

Program Evaluation Report

2020-2021

Stephen F. Austin State University

Professional Counseling Program

Department of Human Services and Educational Leadership

James I. Perkins College of Education

Campus Overview

Stephen F. Austin State University (SFASU) is a regional university located in Nacogdoches; a historic community nestled in East Texas's piney woods. It is located 132 miles from Houston and 165 miles from Dallas. With a student population of approximately 13,000, SFASU has a reputation for excellence. The Professional Counseling Program at SFASU is within the Department of Human Services and Educational Leadership (HSEL) housed within the James I. Perkins College of Education (PCOE). The Professional Counseling Program operates under Interim Chair Dr. Michael Walker's and Dean Dr. Judy Abbott's leadership. The James I. Perkins College of Education is one of six colleges at Stephen F. Austin State University.

Professional Counseling Program

The Professional Counseling Program at SFASU has a mission of providing quality master's level training to develop highly qualified counselors who demonstrate a strong professional identity, engage in ethical and competent practice, and are effective in serving diverse populations. The program also offers students in-house clinical experience within the Human Services Counseling Clinic. The program consists of three 60-hour specialization areas, including Clinical Mental Health Counseling, School Counseling, and Clinical Rehabilitation Counseling. Upon graduation, all students are eligible for licensure in Texas as a Licensed Professional Counselor (LPC). In addition, students in the Clinical Rehabilitation Counseling specialization are eligible for national certification as a Certified Rehabilitation Counselor. Students in the school counselor specialization are eligible for certification as a Certified School Counselor (CSC) in Texas.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

The Professional Counseling Program at SFASU has maintained accreditation from the Council for the Accreditation of Counseling and Related Educational Programs for all three specializations. The Community Counseling program was initially accredited in October 1993. It became the Clinical Mental Health Counseling program in January 2017 and is accredited through March of 2022. The School Counseling Program received its accreditation in October of 1995 and is accredited through March of 2022. The Clinical Rehabilitation Program was initially

accredited by the Council on Rehabilitation Education (CORE) and earned its CACREP accreditation in January of 2017. This program is also accredited through March of 2022. As part of on-going systematic improvement, the program engages in program evaluation.

Program Evaluation

The professional counseling program at SFASU engages in on-going, systematic program evaluation to ensure that students are well-prepared to work in the field of counseling. The chart below provides a snapshot of the data utilized and when it is collected

Data	Collected	Data Reviewed
Advisory Board	Every other year	Program Meeting 10-25-2021
Candidacy (student feedback)	Every semester	Program Meetings
Survey of Alumni and Students	Every three years	Program Meetings 10-15-2021
Survey of Employers/Supervisors	Every three years	Program Meetings 10-25-2021
Program Learning Outcomes	Every year	Data Day – September 10-15-2021
CPCE –Comprehensive Exam Results	Every semester	Every semester

Spring 2021 Advisory Board

Description of Advisory Board Meetings

The advisory board met in April and May of 2021. The first meeting provided the advisory board with information about the current program. The second meeting was a focus group where advisory board members provided feedback about the program. Members of the advisory board included supervisors, employers, and alumni.

Feedback from the advisory board stated that overall students/graduates were well prepared to work with clients. However, they did note that students/graduates could have stronger crisis counseling skills, stronger knowledge of diagnosing mental illness and substance abuse related issues, and increased confidence in application of diagnosing. Students/graduates were prepared to work with diverse populations and make initial diagnoses but were low in confidence with

some diagnoses. Feedback provided also indicated that supervisors and employers would like students/graduates to have increased confidence.

Discussion of Data:

Faculty formally discussed the data in Fall 2021 at a program meeting on October 15, 2021, and on October 25, 2021, and considered past changes and how continued changes can be made to strengthen the program. All questions and data were reviewed during the meetings. Also, during the review of information, faculty noted that participants of the focus group have not provided recent supervision or employment of current students/graduates.

