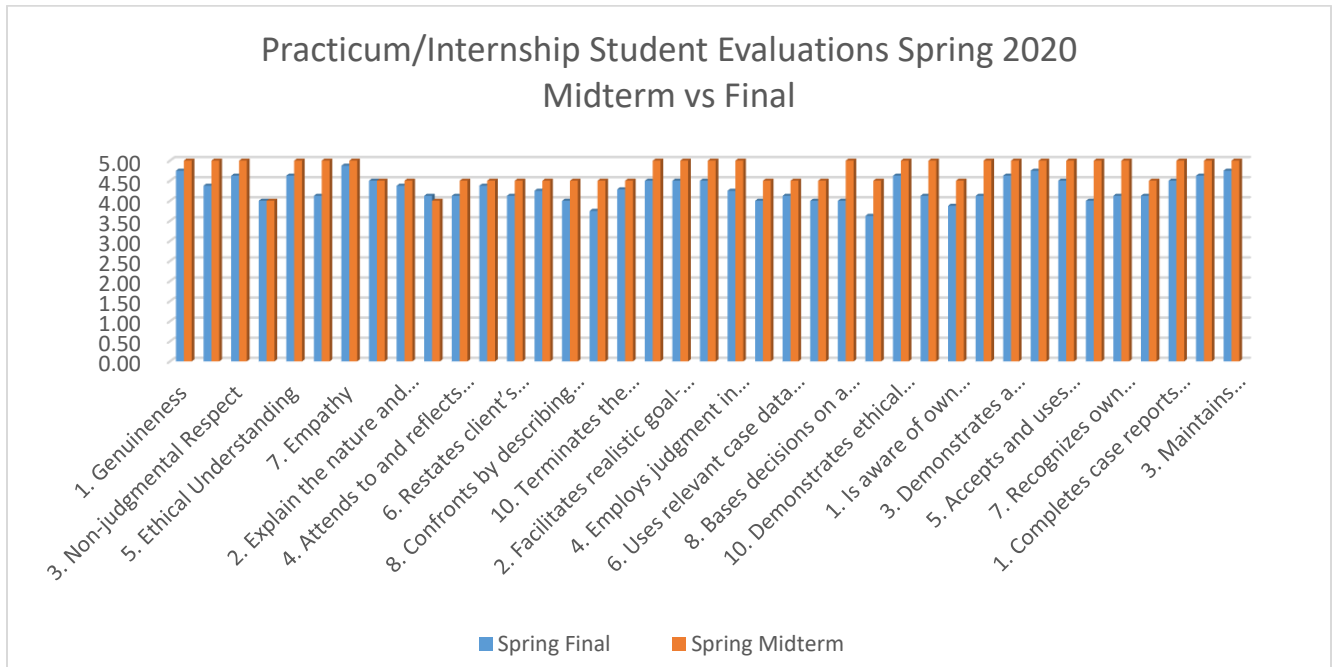
Spring 2019 Finals Comments

Counseling Students

- _____ I was better able to observe _____ during individual lesson and small group during this last part of the internship and she has made some improvements. However, there is still room for growth. Promptness and taking initiative have been better.
- As stated on the final evaluation I did with _____, he is a calm and empathetic counselor who takes criticism and critiques very well. He is culturally competent and well aware of his presence and how that may help or hinder the counseling experience with each client.
- Without a doubt, _____ is one of the finest interns I have ever worked with. Her prior experience shines through and she has been able to really showcase her abilities as a counselor.
- _____ is doing a wonderful job. She could continue to explore interventions based on theory.
- _____ has worked very hard in her internship here at Community Counseling Center. She has made this a priority for her education (learning) and the clients that she has been working with. She is eager to learn all that is required to become a good quality therapist.
- I have not seen an internship summary yet. _____ has had multiple absences which have resulted in him not completing as many hours of clinical time with clients and time on site as he would desire.

Analysis: Growth overall is noted with students in the program. Supervisor feedback demonstrates the challenges of internship and that students rose to the challenge when confronted with difficult cases.

