

Actions for Counseling Programs Annual Report – 2019/20

~Completed September 3, 2021

This report outlines the progress in improvements, changes and adjustments to Counseling programs based on plans developed in the 2019/20 Annual Report

Summary of data-informed program modifications and other substantial program changes:

- 1) Developed and offered elective course on Introduction to Trauma in spring 2021 based on advisory board, graduate and supervisor feedback
 - 2) Implemented use of Counselor Competency Scale across the program with evaluation of skills and dispositions by counseling faculty and site supervisors at varying times
 - 3) Launch of new assessment plan based on program objectives and aligned to 2016 CACREP standards.
 - 4) Infused career development focus into Practicum II (1st year spring)
 - 5) Replaced use of CPCE as comprehensive assessment with portfolio
-

Section 1: Assessment, Review and Plan of Program Objectives

Organization:

- Faculty aligned program objective descriptors used in syllabi and course evaluations to the wording of CACREP standards
- Faculty aligned the specific top program objectives to CACREP standards and identified them in course syllabi.
- The challenge of complex analyses for program objectives in Evaluation Plan based on 2009 CACREP standards has been updated and replaced to more clearly delineated to Program Objectives in the 2016 Systematic Evaluation Plan.

Course Objectives

- College level collection of course evaluation forms moved from paper to electronic format in spring 2020. In this change, program faculty removed program objectives from the College level course evaluations and placed them as separate program student evaluations (electronic).

Use of Counselor Competencies Scale in Program Objectives

- Streamlined collection of student scores on CCS 1 and 2 by moving submission to online InPlace platform. CCS 1 and 2 submitted in InPlace by faculty in Prac I and III. CCS 2 submitted by site supervisors in Prac IV and Int I.

Assessment Summaries

- Faculty developed new program objectives aligned to 2016 CACREP standards to address the previously mixed way scores were reported. Opportunities for comparison of student development across time in the program is included as well as summary mean scores.

Course Development

- To improve the perceived relevance of career and assessment topics, faculty reviewed theory, application and case studies that could be used broadly across the curriculum. Faculty placed more specific assignments related to career related topics in courses CEP 539 Practicum II.

Diversity Action Plan

- Faculty continue to map Multicultural and Social Justice Counseling Competencies across the curriculum with examples of activities/assignments that address these competencies.

Section 2: Student Outcomes

Faculty implemented the following adjustments related to Student Outcomes:

- Scores for skills and dispositions collected across practice-based course are submitted to InPlace electronic platform by program faculty and site supervisors.
- The self-efficacy scale was eliminated from program assessment although faculty may still utilize it in course activities/evaluation.
- The program collects responses (beginning fall 2020) to Multicultural Counseling Assessment at multiple points in program – 538, 684, 611.
- Although the use of the Counselor Preparation Comprehensive Exam (CPCE) was a national touchpoint for the achievements of our program’s students, faculty decided to remove the CPCE as the program’s comprehensive assessment. Students will work with a faculty mentor to complete a portfolio aligned to the CACREP 16 standards as a comprehensive assessment beginning in fall 2021. Several factors contributed to this decision.
 - in a skills-based program with few multiple-choice exams, students found the CPCE to be an outlier in the way the program assessed competence;
 - faculty noted we do not have a test heavy program so the CPCE seems like a whole different way of thinking than the reflection, process, skills-based way we teach and assess throughout the program.
 - the RI state licensing exam is the NCMHCE which has little relevance to the CPCE (or NCE);
 - the change in admissions requirements implemented in 2020/21 which replaced standardized test scores with a writing prompt related to counseling helping skills led faculty to question the validity of a multiple-choice exam in displaying competence in program objectives.
- In developing the Systematic Evaluation Plan for 2016 CACREP standards, faculty retained assessment practices that provide us with multiple perspectives on the performance of standards and program expectations. We also maintained analysis of data to review across cohorts and across time. Additionally

Possible: I suggest we begin reviewing 1) student evaluations of field site for Practicum and Internship, and 2) site visit information (now collected in InPlace). We may want to review what we gather for information, determine if it gives us a meaningful perspective on quality of field placements and supervisors, then analyze what we have and adjust as needed.