The Master of Science in Counseling Program

2021-2022 Annual Assessment Report
Note: Data includes Summer 2021 – May 2022 semesters

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 maintains data on three priority program objectives important for assessing our overall effectiveness as program. These data help guide program analysis efforts and the overarching direction and focus of the program.

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.

The Counseling program collects data from key stakeholders (e.g., alumni, site supervisors and employers of graduates) every three years to assess the stakeholder's perceptions of the quality of the educational experience of students and clinical preparedness of students. This data helps the Counseling program faculty to assess and prioritize curricular and programmatic updates in keeping with professional trends.

Table 1: Program Objectives

	Data to be Collected: Program Objectives	
Program Objective	**Measure(s) used to evaluate program objectives**	**Data**
PO.1. Prepare and equip graduates with the knowledge base and skill set necessary to pass the National Counselor Examination (NCE).	National Counselor Exam (NCE) Score reports Key Performance Indicator scores	In the 2021- 2022, 28 students completed the NCE with a 100% pass rate compared to the national exam pass rate of 60%. See Key Performance Indicator data below.

PO.2. Maintain or increase the number of prospective student applications each year with the aim of recruiting and enrolling well-qualified applicants.	1) Number of applications 2) Percentage of applicants offered admission	In the fall of 2021, received 158 applications and accepted 64, and 47 matriculated, which is a 40.5% acceptance rate. In the spring 2002, received 119 applications and accepted 68, and 53 matriculated, which is a 57% acceptance rate.
PO.3. Cultivate a cohesive, programmatic counselor identity among faculty through professional organization involvement, professional service, publications, presentations, and outreach.	Annual report on faculty participation in activities related to the counseling profession.	Data is kept in Digital Measures. For 2021 – 2022, Counseling program core faculty developed a total of 28 refereed presentations and publications.

Table 2. 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 6318: Ethics I & Mental Health **Final exam** (selected questions) *(knowledge)* **2021-22 – 89%**	**MoCCe Pre-Practicum Exam** *(knowledge)* **2021-22 – 73%**	HDCN 6395 Practicum **Clinical Progress Assessment (CPA)** *(skills)* **2021-22 – 95%**
DIVERSITY SLO.2. Integrate multicultural competence in counseling practice.	2.F.2.c. multicultural counseling competencies	HDCN 6304: Counseling Diverse Communities **Final exam** (selected questions) *(knowledge)* **2021-22 – 97%**	**MoCCe exam** *(knowledge)* **2021- 22 – 88%**	HDCN 6395 Practicum **CPA** *(skills)* **2021-22 – 94%**
LIFESPAN SLO.3. Promote resilience, optimal development, and	2.F.3.i. ethical and culturally relevant strategies for	HDCN 6320 Lifespan Development *(knowledge)*	**MoCCe exam** *(knowledge)*	No Time 3 measure

wellness for their clients across the lifespan.	promoting resilience and optimum development and wellness across the lifespan	**Note – 2017-2018 KPI was changed to Final exam questions.** **2021-22 – 86%**	**2021-22 – 75%**	
CAREER SLO.4. Recognize and skillfully navigate the intersections between mental well-being, work, relationships, and other life roles and factors.	2.F.4. b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	HDCN 6321: Lifestyle & Career Development **Autobiography/Personal Career Report** *(knowledge)* **2021-22 – 99%**	**MOCCe Exam** *(knowledge)* **2021-22 – 79%**	HDCN 6398: Internship **Work-Life Balance Assessments** *(skills)* **2021-22 – 96.5% pass (2/57 Failed)**
THEORIES SLO.5. Possess a broad knowledge of counseling theories, and capably apply theory to practice. **ADVANCED** **BASIC**	2.F.5.a. theories and models of counseling 2.F.5.f. counselor characteristics and behaviors that influence the counseling process	(5a) HDCN 6301: Counseling Theories **Final Exam** (selected questions) *(knowledge)* **2021-22 – 81%** (5f) HDCN 6302 : Basic skills **KPI was changed to CPA after video 3.** **2021-22 – 86%**	HDCN 6305 : Advanced Methods **Final Project** *(skills)* **2021-22 – 90%**	**MOCCe Exam** *(knowledge)* **2021-22 – 60%**
GROUP SLO.6. Achieve competence in clinical skills, including interviewing, counseling, and case conceptualization, in a variety of individual and group modalities.	2.F.6.b. dynamics associated with group process and development	HDCN 6303 : Group Counseling **Final Exam** (selected questions) *(knowledge)* **2021-22 – 86%**	**MOCCe Exam** *(knowledge)* **2021-22 - 82%**	HDCN 6395 Practicum **CPA** *(skills)* **2021-22 – 96%**
ASSESSMENT SLO.7. Use of assessment relevant to academic/ educational, career, personal, and social development	2.F.7.e. use of assessments for diagnostic and intervention planning purposes	HDCN 6340: Assessment **Term Test Project** *(knowledge and skills)* **2021-22 – 92%**	**MOCCe Exam** *(knowledge)* **2021-22 – 75%**	HDCN 6395 Practicum **CPA** *(skills)* **2021-22 – 93%**