Practicum/Internship Evaluations Spring 2020 Midterm vs Final



Midterm: N=2
Final: N=7

Spring Midterm Comments

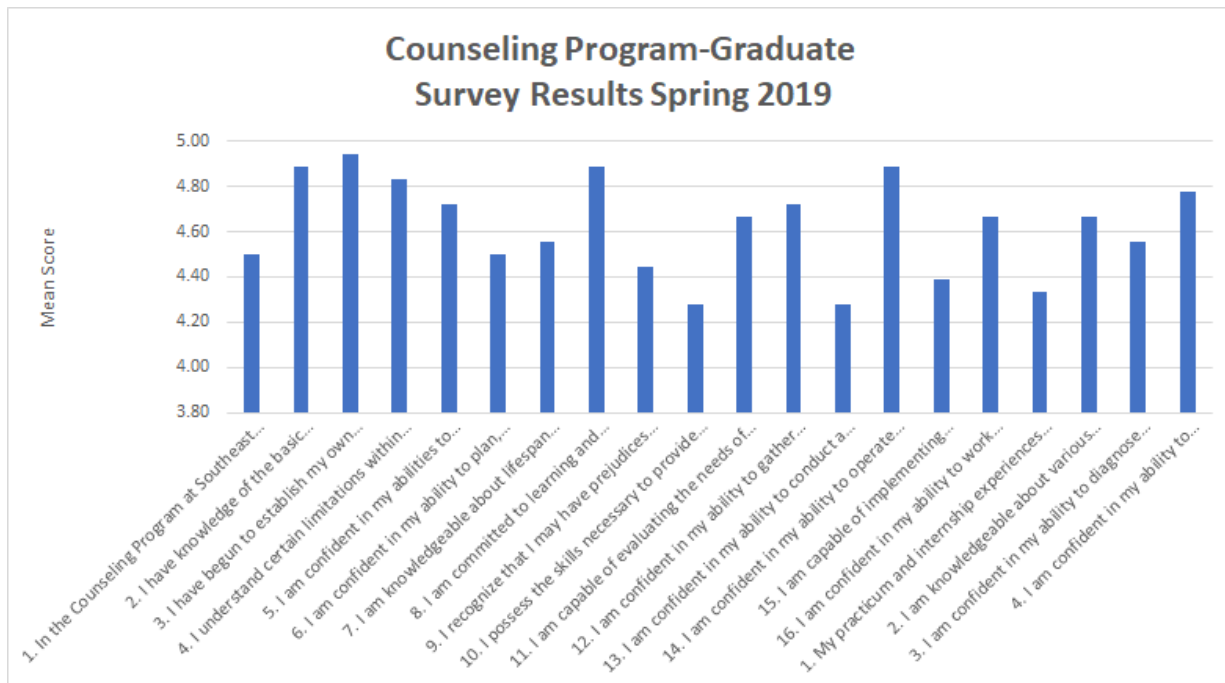
- _____ notes and comments in supervision reflect a growth and understanding of the therapeutic process. Amy also is open to instruction and receives information in a very non-defensive manner. _____'s work at Agape shows that at her level, she is doing a great job, and will make a wonderful therapist.

Spring 2020 Finals Comments

- _____ has been a great beginning counselor!
- _____ has shown great progress over this semester. She has challenged her own thinking at times. I encourage her to continue developing her theory views and also understanding that her theory may not apply to all
- _____ is compassionate and dedicated to being an effective counselor. She has worked very hard and juggled full-time employment, family, and college and has shown significant growth in her counseling skills and techniques.
- _____ internship with FCC was short. Mollie struggled with expressing her frustrations. She reported everything was fine and then in March, she came forward with a list of concerns and did not allow discussion or times to address. She was not open to other view points than her own. I last met with her in March and have limited information on case terminations. _____ strength is her passion for her clients. She is knowledgeable about attachment theory. She connects well with clients. _____ struggles with connecting to staff who have a different viewpoint than her. _____ appears to take difference of opinion as attacks on her personally.

