

2022-2023 Program Annual Report

Master of Science in Counseling

Department of Social & Behavioral Sciences

Thomas University



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## **PROGRAM SUMMARY**

### **Introduction**

The Master of Science in Counseling (MSC) program at Thomas University made structural changes beginning in Fall 2021. The program moved from a Council for Accreditation of Counseling & Related Educational Programs (CACREP) dually-accredited Clinical Mental Health & Clinical Rehabilitation Counseling program (expiration October 2023) to a Master of Science in Counseling program with a foundational core and four specialization areas: (1) Clinical Mental Health Counseling (COU); (2) Clinical Rehabilitation Counseling (RCE); (3) School Counseling (PSC); and (4) Addiction Counseling (AAC). Throughout this change, program assessment data continued to be gathered, including the collection of quantitative and qualitative data used to inform our Continuous Plan for Improvement. The MSC program used the CACREP 2016 standards to conduct the assessment and evaluate annual results. This report serves to provide stakeholders with an overview of the program review results, program data, and program modifications that resulted from the annual review. In addition, stakeholders are provided with program accomplishments and goals for the next year.

### **Program Update**

Thomas University's Master of Science in Counseling (MSC) program is currently under review for CACREP accreditation reaffirmation. The complete self-study including the four specializations listed above, was submitted in June 2022. Notice of addendum requirements was received by TU's MSC in January of 2023 with a due date of May 31, 2023. The addendum is currently in its final stages prior to submission.

Since the dual accreditation expires in October of 2023, the final dual program students will graduate in Summer of 2023. It is expected that a site visit will be scheduled for Fall 2023 if CACREP is able to catch up the backlog that occurred due to Covid-19. If a site visit cannot be scheduled prior to the sunset of the dual program, CACREP has agreed to extend out TU's accreditation until which time the site visit can be scheduled.

### **Counseling Program Enrollment**

In 2022-2023, 240 inquiries were made into the MSC program. 193 applicants were reviewed for the MSC program. Of those, 106 applicants were accepted and 75 applicants enrolled into the MSC program. This brought the number of students in the MSC program to 179. 87% were female and 13% male; African American (35%), Caucasian (49%) and Hispanic and Asian (16%).

### **Graduates/Employment Rate**

In May 2023, 55 students graduated from the MSC program. In December 2022, a survey was done with all MSC graduates/alumni. Of those responding, 7% were military veterans, 19% identified as having disabilities, and 100% were employed in the field. TU's MSC program continues to demonstrate near perfect to perfect employment rates for its counseling graduates.

### **Retention Rate**

Thomas University's MSC program is committed to student retention and employs various efforts to help students remain in good standing throughout their progression. Students in the MSC program must maintain a grade of a B or above in every course (20 courses minimum in this 60 credit hour program). The below tools are available to instructors in order to help students remain successful in their classes to retain them in the program:

Program Tool	Use	Who Implements it and When
Dropout Detective	<p>Dropout Detective allows instructors to send alerts to advising for students who have fallen below an acceptable threshold in attendance and/or participation, leading to an unsatisfactory grade in the course.</p> <p>Students are contacted by advising to determine the status of the student's enrollment and to develop a plan to get the student back on track.</p>	<p>Course Instructor &amp; Advisor</p> <p>At first notice of a failing grade</p>
Advising	<p>Students who have either personal or academic issues that are preventing them from maintaining a passing grade are referred for an advising appointment to determine the best course of action for improvement.</p>	<p>Course Instructors notify Program Director of Students of Concern so that an advising appointment can be scheduled for remediation</p>
Synchronous Zoom Sessions	<p>Synchronous Zoom sessions are offered for any student needing additional instruction or clarification on weekly course topics.</p> <p>Program instructors schedule either open Zoom meetings on a set day and time for students in the course to attend, or a private Zoom session can be scheduled according to the student's needs.</p>	<p>Course Instructors</p> <p>On a weekly basis or as needed</p>

If despite all efforts to remediate a student to return them to satisfactory academic standing, that student continues to earn a failing grade, they are placed on an Academic Action Plan. Students in the graduate program are only able to be on an action plan once throughout their program of study. If they fall below a 3.0 GPA in a course a second time, they are dismissed from the program.

Of the 179 students enrolled in the MSC program in 2022-2023, only four action plans were completed. Of these four action plans, three students continued on in the program with no further problems and only one student was dismissed.