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) *(knowledge)* **2021-22 – 84%**	**MOCCe Exam** *(knowledge)* **2021-22 – 79%**	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** *(skills)* **2021 – 2022 - 94%**	**Practice Exam** (selected questions) *(Knowledge)* **2021-2022 – 97%**
MARRIAGE, COUPLE AND FAMILY COUNSELING SPECIALTY AREA			
FAMILY THERAPY SLO. 12. 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** *(Knowledge)* Starting Fall 2021 Family therapy KPI measure was changed to questions from Final exam in Family Therapy I course. **2021- 2022 – 96%**	HDCN 6311: Foundations of Marriage and Family Therapy Reflections & Ruminations Project Starting 2017-2018 – this KPI will be collected in Family Therapy II Starting Fall 2021 Family therapy KPI measure was changed to questions from Final exam in Family Therapy II course. **2021- 22 – 94%**
CLINICAL MENTAL HEALTH COUNSELING AREA			
DIVERSITY SLO.13. Integrate multicultural competence in clinical mental health	5.C.2.j. Cultural Factors relevant to clinical mental health counseling	HDCN 6304: Counseling Diverse Communities *(knowledge)* Final exam selected questions	MoCCe exam *(knowledge)* **2021-22 - 88%**

		2021- 22 – 97%	

Table 3. CPA score (2021 – 2022)

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.2c. multicultural	KPI 2.F.6.b. Group	Supervision & Professional Conduct (Disposition)	TOTAL average
Basic skills	97%	95%	96%	90%	93%	96%	97%	**95%**
Advanced	93%	85%	95%	86%	93%	91%	95%	**91%**
Practicum	95%	93%	95%	91%	94%	96%	99%	**95%**
Total	**95%**	**91%**	**95%**	**89%**	**93%**	**94%**	**97%**	**93%**

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

Table 4. Disposition data

	2018 - 2019	2019 - 2020	2020 – 2021	2021 – 2022
Disposition 1 - Personal motivation and enthusiasm				
Time 1 - SP report Average of Personal motivation/enthusiasm %	81%	75.4%	77.2%	70%

Time 2 – CPA Counselor characteristics average of all classes	96%	96%	94%	95%

Disposition 2 - Ability to communicate (written)

Time 1- PONI	No data	No data	No data	Not scored in PONI
Time 2 - SP report Average of Ability to communicate (Written) %	70%	79%	74%	74.8%

Disposition 3 - Ability to communicate (verbal)

Time 1 – PONI Average of Speak Attire %	79%	77%	75%	76%
Time 2 - SP report Average of Ability to communicate (verbal) %	78%	77.8%	75.9%	75%

Disposition 4 - Attitude towards peers

Time 1 – PONI Average of Group_Fit %	75%	74%	74%	76%
Time 2 - SP report Average of Student's attitude towards peers %	89%	85%	87.5%	80%

Disposition 5 - Concern for others (empathy, compassion, etc.)

Time 1 – PONI Average of Warm %	75%	74%	73%	74%
Time 2 - SP report Average of Concern for others (empathy, compassion) %	87%	80.8%	84.8%	79%

Disposition 6 - Overall rating of student

Time 1 - PONI total Average of Eval_Total %	76%	75%	75%	76%
Time 2 - SP report Average of Overall rating of student %	74%	69%	72.9%	68%

Disposition 7 - Attitude towards instructor/staff

Time 1 - SP report Average of Attitude toward instructor /staff %	88%	82.1%	84.8%	78%
Time 2 - CPA Supervision & Professional Conduct Average of all classes	96%	96%	94%	96%

Disposition 8 - Ability to self-regulate

Time 1 – PONI Average of Emotion_Maturity %	73%	74%	74%	74%

Time 2 - SP report Average of Ability to regulate self inside and outside the class %	82%	72.4%	72.4%	73%

Table 5. Student Update Reports versus Program Enrollment

	# of students who got concerns	Program enrollment	% of students who had concern forms filled for them.
Summer 2021	2	191	1.05%
Fall 2021	24	247	9.72%
January 2022	1	67	1.49%
Spring 2022	18	268	6.72%
May 2022	1	67	1.49%
Summer 2022 report		**Average:**	**4.09%**

Table 6. Stakeholder Survey Data (Ratings of Competencies)

Internship site supervisors, known employers, and alumni ratings (combined) of knowledge and skills in 9 competency areas. While 107 responded to the survey and 76 or 77 responded to the competency ratings and preparedness question.