Method of Assessment 4: Counseling Program – Post Graduate Survey Results Spring 2019

| General Questions | | Spring 2019 Average Scores N=18 |
|---|--|--|
| 1. In the Counseling Program at Southeast Missouri State University I gained a basic understanding of what my roles of a counselor will entail. | | 4.5 |
| 2. I have knowledge of the basic foundational theories of counseling. | | 4.89 |
| 3. I have begun to establish my own personal theory of counseling. | | 4.94 |
| 4. I understand certain limitations within myself and feel comfortable referring clients. | | 4.83 |
| 5. I am confident in my abilities to demonstrate effective counseling skills. | | 4.72 |
| 6. I am confident in my ability to plan, implement, and facilitate a group counseling program. | | 4.5 |
| 7. I am knowledgeable about lifespan development. | | 4.56 |
| 8. I am committed to learning and understanding cultures different from my own. | | 4.89 |
| 9. I recognize that I may have prejudices and biases towards specific cultural orientations that may lead me to refer clients. | | 4.44 |
| 10. I possess the skills necessary to provide career counseling. | | 4.28 |
| 11. I am capable of evaluating the needs of my clients. | | 4.67 |
| 12. I am confident in my ability to gather and understand current research. | | 4.72 |
| 13. I am confident in my ability to conduct a research project. | | 4.28 |
| 14. I am confident in my ability to operate within the ACA code of ethics. | | 4.89 |
| 15. I am capable of implementing appropriate micro and macro level crisis intervention strategies. | | 4.39 |
| 16. I am confident in my ability to work collaboratively with other mental health professionals in an interdisciplinary environment. | | 4.67 |
| Degree/ Focus Related Questions | | |
| Counseling Program Graduates N=18 | 1. My practicum and internship experiences adequately prepared me for my work in a mental health counseling setting. | 4.33 |
| | 2. I am knowledgeable about various community agencies and the services that they provide. | 4.67 |
| | 3. I am confident in my ability to diagnose and treat clients. | 4.56 |
| | 4. I am confident in my ability to understand systems theory and its impact on overall mental health. | 4.78 |



Comments

Program Graduates

- Southeast's counseling program facilitated diverse internship opportunities that allowed me to gain experience in several different settings. My internship led to a counseling opportunity after graduation where I am now working.
- Thank you for the chance to be part of a wonderful program. It was a fast 2 years, but an experience I will never forget.
- The mental health program at Southeast Missouri State gives students a great set of basic skills. Unfortunately, that does not always treat clients, especially clients with comorbid/acute diagnosis. There is a lack of intervention and case mapping guidance in the program. What do goals need to look like? When is it appropriate to send client to certain types of care? What are they exhibiting that leads me to their case mapping? I believe it makes sense to have students learn that their specific agencies have different treatment methods but the program did not teach me HOW to be a counselor, it more or so aided me in what the process sort of looks like. I also think it is important for students to learn different types of modality options so they can shape their lens of therapy to also fit what type of counselor they want to be. There needs to be more support around counselor identity as well as creative interventions.
- I would never refer a client based on my own bias or prejudice. I would only refer a client based on my own lack of knowledge or expertise or experience in a specific area.
- This program was unfortunately more on the mental health track rather than school focused. The majority of the classes were focused on the mental health setting, looking at

one on one counseling for an hour or more. That setting is very different from the role a school counselor plays. There were multiple parts of the school counseling position that were not involved in SEMO's curriculum where I did not feel prepared as a counselor to go work for a school district. Scheduling, looking extensively at the counseling comprehensive model, testing-ACT, PSAT, EOC, MAP, college and career readiness, 504 and IEP general information, bullying, enrollment or registration, etc. All of these are major roles in the school counselor position however none of these realistic job duties were talked about in classes. Interviewing class was geared toward the mental health setting. I feel the layout of the classes should have been more clearly separated between the two tracks and school-based classes could have related the theories, skills, groups, assessments, etc to school scenarios.