Academic Year	Enrollment	Graduates	Retention
2022-2023	179	55	98%
2021-2022	180	48	99%
2020-2021	159	31	89%
2019-2020	119	25	95%
2018-2019	101	20	90%

## Licensure (LPC-LMHC) and Certification (CRC) Examination Pass Rate

Thomas University's MSC program continues to submit students to test for their NCC by endorsement. Students are able to sit for the NCE or NCMHCE once 75% of their coursework is completed. The usual schedule for testing is implemented once the student has reached their first fieldwork placement. This indicates to the Program Director that the student is likely in their last three semesters of the program and it is time to schedule their exam.

The names of all students who are qualified to take the exam are submitted to NBCC during the designated time frame and students are notified of the preparation they need to take to be ready for their testing date. Students are directed to the free Mometrix resources in TU's library system, as well as other testing materials that have helped previous students be successful on their NCE/NCMHCE exam. For the past year, we have had alumni who have taken and passed their NCE/NCMHCE return as guest speakers in the fieldwork courses to give current students tips about testing so that they too can be successful.

At the current time, we only have pass rates for the Spring 2022 sitting of the NCE. The Fall 2022 data has not yet been sent to the Program Director. For the Spring 2022 exam, 15 students tested and 12 students passed. The national pass rate was 63% and Thomas University's pass rate was 80%.

### TU Master of Science in Counseling student and graduate NCE/NCMHCE pass rates:

Exam Date	# Sitting		# Passing		% Passing	
	Graduate	Student	Graduate	Student	Graduate	Student
Spring 2020	0	1	0	1	N/A	100%
Fall 2020	0	2	0	2	N/A	100%
Spring 2021	0	9	0	8	N/A	91.40%*
Fall 2021	0	9	0	6	0	67%
Spring 2022	0	15	0	12	0	80%

CRC exam – Fall 2021 is the most current CRC data we have to date. The pass rate for the CRC continues to be around 50% which is consistent with National Pass Rates. We continue to offer students additional resources, study materials, and the insight of alumni to help them prepare for the CRC exam. The CRC exam has been shown to be a difficult test, with some students reporting test anxiety and testing fatigue. This continues to be an area we focus our efforts and will report the most current testing data when it arrives from CRCC.

Exam Date	# Sitting		# Passing		% Passing	
	Graduate	Student	Graduate	Student	Graduate	Student
10/14/17 - 10/13/2018	7	8	2	5	39%	63%

10/14/2018-7/31/2019	3	4	1	2	33%	67%
10/12/2019-7/31/2020	3	4	1	2	33%	67%
10/2020-7/2021	5	9	1	4	20%	44%
10/2021	0	6	0	3	0	50%

### **GaPSC GACE**

Four candidates took and passed their aligned GACE content exam, a requirement for TU MSC School Counseling students in order to progress through the MSC program.

### **Professional Dispositions**

Faculty evaluate student skill and professional dispositions throughout the program utilizing Tevera's Counseling Competency Scale-Revised (CCS-R, Lambie.) Each faculty member completes a CCS-R on each student in each course, providing an abundance of data points on skill acquisition and professional disposition. Results of the data from the 2022 CCS-Rs is reported on pg. 22.

### **Fieldwork Site Supervisor Data**

Site supervisors complete a midterm and final evaluation of student skill during week 8 and week 15 of each fieldwork course to determine areas of strength and remediation in individual students, as well as, to provide programmatic data to address whether curriculum areas need to be strengthened to prepare students for practical work in the field. Students are assessed in 13 clinical areas using a 5-point Likert Scale. Scores of 3-5 indicate meeting-exceeding expectations, and scores of 2 and below are further analyzed to determine how individual remediation can be implemented to help students improve on those skills prior to enrollment in the succeeding fieldwork course.

Fieldwork evaluations assess student performance in the following areas:

- Assessment/Evaluation
- Human Growth and Development
- Treatment Planning and Case Management
- Career Development
- Counseling Interventions
- Group Counseling Interventions
- Community Resources
- Case File Recording and Reporting
- Ethically Sound Practice and Strategies
- Social and Cultural Diversity
- Job Placement
- Effective Workplace Relationships
- Work Habits

At midterm of each semester, fieldwork faculty run a [#402 Report](#) in Tevera, our online fieldwork and assessment platform. The 402 Report is run on each of fieldwork section to review scores and comments for each of the student trainees to determine if remediation needs to be implemented for skill or behavior due to unsatisfactory scores. The #402 report is a raw data report that shows the evaluation results of individual students in each fieldwork section. Any student showing a 2 or below in any area will be addressed and given support to improve those skills by final. At the end of each semester, faculty again run a #402 Report on each of their sections to determine if any student has received a score of 2 or below. Faculty supervisors are able to drill down to specific student reports to see if individual students need remediation or can run aggregate reports to show trends across fieldwork courses that point more to an overall program weakness.