Question	Extremely knowledgeable	Very knowledgeable	Moderately knowledgeable	Slightly knowledgeable	Not knowledgeable at all	Did not observe this competency	Total
Professional ethical and legal standards	54.55%	37.66%	3.90%	0.00%	0.00%	3.90%	77
Multicultural competence in counseling practice	45.45%	35.06%	11.69%	1.30%	0.00%	6.49%	77
Ethically and culturally relevant strategies that promote development and wellness across the lifespan	44.16%	41.56%	7.79%	1.30%	0.00%	5.19%	77
Interrelationship between work, mental well being and other life roles and factors	51.95%	35.06%	6.49%	1.30%	0.00%	5.19%	77
Theories and models in counseling	48.05%	33.77%	11.69%	1.30%	0.00%	5.19%	77
Knowledge about	62.34%	29.87%	2.60%	0.00%	0.00%	5.19%	77

counselor characteristics that influence counseling process							
Dynamics associated with group process and development	40.26%	35.06%	15.58%	0.00%	0.00%	9.09%	77
Use of assessment relevant to academic/educational, career, personal, and social development.	30.26%	35.53%	22.37%	1.32%	0.00%	10.53%	76
Knowledge about research methods	28.95%	26.32%	19.74%	5.26%	1.32%	18.42%	76

Table 7. Stakeholder Survey Data (Ratings of Preparedness)

Internship site supervisors, known employers, and alumni ratings (combined) ratings of general preparedness of SMU students to enter the counseling field in comparison to other programs

Answer	%	Count
Much higher	64.47%	49
Moderately higher	28.95%	22
About the same	6.58%	5
Moderately lower	0.00%	0
Much lower	0.00%	0
Total	100%	76

Observations and Program Modifications

Counseling program faculty discussed implementation of changes to elective concentrations, noting that the courses for the new Art and Science of Trauma Treatment concentration have been approved: HDCN 6338 The Science of Interpersonal Neurobiology & Trauma Counseling and HDCN 6344 The Art of Trauma Treatment: Expressive, Somatic & Experiential Methods The formal concentration will begin in fall 2023. Additionally, two courses in the child and adolescent concentration, Family Play Therapy and Therapeutic Parenting, were consolidated into one course: HDCN 6325Therapeutic Parenting: Family Play and Child/Adolescent Parent Relationship Therapy. Lastly, two courses from the addiction elective concentration were also combined into one course: HDCN 6353: Treatment of Addictions: Counseling Methods and Psychopharmacology.

Counseling program faculty noted that in the last program evaluation meeting the faculty agreed to update the MoCCe. It was updated in Summer 2022. Therefore, the data collected and reported in 2021-2022 is from the old version of the exam. Starting next year, we will review the data through the lens that this is the first year to collect data with the modified version of the exam, and we will continue to monitor trends in future administrations of the exam.

Counseling program faculty discussed the Stakeholder Survey, which is distributed every three years to internship site supervisors, known employers of SMU students, and alumni, to systematically collect impressions of external stakeholders who can provide i their perceptions of the quality of the education SMU provides. In addition to ratings, stakeholders provided open-ended responses about strengths and potential areas of improvement that were reviewed by faculty. Thematic strengths identified include knowledge and clinical experience of the faculty, supportive faculty relationships, clinical strength of internship students and graduates, ethics training, and multicultural and diversity training and practice. Ratings of knowledge and skills of graduates (Table 6) are overall very high; however, open-ended comments focused on potential areas of growth including a focus on trauma-informed practice and diversity training. Based on the review of this data, the faculty will continue to monitor infusion of trauma-informed practices in classes and will receive continuing education in trauma-informed counseling during academic year 2022 – 2023. Additionally, the Clinic Director and Diversity Committee Chair suggested that the faculty review the diversity curriculum crosswalk that the faculty created in 2021 for continued and ongoing review and improvement. Counseling faculty will meet in fall 2022 to review existing and new strategies toward the goal of continuous improvement in the areas of trauma-informed practice and diversity.

In review of the student professional dispositions data, faculty noted that FYI reports need to be disaggregated from the Student Update forms with Minor, Moderate, Major or Disciplinary concerns in order to maintain data integrity as we track student progress in the program.

In terms of annual assessment data collection, the Program Specialist noted some inconsistencies in how and where data was obtained from internal SMU systems. A review of the data collection procedures resulted in clarification on how the program will collect data in the future, including running queries in Slate and my.smu as opposed to pulling data from a stand-alone database. Additionally, the program will use the census date information for all enrollment related reports.