- Unfortunately, I thought the setup of the program didn't advocate for the school track much and we were lumped into the mental health track where multiple things in every class didn't seem to apply or progress us in our profession moving forward after school.
- I feel this is an excellent program that provides quality clinicians to our communities. Proud to be called Alumni!
- What I really believe we were not prepared for was the amount of unethical mental health workers and businesses we would have to exist in. The rose-colored glasses of being empathetic in mental health were shattered shortly after graduation and looking back I do not know if I would do the program over again.
- I wish the program would have prepared more for the reality of what a school counselor is asked to do. I know that not all positions are the same, but it did not prepare me for the extra duties counselors are often tasked with (testing, 504 coordination, etc.) I also wish there would have been a stronger focus on school counseling specifically. We only took one class that focused on school counseling and most of our other courses were mental health field specific. I try to utilize the techniques taught in skills, but often in a school setting you have to do the "quick-fixes" and send them back. As I stated earlier, more realistic information would have been useful. However, I feel I learned a tremendous amount from the program and would recommend it to others! There were several instructors that truly cared about our success and took the time to ensure that we were not only learning the material, but could apply the knowledge as well.

Analysis: Overall, post-graduates indicated that they were prepared as a result of completing their program area. Previously, Mental Health students noted in the comments section that there was a lack of focus regarding completing post-graduate application paperwork for Mental Health students. Faculty responded by covering the state licensure paperwork process more explicitly in the final internship to address this concern. Students completed an additional assignment where students complete a mock PLPC and registration of supervision application to address the noted concern above in the comments section. As a result, Spring 2019 Mental Health Counseling Students indicated they believed they were well prepared for the licensure process.

Method of Assessment 4: Counseling Program – Post Graduate Survey Results Spring 2020

There was no data available regarding post graduate surveys for Spring 2020.

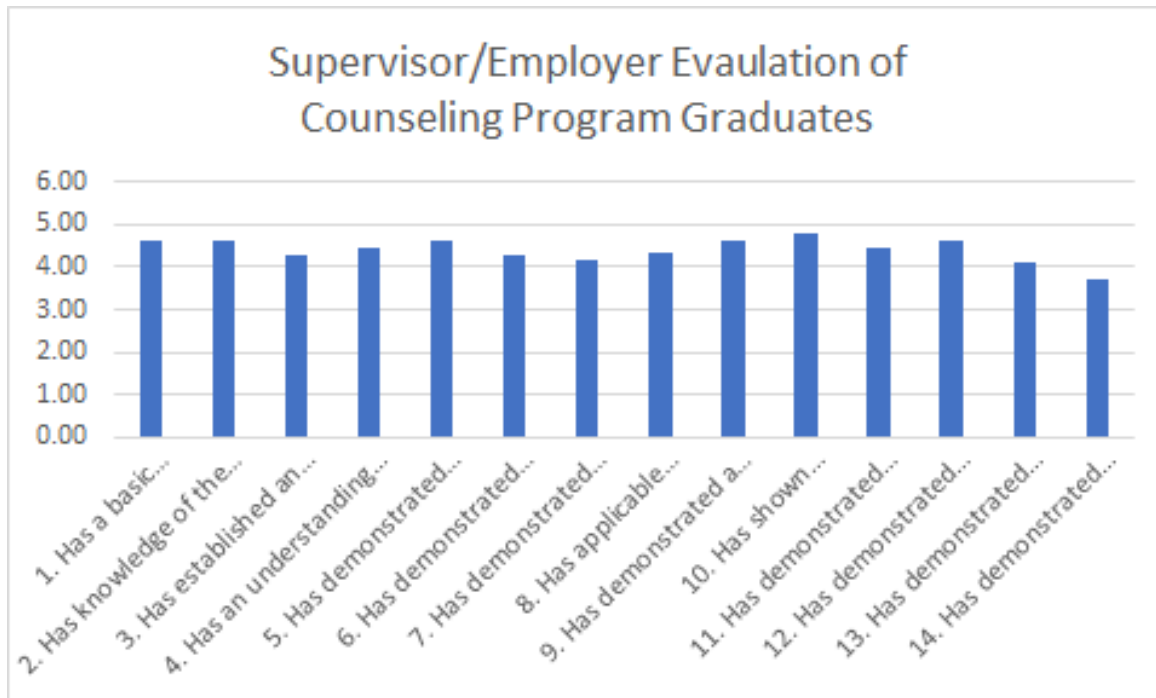
Method of Assessment 5: Supervisor/Employer Evaluation Results Spring 2019