In calendar year 2022, a total of  $n = 194$  responses to midterm evaluations were submitted by site supervisors with the following results:

- 1.) **Professionalism:**  $n = 189$  scores of 3 or above indicating satisfaction in this area.  $n = 2$  responses of 0, indicating one supervisor left this question blank and one supervisor did not complete the evaluation in the given time frame. That supervisee shows a score of 0 in all assessment fields; and  $n = 3$  responses of 2 (below expectations). Each of these students scoring a 2 were addressed through individual supervision, and showed improvement on final evaluation ratings.
- 2.) **Ethics:**  $n = 193$  scores of 3 or above indicating students were performing satisfactorily in this domain and  $n = 1$  showing a score of 0 due to site supervisor not completing the evaluation in the given time frame.
- 3.) **Critical Thinking:**  $n = 188$  scores of 3 or above indicating site supervisor satisfaction in this area.  $n = 4$  responses of 2 given to practicum students who are expected to show growth in this area with further training; and  $n = 1$  showing a score of 0 due to site supervisor not completing the evaluation in the given time frame.
- 4.) **Diversity & Cultural Awareness:**  $n = 181$  scores of 3 or above indicating proficiency in this area;  $n = 5$  responses of a 2 indicating that students need further opportunity to demonstrate this skill on site;  $n = 8$  scores of 0 indicating the site supervisor skipped this question in the evaluation, with 1 not completing the evaluation before the given timeframe.
- 5.) **Assessment:**  $n = 172$  scores of 3 or higher indicating students have been given the opportunity to perform assessments on their site and can do so proficiently;  $n = 12$  scores of 2, given to practicum students who have not had ample opportunity to apply assessment skills by midterm of their first fieldwork experience; and  $n = 10$  scores of 0 indicating not observed, with 1 site supervisor not completing the evaluation in the given timeframe.
- 6.) **Treatment Planning:**  $n = 159$  scores of three or above indicating students have been given the opportunity to complete this task and do so proficiently;  $n = 16$  scores of 2, indicating by midterm students have either not performed this task proficiently or were not given enough opportunity to show this skill; and  $n = 19$  scores of zero indicating n/a or no opportunity to observe, with 1 site supervisor not completing the evaluation in the given timeframe.
- 7.) **Engagement:**  $n = 192$  scores of three or above indicating satisfactory engagement with clients and  $n = 2$  scores of 0, with 1 site supervisor not completing the evaluation in the given timeframe.

- 8.) **Interventions:** n = 184 scores of three or above indicating satisfactory or above ratings on intervention implementation; n = 3 scores of 2, indicating by midterm students have either not had ample opportunity to be observed in this area or have not done so satisfactorily; and n = 7 scores of 0 indicating by midterm, intervention had not been implemented or site supervisor responded with N/A, with 1 site supervisor not completing the evaluation in the given timeframe.
- 9.) **Workplace Skills:** n = 191 scores of three or above indicating satisfactory or above ratings in the area of workplace skills; n = 2 scores of 2, each of which received individual supervision in this area and n = 1 score of zero due to site supervisor not completing the evaluation in the given timeframe.

In calendar year 2022, a total of n = 181 responses to final evaluations were submitted by site supervisors with the following results:

- 1.) **Assessment/Evaluation:** n = 171 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 1 scores of 2 (below expectations in this area.) Further analysis of free-response comments indicates that n = 1 will improve in this area with more practice and supervision on site; n=9 scores of zero that indicate supervisor responded with N/A. Evaluation of free responses indicate that these students were on their practicum placement and didn't have ample opportunity to perform this skill.
- 2.) **Human Growth and Development:** n = 181 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area.
- 3.) **Treatment Planning and Case Management:** n = 176 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 5 scores of 0 that indicate supervisor responded with N/A. Evaluation of free responses indicate that these students were on their practicum placement and didn't have ample opportunity to perform this skill.
- 4.) **Career Development:** n = 143 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 38 scores of 0 that indicate supervisor responded with N/A. Evaluation of free responses indicate that these students did not have ample opportunity to perform this skill or do not do career development at their placement site.
- 5.) **Counseling Interventions:** n = 181 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 0 scores of 2 (below expectations in this area.)
- 6.) **Group Counseling Interventions:** n=119 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area; n = 62 scores of 0 indicating that students have not been able to perform group counseling interventions during the semester. No unsatisfactory scores reported.



