

## **Intro Page 3: Programmatic Review and Changes**

### **May 2022**

The Counseling Faculty reviewed the counseling program, changes within the profession, the CACREP 2016 Standards, and the data points as outlined below in a series of departmental meetings.

### **Professional and Programmatic Considerations**

At each of our department meetings, we systematically reviewed areas related to the ways in which we serve program stakeholders and discussed ways in which we could continue to improve our program.

In addition to actions described below (Program Data Points), the following areas were addressed:

#### **1. Department Faculty Transitions:**

- a. Dr. Elijah Lee left his position in the department at the end of the 2020-21 academic year.
- b. Permission was granted by the administration to offer a dean's appointment position in our department. This position was offered to, and accepted by, Dr. Luis San Roman. Dr. San Roman has previously taught for our department as an adjunct. He will begin his full-time appointment in July 2022.

#### **2. Involvement of, and service to, stakeholders:**

- a. In September of 2021, Dr. Steve Greggo spoke at the AACC conference in Orlando, Florida on the topic of groups and the neuroscience of the social brain in his presentation: *Empathy, Sacred Moments & Soul-Shaped Brains: Implications for Care Group Leaders*.
- b. Students' evaluations of courses were discussed with the goal of making better use of the feedback provided. Faculty members reviewed recent evaluations of courses and identified an area targeted for improvement based on student comments. Faculty were encouraged to invite student feedback formally through brief survey instruments prior to the end of the semester.
- c. Involvement of adjunct instructors has been increased over the past three years. Adjuncts are now listed on our department faculty webpage and identified as Clinical Specialists. They receive via email copies of the minutes of department meetings. Response to this change has been positive and feedback from these instructors has been valuable.
- d. The CO department chair, Steve Greggo, and a member of the theology department, James Arcadi, were awarded a grant from the American Association for the Advancement of Science (AAAS) "Science for Seminaries" project. The objective was to bring social science and evidence-based approaches into the curriculum for specific courses and to offer faculty development to encourage greater integration of theology and social science. Two separate, day-long intensive workshops were conducted for all counseling and theology faculty. This effort to facilitate inter-department communication and identify opportunities to bringing social science and mental health material in the seminary curriculum at large was a unique and worthwhile venture. This effort did help to solidify the place of the Counseling Department within TEDS and expand credibility regarding the counseling field.

### **3. Accreditation and course delivery matters:**

- a. The CACREP Mid-Cycle Report was submitted in August 2021 and approved by the CACREP Board of Directors at their January 2022 meeting. The next report related to our CACREP accreditation will be the application for reaccreditation due by July 2024.
- b. Decisions about course delivery modifications are ongoing. The Counseling department continues to solicit feedback from stakeholders on the relative effectiveness of in-person, blended, and synchronous learning. The current plan is to offer up to 30% of courses synchronously with the remaining 70% in person, on campus. This change will be included in the reapplication for CACREP accreditation.

#### **Program Data Point 1. Counseling Program Vital Statistics**

Vital Statistics are informative. No action taken.

#### **Program Data Point 2. Counseling Program Admission and Enrollment**

Enrollment has steadily increased over the past 5 academic years. While our theological distinctive remains our primary asset to applicants, we believe that our status as a CACREP-accredited program is a contributing factor in continued interest in our program.

In the fall of 2021, we were happy to welcome 17 new MA in MHC students. We are continuing to discuss ways in which we can attract and retain a high number of well-suited students, with a focus on continuing to increase diversity in our program.

To increase retention of students, counseling faculty discussed the importance of ongoing formative evaluation. Efforts are being made to provide frequent feedback, with resources provided to those who are struggling to achieve successful outcomes.

#### **Program Data Point 3. Annual Student Professional Development Plans**

Faculty propose and track a Student Progress and Remediation Plan (SPRP) for any student for whom a concern is expressed. There are currently no SPRPs in effect. Department faculty dedicate time during each meeting to share observations regarding potential student concerns and assess professional fit related to the candidacy process. This routine has given rise to heightened advisement and formative feedback towards specific students early in their program, thus reducing the risk for formal Student Progress and Remediation Plans.

#### **Program Data Point 4. Key Objectives Assessments**

Review of the data collected reflects consistency with other forms of course assessment (i.e., course grades; CPCE scores). The use of standardized rubrics has facilitated the assessment process and has contributed to the students' understanding of expectations.

### **Program Data Point 5. Evaluation of Practicum and Internship**

The forms used for the evaluation of practicum students and interns underwent revision during recent years. The forms are now consistent with one another, allowing for easier review of data. Evaluation of our students by their site supervisors continues to be strong, especially in personal and professional dispositions.

During the next academic year, evaluations will be converted to Formstack documents. This will facilitate the electronic storage of records. This method of gathering data will also allow for a richer analysis of results.

### **Program Data Point 6. Counseling Program Comprehensive Exam (CPCE)**

CPCE Numbers for the 2021-22 academic year were good.

### **Program Data Point 7. National Exams**

Pass rates on National Exams for student who took the exam during the spring/summer of 2021 was 100%.

### **Program Data Point 8. Alumni Survey**

During the fall 2018 semester, a survey was sent to alumni who graduated within the past 3 years. The response rate was good. Data supplied by these stakeholders reflected an overall high level of satisfaction with the education/training that they received. Lower levels of satisfaction were reflected in the areas of (1) academic advising, and (2) career and employment related services. These areas have been noted by faculty and will be the focus of ongoing efforts for improvement. The next survey will be fall of 2022.

### **Program Data Point 9. Student Clinical Site Evaluation**

Students' evaluation of their clinical sites remains good. Stability of sites over the years has created several good training sites in which our students can receive valuable experience and supervision. Supervisors continue to work with students to provide consistent training, guidance, and support.

### **Program Data Point 10. Evaluation of Supervisor**

Results of this evaluation continue to reveal low scores in supervisor direct observation of supervisee during counseling interactions. A rating form was developed and implemented in the fall 2017 to be used by supervisors in direct observation of student-client interaction. This form provides a structure through which supervisors can observe, and assess, student progress through observation.

### **Program Data Point 11. Employer and Site Supervisor Survey**

During the fall 2018 semester, a survey was sent to employers of program graduates and regular site supervisors of students. Data supplied by these stakeholders was encouraging, with several comments affirming preparedness, work ethic, and dispositional strengths of our students. Recommendations were made to increase training in diagnosis, treatment planning, and case management. The next survey will be fall of 2022.

### **Program Data Point 12. Counselor Disposition Rating**

Counselor dispositional traits were assessed beginning in spring 2016 using the Personal Qualities Assessment tool. This instrument was devised by St. John Fisher College and used with their permission. Using this tool, personal qualities and characteristics widely believed to contribute to success in the field of counseling are assessed. The PQA is administered at admissions and at the end of each formation group in which the student participates. The dispositions covered in the PQA are also assessed by field site supervisors during the practicum and internship experiences.

After 6 years of using this method of assessment, the department has determined that it continues to be a useful mechanism for providing meaningful feedback for students. We will continue to make use of it for that purpose. At the same time, we have concluded that it does not offer useful data for reporting purposes. We are exploring other measures with the goal of achieving consistency of measurement over time.

### **Program Data Point 13. Faculty to Student Ratios**

Faculty to Student Ratios have remained within guidelines for most semesters but have also periodically moved outside of them by a small amount. In the CACREP response to our mid-cycle report, the Board encouraged us to closely monitor the FTE ratio given the anticipated increase in enrollment. Occasional fluctuations do not create significant concern. However, these ratios and the recommendation provided by CACREP do highlight the importance of adding to our faculty in the years to come.