| General Questions | | Spring 2019 Mean Scores N=11 |
|---|--|---|
| 1. Has a basic understanding of the duties of a counselor. | | 4.64 |
| 2. Has knowledge of the basic foundational theories of counseling. | | 4.64 |
| 3. Has established an integrated personal theory of counseling. | | 4.27 |
| 4. Has an understanding of personal limitations as a counselor. | | 4.45 |
| 5. Has demonstrated effective counseling skills. | | 4.64 |
| 6. Has demonstrated ability to plan and implement a group counseling program. | | 4.27 |
| 7. Has demonstrated abilities to facilitate group counseling. | | 4.18 |
| 8. Has applicable knowledge on human lifespan development and developmental theory. | | 4.36 |
| 9. Has demonstrated a commitment to learning and understanding diversity issues. | | 4.64 |
| 10. Has shown recognition of awareness of possible prejudices and biases. | | 4.82 |
| 11. Has demonstrated ability necessary to provide career counseling. | | 4.45 |
| 12. Has demonstrated the capability of evaluating the needs of clients. | | 4.64 |
| 13. Has demonstrated ability to obtain and understand current research. | | 4.09 |
| 14. Has demonstrated ability to conduct research. | | 3.73 |
| Degree/Focus Related Questions | | |
| Counseling Program Graduates | 1. Has demonstrated adequate preparation for work in a mental health counseling setting. | 5.00 |
| | 2. Has demonstrated knowledge of various community agencies and the services provided. | 5.00 |
| | 3. Has demonstrated ability to diagnose and treat clients. | 5.00 |
| | 4. Has demonstrated ability to work in an interdisciplinary environment. | 5.00 |

Additional Comments:

- I believe some of the scores above are related to the fact my counselor was not an educator before becoming a school counselor so she had been learning the education nuances as she goes.

Analysis: Overall, supervisor/employers indicated that program graduates were prepared as a result of completing their program area. However, there were areas of concern noted such as integration of personal theory of counseling; facilitating groups; and a lack of interest in conducting research.



Method of Assessment 5: Supervisor/Employer Evaluation Results Spring 2020

No evaluation was entirely completed. There are missing data in each evaluation regarding the second part of the evaluation, stating with the item “Has demonstrated adequate preparation for role as a school counselor.”

Here is the analysis of all data regarding the first part of the survey:

| General Questions | Spring 2020 Mean Scores N=8 |
|---|-----------------------------------|
| 1. Has a basic understanding of the duties of a counselor. | 4.38 |
| 2. Has knowledge of the basic foundational theories of counseling. | 4.38 |
| 3. Has established an integrated personal theory of counseling. | 4.25 |
| 4. Has an understanding of personal limitations as a counselor. | 4.25 |
| 5. Has demonstrated effective counseling skills. | 4.38 |
| 6. Has demonstrated ability to plan and implement a group counseling program. | 4.25 |
| 7. Has demonstrated abilities to facilitate group counseling. | 4.25 |
| 8. Has applicable knowledge on human lifespan development and developmental theory. | 4.38 |
| 9. Has demonstrated a commitment to learning and understanding diversity issues. | 4.63 |

| | |
|---|------|
| 10. Has shown recognition of awareness of possible prejudices and biases. | 4.50 |
| 11. Has demonstrated ability necessary to provide career counseling. | 4.13 |
| 12. Has demonstrated the capability of evaluating the needs of clients. | 4.25 |
| 13. Has demonstrated ability to obtain and understand current research. | 4.13 |
| 14. Has demonstrated ability to conduct research. | 3.63 |
| Mean Score | 4.27 |

Additional Comments:

- I enjoy working with students from your program. I too was a graduate of this program and have and continue to have a great respect for the faculty and standards of the program. The students I have been privileged to work with have been delightful and well prepared.