- 7.) **Community Resources:** n=160 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area and n = 21 scores of 0, indicating that student has not been able to implement community resources or a score of N/A was given. No unsatisfactory scores reported.
- 8.) **Case File Recording and Reporting:** n = 181 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 0 scores of 2 (below expectations in this area.) No unsatisfactory scores reported.
- 9.) **Ethically Sound Practices and Strategies:** n = 181 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 0 scores of 2 (below expectations in this area.) No unsatisfactory scores reported.
- 10.) **Social and Cultural Diversity:** n = 181 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 0 score of 2 (below expectations in this area.). No unsatisfactory scores reported.
- 11.) **Job Placement:** n = 143 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 38 scores of 0 that indicate supervisor responded with N/A. Evaluation of free responses indicate that job placement is not a part of agency tasks.
- 12.) **Effective Workplace Relationships:** n=181 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 0 scores of 2 (below expectations in this area.). No unsatisfactory scores reported.
- 13.) **Work Habits:** n = 181 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 0 score of 2 (below expectations in this area.). No unsatisfactory scores reported.

Overall, site supervisor evaluations indicate a 98-100% satisfactory rate with student performance in all assessed domains with the 2% of problematic results being resolved through further onsite training or remediation.

### **Site Supervisor Evaluation of the Thomas University Masters of Science in Clinical Mental Health and Clinical Rehabilitation Counseling**

Site Supervisors for all fieldwork courses were asked to evaluate the masters program using a 5-point Likert scale in the following areas:

- Student's overall educational Preparation
- Student's clinical ability
- Student's ethical behavior
- Student's theoretical knowledge
- Student's administrative skill
- Student's ability to recognize professional limitations and seek supervision
- Student's perception of support from university Faculty and Staff
- Student's professional disposition

100% of respondents scored Thomas University's master's program as meeting-exceeding expectations with no unsatisfactory scores in any area of the assessment. Feedback from supervisors will be incorporated into the fieldwork instructor training for the following semester so we can exceed expectations in all areas in the future.

Program faculty use a variety of measures to assess student success as part of the annual program evaluation. The program evaluation results are then used to determine program modifications. In 2022-2023, Key Performance Indicators (KPIs) were evaluated in all 8 CACREP core areas that represent foundational knowledge required of all entry level counselor education graduates including: (1) Professional Counseling Orientation and Ethical Practice; (2) Social and Cultural Diversity; (3) Human Growth and Development, (4) Career Development; (5) Counseling and Helping Relationships; (6) Group Counseling and Group Work; (7) Assessment and Testing; and (8) Research and Program Evaluation.

CACREP standards guide Key Performance Indicators. KPIs are assessed to determine student success and whether learning outcomes are met. Each course in the curriculum collects an artifact assignment that demonstrates a formative or summative assessment of student skill in a particular area of the course's student learning outcomes that encompasses an important area of mastery. Each student must score at least an 80% or above on each artifact assignment to successfully meet the KPI.

### Key Performance Indicators Evaluated 2022-2023

**Table 1** shows a summary of all KPIs (CACREP standard assessed by the artifact assignment), courses offered, the artifact assignment that is collected, and when and at what point in the semester it is collected.

