

Actions for Counseling Programs Annual Report – 2022/23

This report outlines the planning for improvements, goals and adjustments in process to Counseling programs based on plans faculty review of the 2022/23 Annual Report of the Systematic Evaluation Plan

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

- 1) Implement early warning system to increase advisor contact to advisees with less than expected scores in Counseling Skills and Dispositions. These efforts are designed to address evaluation results gathered in Skills, dispositions, and satisfaction with program. (A1, B3, B4, B5, C, D1)
- 2) Begin routine outreach from advisors to advisees at midterm of fall and spring to improve advisee/advisor interaction – based on survey feedback in anonymous and graduate surveys
- 3) Faculty review of course standards based on student review in course evaluations.
- 4) Continue monitoring quality of field placements and supervisor quality. Introduce early in program that placements are selected not matched; emphasize early outreach and follow through during fall Prac III for spring Prac IV field placement (B2)
- 5) Begin review, update and edit of CEP 612 Cross Cultural Counseling course based on development of MSJCC skills and understandings in first year of program (B5).
- 6) Separate self-care from assessment and continue placing purposeful initiatives across program
- 7) Establish peer guide initiative to address more dialogue on topics that matter to students for their academics and their belongingness throughout the program (B1, B5, D1)
- 8) Adjust self-care tracking for assessment to self-care mapping across curriculum based on qualitative gathered in practice-based courses (C1)
- 9) Alter admissions point scores to allow preference points to RIC undergraduate students (D2).
- 10) Review options for clarifying 1) total number of allowed consultation hours to count as direct client hours during internship, and 2) balance of telehealth and in person clinical opportunities across practice-based courses (B2 and E1).

A3 Student Skill Development

- Implement an Early Warning System (EWS) for student overview for monitoring achievement and alert for nearing, approaching or not meeting standards. Review by instructor, and advisor, and share external 684 or 610 supervisor feedback with student in discussion (email, meeting). Include for CCS 1, CCS 2 and CACREP standards (A3, C1 and B2).
- Schedule for outreach and process for identifying students developed by program director to begin at midterm fall 2023. Advisors will make routine outreach to all advisees at midterm and end of semester. Advisors of students with identified with lower than expected scores will reach out to advisees end of fall and spring.

B1 Quality of Academic Program

1. Review courses in which students report lower than benchmark in course evaluations, SLO, or CACREP standard.
2. 536 (CACREP 5C2h); 610 (SLO 6.2 Skill); 535 (CACREP 2F4c); 580 (summer) -(CACREP 5C3a, d)
3. Review program objective mean scores below 4 and determine opportunities to improve. Our goal is to evaluate how well an objective “fits” in a course and how well the materials, activities, and assignments are supporting student learning.
4. Despite program planning, the course objective survey remained on a 5-point plan through academic year 22/23. Beginning in fall 23, the scale will be changed to strongly disagree (1) disagree (2) agree (3) or strongly agree (4) and the mean score review will be set at 3.5.
5. Continue practice of full-time faculty mentor for adjunct faculty.
6. Review suggestion in anonymous survey – ways to support. Incorporate into faculty preparations for courses.

B2 Quality of Field Experience

Plan: Recently updated Student Evaluation of Supervisor and Field Placement survey provides detailed information on the quality of student’s field experiences.

- Review use of materials collected in faculty site visits (4) to determine if there are relevant questions, topics, themes that could be pulled from there. Edit or update as needed.
- Review exit survey comments from students in Appendix B and incorporate feedback into planning.
- The Clinical field director 1) continue monitoring site and supervisor scores in consolidated report based on now 2 years of review. Review small number of lower ratings for sites and/or supervisor and address in future field placements with follow up as needed ; and 2) review placement process for Practicum and internship to consider student experiences.

B3 Assessment of Clinical Skills

- Implement an Early Warning System (EWS) for student overview for monitoring achievement and alert for nearing, approaching or not meeting standards. Review by instructor, and advisor, and share external supervisor feedback with student in discussion (email, meeting). Include for CCS 1, CCS 2 and CACREP standards (A3, C1 and B2).
- Several supervisors comment on the use of percentile rank in survey (a question we do not report). Consider removing.

B4 Faculty Performance

- **Plan:** Review possibilities to improve academic advising; consider semester group meetings for advisees near enrollment dates. Note – development of portfolio provides increased opportunities for mentoring. Extend student mentoring activities to begin in fall 2022. Implement Early Warning System (EWS) with advisor reach out following year 1 and 2.

B5 Diversity Initiatives

- **Plan:** Tracking MCA progress across cohorts gives an overview of growth. Continue efforts to link this to an objective measure where students have received feedback—CCS2 (in section C1, C2). Confidence vs competence.
 - Begin review of CEP 612 Cross Cultural; seek exemplars from other schools that distributes the discussion and focus on diversity across the program.
 - Consider student feedback methods other than surveys for diversity initiatives
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C1 Development of Student Professional Dispositions

- **Plan:** General trends show expected growth in student scores across the duration of the program.
 - Continue intentional focus on development of Counseling Dispositions across the program throughout the skill-based courses of Practica and Internship.
 - Continue the multi perspective feedback on dispositions from faculty and from site supervisors.
 - Comparison by cohort is interesting. Seeing student progress is also an important piece of feedback for development of clinical skills.
 - Implement an Early Warning System (EWS) for student overview for monitoring achievement and alert for nearing, approaching or not meeting standards. Review by instructor, and advisor, and share external supervisor feedback with student in discussion (email, meeting). Include for CCS 1, CCS 2 and CACREP standards (A3, C1 and B2).
 - Remove self-care as a plan to track in assessment - change in other docs
 - Self-care planning in each practice-based course (Practicum and Internship) is emerging more consistently with activities and expectations that fit across the curriculum. Describe and evaluate usefulness. Develop map of self-care focus and activities across the curriculum. Include portfolio domain on self-care as part of analysis.
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D1 Retention, persistence and completion rates

- **Plan:** Continue and strengthen faculty and student supports and mentoring.
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D 2 Student Population

- **Plan:** Continue and strengthen outreach to undergraduate students; Review applicant pool for the majors of RIC undergraduate applications. Expand networking with MHARI and Diversity, Equity and Inclusion initiatives. Develop systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community (CACREP 1K).
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E 1 Internship supervisor survey

Plan: This feedback from supervisors aligns with feedback received in prior years Steps taken to address these suggestions include:

- Faculty have added a Trauma class to the curriculum as an elective (after 2 times as seminar)
- Practicum I is redesigned based on telehealth practice

- Elective class CBT/DBT/ACT was developed as seminar and can be approved as an elective
 - In Internship students are required to attend professional meeting and a guest speaker presents on professional advocacy. Goal/accomplishment is getting students involved in Professional associations
 - Next steps include: Continue to review and incorporate in course topics and activities.
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E2 Employer survey

- Plan: Next survey in academic year 2023/24. Send in spring 2024 using addresses collected in exit survey from 2023 and 2024 Employer survey <https://forms.gle/RT8HWwAitPX21yWe9>
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E3 and 4 Alum and advisory feedback

- Plan: Hold Advisory Board meeting in academic year 2023/24 including similar questions about current trends to attend to in preparing counselors, strengths of program and areas for improvement