Analysis: Overall, supervisor/employers indicated that program graduates were prepared as a result of completing their program area. However, there was a lower score in the ability to conduct research.

Method of Assessment 6: Counselor Preparation Comprehensive Examination (CPCE)

| Core Area – 2018-2019 | Mean | | | | Mean | | | |
|---|-------------|----------|------------|-------------|---------------|----------|------------|-------------|
| National Comp. | Fall (2018) | National | Mean Diff. | Stand. Dev. | Spring (2019) | National | Mean Diff. | Stand. Dev. |
| N= | 5 | 237 | | | 10 | 364 | | |
| Human Growth & Development | 12.2 | 11.62 | .58 | 2.83 | 11.1 | 10.01 | 1.09 | 2.36 |
| Social & Cultural Diversity | 11.0 | 10.30 | .70 | 2.65 | 8.6 | 9.73 | 1.13 | 1.85 |
| Helping Relationships | 14.6 | 11.94 | 2.66 | 2.80 | 12.0 | 10.77 | 1.23 | 2.04 |
| Group Work | 12.2 | 10.84 | 1.36 | 2.94 | 10.7 | 10.37 | .33 | 2.51 |
| Career Development | 11.0 | 9.38 | 1.62 | 2.57 | 10.9 | 10.51 | .39 | 2.08 |
| Assessment | 10.4 | 10.63 | .23 | 2.29 | 11.1 | 10.85 | .25 | 2.22 |
| Research & Program Evaluation | 11.2 | 11.04 | .16 | 3.18 | 10.6 | 10.90 | .3 | 2.14 |
| Professional Orientation & Ethical Practice | 11.8 | 11.38 | .42 | 2.46 | 12.5 | 11.52 | .98 | 1.96 |
| Total | 94.4 | 87.13 | 7.27 | 16.79 | 87.5 | 84.66 | 2.84 | 11.39 |

Analysis:

In Fall 2018 students scored above the national mean by 7.27. In Spring of 2019, however, students scored on an average only 2.84 above the national comparison group. The scores indicate overall that students in our counseling programs are knowledgeable in all of the CACREP core areas.

Method of Assessment 8: National Counselor Exam (NCE)

| Year | | Attempted | Passed | Pass Rate |
|------------------|------------------|------------------|------------------|------------------|
| 2018-2019 | April | 2(MH) 3(SC) | 2(MH) 3(SC) | 100% 100% |
| | October | 3(MH) | 3(MH) | 100% |
| | Total | 8 | 8 | 100% |
| | 2017-2018 | April | 5(MH) 6(SC) | 5(MH) 5(SC) |
| | October | | | |
| | Total | 11 | 10 | 92% |
| 2016-2017 | April | 7(MH) 1 (SC) | 5 (MH) 1 (SC) | 71% 100% |
| | October | 6 (MH) 2 (SC) | 6 (MH) 1(SC) | 100% 50% |
| | Total | 16 | 13 | 81% |
| | 2015-2016 | April | 5 (MH) 5 (SC) | 5 (MH) 4 (SC) |
| October | | 2 (MH) | 2 (MH) | 100% |
| Total | | 12 | 11 | 92% |

Analysis:

The NCE is a nationally normed exam that students are required to take and pass in order to be recommended for counselor licensure in the state of Missouri (and across the nation). Over the last several academic years, students have performed well on the NCE, which indicates knowledge competency in the core CACREP areas. For the current reporting year, students' pass rate was 100%.