**Table 1: List of KPI, Course #, Artifact Assignments, and Semester of Collection**

KPI	CACREP Core Curricular Area	Signature (Artifact) Assessment	Term Collected	Course
(1) Demonstrate awareness of the professional role of counseling and apply the ACA, ASCA, NAADAC, and CRC Code of Ethics of counseling in a legal and ethical manner, inclusive of international standards and cultural contexts.	2.F.1. Professional Counseling Orientation and Ethical Practice	Ethical Case Studies: <a href="#">Rubric</a>	First Summer; End of Semester	COU 606/RCE 645: Ethics and Professional Orientation
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681 Counseling Internship I

		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
(2) Identify and articulate an understanding of social, economic, cultural, and environmental assets and obstacles which may present barriers to a client's success.	2.F.2. Social and Cultural Diversity	Multicultural Current Event: <a href="#">Rubric</a>	First Spring; Midterm	COU 608/RCE 611: Psychosocial and Multicultural Aspects
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Disability/Functional Assessment Interview: <a href="#">Rubric</a>	First Fall; Week 3	RCE 605: Medical Aspects of Disability
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I
		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
(3) Demonstrate a working knowledge of human development and the needs of individuals with mental health, physical, intellectual, and/or addiction disabilities across the lifespan, including the effect of crises, disasters, trauma, or other events on	2.F.3. Human Growth and Development	Life Span Development Research Paper: <a href="#">Rubric</a>	First Spring; End of Semester	COU 612/RCE 688: Human Growth and Development
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Disability/Functional Assessment Interview: <a href="#">Rubric</a>	First Fall; Week 3	RCE 605: Medical Aspects of Disability
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I

persons of all ages.		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
(4) Assess and maximize the readiness of individuals for gainful employment and facilitate the reduction of environmental and attitudinal barriers, in an ethical and culturally relevant way.	2.F.4.  Career Development	Labor Market Analysis: <a href="#">Rubric</a>	First Fall; Midterm	COU 646/RCE 655: Foundations of Career Development and Job Placement
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Disability/Functional Assessment Interview: <a href="#">Rubric</a>	First Fall; Week 3	RCE 605: Medical Aspects of Disability
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I
		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
(5) Demonstrate and apply a personal philosophy and identity as a mental health, rehabilitation, addiction, and/or school counselor based on an established counseling theory.	2.F.5.  Counseling and Helping Relationships	Counseling Philosophy Paper: <a href="#">Rubric</a>	First Fall; End of Semester	COU 627/RCE 620 Theories and Techniques of Counseling
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I

		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
(6) Demonstrate a knowledge and use of clinical skills related to directing group processes toward a desired goal.	2.F.6.  Group Counseling and Group Work	Group Role Play Experience: <a href="#">Rubric</a>	First Spring; End of Semester	COU 628/RCE 622: Theories and Techniques of Group Counseling
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I
		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
(7) Apply basic measurement concepts and associated statistical terms and comprehend the validity, reliability, and appropriateness of assessments.	2.F.7.  Assessment and Testing	Assessment Instrument Review: <a href="#">Rubric</a>	Second Spring; Week 12	COU 634/RCE 630: Testing and Assessment
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I
		Diagnostic Assessment: <a href="#">Rubric</a>	Last Summer; Week 5	COU 671/RCE 635: Abnormal Behavior

		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
(8) Understand research methodology and program evaluation by applying evidence-based practice to counseling.	2.F.8 Research and Program Evaluation	Research Paper: <a href="#">Rubric</a>	Second/Third Spring Week 15	COU 673/RCE 672: Research and Program Evaluation
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Diagnostic Assessment: <a href="#">Rubric</a>	Last Summer; Week 5	COU 671/RCE 635: Abnormal Behavior
		Assessment & Treatment Plan OR Create Your Own Drug: <a href="#">Rubrics</a>	Last Spring; End of Semester	COU 613/RCE 665: Human Sexuality
			Last Spring; End of Semester	AAC678: Psychopharmacology
		Disability/Functional Assessment Interview: <a href="#">Rubric</a>	First Fall; Week 3	RCE 605: Medical Aspects of Disability
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
	Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I	
(9) Understand and apply the role and function of the counselor as a member of interdisciplinary teams in a variety of settings.	2.F.1. - 2.F.8.  ALL	Fieldwork Experience- Facility Visit Paper: <a href="#">Rubric</a>	First Semester of Enrollment; Week 4	COU 602/RCE 601: Foundations and Techniques of Counseling
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum

		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I
		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
		Marriage & Family Research Paper; <a href="#">Rubric</a>	Second Summer; End of Semester	COU 664/RCE 685: Marriage and Family Counseling
		Diagnostic Assessment: <a href="#">Rubric</a>	Last Summer; Week 5	COU 671/RCE 635: Abnormal Behavior
		Assessment & Treatment Plan O Create Your Own Drug: <a href="#">Rubrics</a>	Last Spring; End of Semester	COU 613/RCE 665: Human Sexuality
			Last Spring; End of Semester	AAC678: Psychopharmacology
		Community Resources Manual Project: <a href="#">Rubric</a>	First Summer; End of Semester	RCE 621: The Helping Professional: Case Management & Community Resources
		Disability/Functional Assessment Interview: <a href="#">Rubric</a>	First Fall; Week 3	RCE 605: Medical Aspects of Disability
(10) Identify and plan for the provision of culturally competent mental health, rehabilitation, educational, and/or addiction services to persons from marginalized and underserved populations.	2.F.1. - 2.F.8.  ALL	Crisis Resources Brochure: <a href="#">Rubric</a>	Second Fall; Week 7	COU 656/RCE 607: Crisis and Trauma Counseling
		Capstone Portfolio & Presentation: <a href="#">Rubric</a>	Final 2 Semesters; End of Semester	COU 698/RCE 698: Counseling Capstone
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & Clinical Content Summary: <a href="#">Rubrics</a>	Final 3 Semesters; End of Semester	COU 681/RCE 681: Counseling Internship I
		Case Review & My Counseling Identity Final Paper <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II

		Community Resources Manual Project: <a href="#">Rubric</a>	First Summer; End of Semester	RCE 621: The Helping Professional: Case Management & Community Resources
		Marriage & Family Research Paper; <a href="#">Rubric</a>	Second Summer; End of Semester	COU 664/RCE 685: Marriage and Family Counseling
		Diagnostic Assessment: <a href="#">Rubric</a>	Last Summer; Week 5	COU 671/RCE 635: Abnormal Behavior
		Assessment & Treatment Plan OR	Last Spring; End of Semester	COU 613/RCE 665: Human Sexuality
		Create Your Own Drug: <a href="#">Rubrics</a>	Last Spring; End of Semester	AAC678: Psychopharmacology
		Disability/Functional Assessment Interview: <a href="#">Rubric</a>	First Fall; Week 3	RCE 605: Medical Aspects of Disability
(KPI 1 Addictions): Understand the potential for addictive substances to mimic and/or co-occur with a variety of medical and psychological disorders and implement strategies for helping clients identify the effects of addiction on life problems.	5.A. Addiction Specialization	Addiction Treatment Plan: <a href="#">Rubric</a>	Second Summer; Week 7	COU 657/RCE 603: Substance Abuse Counseling
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
		Diagnostic Assessment: <a href="#">Rubric</a>	Last Summer; Week 5	COU 671/RCE 635: Abnormal Behavior
		Create Your Own Drug: <a href="#">Rubric</a>	Last Spring; End of Semester	AAC678: Psychopharmacology
		Motivational Interview: <a href="#">Rubric</a>	Last Summer; End of Semester	AAC 668: Co-Occurring Disorders
		(KPI 1 CMHC): Understand the diagnostic process,	5.C.	Addiction Treatment Plan: <a href="#">Rubric</a>



including differential diagnosis and the use of current diagnostic classification systems, such as the DSM and ICD, and implement evidence-based techniques and interventions for the prevention and treatment of a broad range of mental health issues.	Clinical Mental Health Specialization	Case Study-Diagnoses: <a href="#">Rubric</a>	Second Spring; Week 15	COU 670/RCE 640: Psychopathology & Diagnosis
		Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
		Diagnostic Assessment: <a href="#">Rubric</a>	Last Summer; Week 5	COU 671/RCE 635: Abnormal Behavior
		Assessment & Treatment Plan <a href="#">Rubric</a>	Last Spring; End of Semester	COU 613/RCE 665: Human Sexuality
		Motivational Interview: <a href="#">Rubric</a>	Last Summer; End of Semester	AAC 668: Co-Occurring Disorders
(KPI 1. CLRC): Understand the effects of discrimination, such as handicapism, ableism, power, privilege, and oppression on a client's life and career development, as well as the effects of the onset, progression, and expected duration of disability on clients' holistic functioning.	5.D. Clinical Rehabilitation Counseling	Case Review & Final Reflection: <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum
		Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
		Assessment & Treatment Plan: <a href="#">Rubric</a>	Last Spring; End of Semester	COU 613/RCE 665: Human Sexuality
		Community Resources Manual Project: <a href="#">Rubric</a>	First Summer; End of Semester	RCE 621: The Helping Professional: Case Management & Community Resources
		Disability/Functional Assessment Interview: <a href="#">Rubric</a>	First Fall; Week 3	RCE 605: Medical Aspects of Disability
(KPI 1 School): Understand the school counselor's roles as leaders,	5.G. School Counseling	Case Review & Final Reflection <a href="#">Rubric</a>	Final 3 Semesters; End of Semester	COU 680/RCE 680: Counseling Practicum