Method of Assessment 9: Program Completers

| Graduation | 15-16 | 16-17 | 17-18 | 18-19 |
|---|--------------|--------------|--------------|--------------|
| Students that took and passed the CPCE | 25 | 16 | 12 | 15 |
| Students that graduated with an MA in School Counseling | 18 | 8 | 10 | 4 |
| Students that graduated with MA in Community Counseling/Mental Health | 7 | 13 | 8 | 2 |
| Students that graduated with MA in Career Counseling | 1 | 0 | 0 | 0 |

Analysis:

While more students passed the CPCE, program completers have declined slightly during the last academic year. Many of the 18/19 mental health counseling cohort elected to complete the program in 3 years rather than two and thus program completers are expected to increase in the 19/20 cycle. There is no longer a career counseling tract being offered, explaining the lack of career counseling Master's program completers.

Method of Assessment 10: Recommendation for Certification/Licensure

| Number Recommended | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| National Certified Counselor (NCC) | 14 | 11 | 13 | 5 | 6 |
| Provisional School Counselor | 2 | 4 | 2 | 4 | 6 |
| School Counselor | 4 | 15 | 12 | 4 | 12 |
| Provisional Psychological Examiner | 1 | 4 | 0 | 2 | 3 |
| Psychological Examiner | 2 | 7 | 8 | 5 | 7 |

Analysis:

Faculty make appropriate endorsements for Certification and Licensure based on meeting national and state requirements (state and national content exams, performance exams, and successful completion of course requirements through degree completion).

Method of Assessment 11: Counseling Dispositions ***Please view Method of Assessment 3, counselor dispositions are currently assessed in Counseling Skills, Practicums, and Internships

Method of Assessment 12: Portfolio and Oral Defense

| Year | Attempted | Passed | Pass Rate |
|-------------|------------------|---------------|------------------|
| Spring 2019 | 12 | 12 | 100% |
| Fall 2018 | 4 | 4 | 100% |
| Spring 2017 | 9 | 9 | 100% |
| Fall 2016 | 12 | 12 | 100% |
| Spring 2016 | 25 | 25 | 100% |
| Fall 2015 | 2 | 2 | 100% |
| Spring 2015 | 10 | 10 | 100% |
| Fall 2014 | 11 | 11 | 100% |
| Spring 2014 | 9 | 9 | 100% |
| Total | 94 | 94 | 100% |

Analysis:

Historically students have done well when they reach the culmination of their program. The Portfolio and Oral Defense is an opportunity for students to demonstrate their overall knowledge and skill integration with their clients through presenting a clinical tape that represents their counseling theory, a written transcript of the sessions (verbatim), and their theory position paper.

Method of Assessment 13: Faculty to Student Ratios

| Faculty to Student Ratios | Spring 2016 | Summer 2016 | Fall 2016 | Spring 2017 | Summer 2017 | Fall 2017 | Spring 2018 | Summer 2018 | Fall 2018 | Spring 2019 |
|-------------------------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|
| Full-Time Faculty FTE (12 cr) 9 Sum | 4.5 | 4.25 | 4.25 | 4.5 | 3.34 | 4.25 | 4.25 | 3.34 | 3.75 | 3.75 |
| Full-Time Student (12 cr) 9 Sum | 42.25 | 40.6 | 42.5 | 40.75 | 34.3 | 35.5 | 41 | 36 | 46.8 | 41.24 |
| Faculty/Student – 1 to X | 9.4 | 9.6 | 10 | 9.05 | 10.3 | 8.35 | 9.64 | 10.8 | 10.4 | 11.04 |

Analysis:

Under the 2009 CACREP standards it is required that counseling programs Faculty to Student Ratios do not exceed 1 to 10. Therefore the Faculty to student ratios will be monitored to verify adherence to national standards. (CACREP Standard reads: I.N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.)

The FTE student faculty ratio was calculated by determining the overall credit hours generated by students and the full-time faculty represented. For example, the FTE calculated in the fall of 2016 was 10:1. The calculation to determine the ratio:

Total number of students enrolled in counseling courses for summer of 2016: $170 * 3$ (credit hours) $12 = 42.5 / 4.25$ (Full-time faculty) = 10:1.

Currently, our program has shifted our curriculum to the 2016 CACREP standards where the maintenance of FTE has moved from 10:1 to 12:1.