advocates, and systems change agents in p-12 schools, and develop the skills to critically examine the connections between social, familial, emotional, and behavior problems on academic achievement.	Case Review & My Counseling Identity Final Paper: <a href="#">Rubric</a>	Final Semester; End of Semester	COU 682/RCE 682: Counseling Internship II
	Assessment & Treatment Plan: <a href="#">Rubric</a>	Last Spring; End of Semester	COU 613/RCE 665: Human Sexuality
	ASCA Implementation Project Part 1 <a href="#">Rubric</a>	First Semester of Enrollment; Week 4	RSC 600: Introduction to Graduate Programs
	Personal Genogram <a href="#">Rubric</a>	Summer of first or second year	PSC 611: Counseling Children and Families
	Learner Profile Assessment Paper <a href="#">Rubric</a>	Spring Semester; Preferred Second year	PSC 624: Collaborative Classrooms
	Culturally Relevant Lesson Plan & Reflection <a href="#">Rubric</a>	Spring Semester; Preferred Second year	PSC 625: Diversity and Exceptionality

All KPIs scored at 80% or higher for students retained in the program throughout the 2022-2023 academic year.

### **Program Findings & Recommendations**

#### **Program Modifications**

##### **Modifications related to the Program Evaluation Results**

Thomas University has a Plan of Continuous Improvement, also known as a Comprehensive Assessment Plan, (CAP) that outlines our approach to program evaluation. The components of the CAP are:



Tevera has been a very useful tool to run individual and aggregate reports to help inform the need of potential program modifications. The reports that the MSC program makes use of in Tevera include:

Report #402—Raw Data Report: shows all the raw data that has been submitted in response to particular assessments that we collect that are not in rubric format. The #402 report is run on the Midterm and Final Evaluations of fieldwork students, the results of which were described above.

Report #601 – Individual Student Rubric Report: shows how an individual student performed on an individual rubric

Report #603 – Group Rubric Analysis: shows a summary of how many students are scoring at each level for the criteria, as well as the breakdown of the mean, mode, and standard deviation of scores.

Report #604 – Accreditation Standards – Individual Student: shows a summary of the standards a student has been assessed on, the date of the assessment, and whether the student met the minimum acceptable ratings for that standard.

Report #605 – Accreditation Standards – Group Analysis: shows a complete list of accreditation standards and a breakdown of how many students met or did not meet the minimum acceptable rating for each standard.

Tevera uses custom rubrics to quantify student performance as a whole through the analysis of reports #604 – Accreditation Standards-Individual Student and #605-Accreditation Standards-Group Analysis, that are used for comprehensive data collection and reporting. Individual student signature assessments are entered into a form within Tevera by each student, each semester, for each signature assessment collected. Forms within Tevera are the primary data collection point and are added to each course template for every course in the MSC program. A rubric is created to align with the signature assessment and is composed of three parts: performance criteria, rating scales, and key performance indicators (KPIs). The rubric defines what is expected and what will be assessed. Each rubric can have multiple standards tied to a single criterion.

Rubric reports are run in Tevera to demonstrate scores students received on the rubric's rating scale, and the distribution of the mean, mode, and standard deviation of scores across the entire program. The signature assessments (artifact assignments) are tied not only to program KPIs but CACREP

standards as well, and these standards are the metrics used as measures to complete comparative evaluations. By aligning the criteria on our rubrics to assessment standards, the MSC program can pull reports on student outcomes each time they are evaluated on a rubric which ties to any of our program's standards, thus pulling comprehensive data from multiple assessment points. The report will then display whether students met or did not meet assessment standard benchmarks when assessed on rubrics tied to those standards. The collection and analysis of artifact assignments ties into the broader concept of program evaluation through the creation of discussion and dialogue among faculty at semester faculty meetings. It is at this time that the aggregate data is discussed to determine if curricular changes need to be made or clarified at the individual course level.

The key professional dispositions that Thomas University's Master of Science in Counseling program follows are reflected in the criteria of the CCS-R. Part 2 of the CCS-R assesses Counseling Dispositions and Behaviors on a 5-point Likert Scale with responses ranging from (5) Exceeds Expectations/Demonstrates Competencies to (1) Harmful. There is also the option to answer "Not Observed." Below is the list of TU's Key Professional Dispositions as transcribed from the CCS-R:

- Professional Ethics – Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practices within competencies.
- Professional Behavior – Behaves in a professional manner towards supervisors, peers, and clients (e.g. emotional regulation), is respectful and appreciative of the culture of colleagues and is able to effectively collaborate with others.
- Professional & Personal Boundaries – Maintains appropriate boundaries with supervisors, peers and clients.
- Knowledge & Adherence to Site and Course Policies - Demonstrates an understanding and appreciation for all counseling, site, and course policies and procedures.
- Record Keeping & Task Completion – Completes all weekly record keeping tasks correctly & promptly (e.g. case notes, psychosocial reports, treatment plans, supervisory report).
- Multicultural Competence in Counseling Relationships – Demonstrates respect for culture (e.g. race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationships.
- Emotional Stability & Self-Control – Demonstrates self-awareness and emotional stability (i.e. congruence between mood and affect) & self-control (i.e. impulse control) in relationships with clients.
- Motivated to Grow and Learn – Demonstrates engagement in learning and development of his or her counseling competencies.
- Openness to Feedback – Responds non-defensively and alters behavior in accordance with supervisory &/or instructor feedback.
- Flexibility & Adaptability – Demonstrates ability to adapt to changing circumstances, unexpected events and new situations.
- Congruence & Genuineness – Demonstrates ability to be present and "be true to oneself."

Results of assessment data has shown that in Part 2 – Professional Behavior, the only key disposition that did not score a 100% was: Record Keeping and Task Completion. 20 of 772 responses were in the "red zone" showing that an unsatisfactory score was given. The overall satisfaction rate in this key disposition was still 97%. This is an area that will be addressed in the next full faculty meeting to determine how we can keep students more on task with their documentation and task completion.

Of 380 CCS-R reports completed in calendar year 2022, Part 1 scores, Counseling Skills & Therapeutic Conditions, showed only 1 response consistently in the Does Not Meet category. The

Program Director was able to go into the Raw Data to determine which student can be attributed to the below average scores so that remediation could be implemented.

### **Program Goals and Accomplishments**

#### **Program Accomplishments in 2022-2023**

The Master of Science in Counseling program at Thomas University accomplished much in the 2022-2023 academic year. A few of the accomplishments are listed below.

- Developed and launched the restructured program, originally called the Clinical Rehabilitation & Clinical Mental Health Counseling (CRCMHC) program. The name changed to Master of Science in Counseling (MSC) and the structure changed to a program with core Foundational courses (45 credit hours) with four Specializations of 15 credit hours each.
- The first cohort of students are in the Professional School Counseling Specialization of the MSC program.
- We continue to run a \$1.9 million Health Resources & Services Administration (HRSA) Behavioral Health Workforce Education and Training Program for Professionals (BHWET) grant that provides stipends to students placed in Medically Underserved, Rural, or Health Care Professional Shortage Areas throughout their three Fieldwork courses. We have hired a full-time Fieldwork Coordinator and full-time Site Recruiter. Dr. Cristina Jones is the Principal Investigator in this grant.
- We continue to run 2 successful RSA grants that fund 11 and 12 students respectively.
- We have successfully submitted a complete self-study for accreditation reaffirmation and are currently working on the addendum which we feel shows the information that CACREP is looking for.
- We look forward to scheduling a site visit in the Fall.
- We continue to work closely with our site supervisors providing them with professional development opportunities.
- We continue to maintain a high retention rate.

#### **Program Goals 2023-2024**

As part of the annual program evaluation, the faculty set goals for the next academic year. The goals are listed below.

- Work out any issues in the transition to the new structure of the MSC program including advising students.
- Continue intentional efforts on the HRSA BHWET grant including building relationships with other universities and sharing fieldwork resources.
- Continue intentional efforts for increasing the number of minority and underserved students recruited for the MSC program.
- Continue intentional efforts to train students holistically and provide them with professional development that prepares them for their careers.
- Continue to develop ways to incorporate content that prepares students for the NCMHCE.
- Continue to develop ways to improve the CRC pass rate.
- Successfully achieve accreditation reaffirmation.