Program Modification / Changes:

The Advisory Board Meeting consisted of individuals who have not provided supervision or employment of recent students/graduates. Changes were made to the program that members of the advisory board were not aware. For example, one change implemented was a requirement from the Texas Behavioral Health Council in Fall of 2017 with required core courses. The Board requires a class in abnormal behavior and a class in psychopathology. The addition of this class has helped students with diagnosing. Students learn about abnormal behaviors, symptoms, and initial diagnosing in PCOU 5310 Survey of Abnormalities, and PCOU 5391 Mental Health and Psychopathology provides additional training in diagnosing by using allowing more practice. Also, additional content was added about writing case notes and creating treatment plans. This last change was made to PCOU 5391 during the Fall of 2021. This change is supported by the commentary from the advisory board focus group.

Only students in the mental health specialization are required to take the PCOU 5330 Crisis Counseling and thus students in other concentrations may not have strong skills in this area. Last year, an online crisis training component was added to practicum to enhance students' knowledge and skills in responding to crisis situations. Commentary from the advisory board confirms that adding additional training for students in crisis intervention will be beneficial.

Finally, at future Advisory Board Meetings, the faculty will invite individuals who have provided recent supervision or employment to current internship students and/or employees.

Fall 2021 Current Student Survey Data

Description of Student Survey

In the Fall of 2021, Faculty sent out a request via email to current students to complete a 45-question Likert-Scale survey in Fall of 2021. The purpose was to obtain information about the program from the perspective of current students and to use feedback to make program changes

if needed. Currently, the options are mirrored from Institutional Research. The response rate was good with 40 current students participating which is a 47 percent response rate.

Discussion of Results

One student emailed faculty and provided feedback regarding the male/female choices for gender and asked for choices to include transgender and non-binary choices.

Data indicated challenges with the format of how classes are offered. Students indicated wanting consistency in the delivery of courses and course assignments. Students also indicated wanting more consistence with who is teaching classes. Courses primarily taught by adjunct are Family Counseling and Lifespan.

Students also provided concerns about timeliness of responses from instructors via e-mail or phone. Students would like to receive a response from instructors regarding questions about class content in a timelier manner.

With regards to courses, most students felt all courses were beneficial except for PCOU 5325 Career Counseling. A high number of students indicated that this course was not beneficial. Some students indicated dissatisfaction with their overall program experience. Faculty wanted additional clarification on certain items and a follow-up townhall meeting with students is being planned.

Program Modifications/Changes

Based on feedback regarding the format of the survey provided to students, one student wanted more gender choices. In the next iteration of the survey, faculty will consider this and additional choices for gender identity.

For COU 5325 Career Counseling, the course will be offered face to face and livestream (zoom). It has been offered online in the summer and face to face in the fall and spring semesters. Change in format of classes was necessary, but the program is working to return to regular administration of classes. Also, Due to Covid-19 the instructor substituted an assignment that was noted in the PLOs. The assignment that was substituted will be used in future courses to have greater consistency. In the past depending upon specialization, students completed different assignments for the PLO assignment. The instructor will also consider ways to make the course more engaging and meaningful for students. The PCOU 5325 Career Counseling syllabus will be updated with current signature assignments, also rubrics and instructions will be provided by the instructor. PCOU 5341 Seminar in Research will be returned to a face-to-face course for consistency. It was offered online some semesters. PCOU 5341 Seminar in Research syllabus will be updated to reflect current format of class.

PCOU 5322 Family Counseling has often been taught by an adjunct along with PCOU 5385 Lifespan Development. The program coordinator will email all instructors at the start of the semester and for online courses remind them to remove old announcements/news items and to maintain signature assignments. These assignments provide significant data to measure PLOs

and need to be maintained every semester. Signature assignments have been defined as those used to measure PLOs. Adjuncts and faculty will also be directed by the program coordinator to remove any personalization from the courses.

Contact with students provides more consistency and stability. Returning e-mails and phone calls in a timely manner needs to be a priority. Faculty members will add a few sentences to all Professional Counseling Program syllabi noting that they typically respond to emails and phone calls within 48 hours except for weekends and holidays. Adjuncts will be informed of this policy.

The program in the last three years has had changes in faculty members which may have resulted in students feeling stressed and dissatisfied with their experiences. This is along with the stress from COVID-19 as well as the sudden shift to online courses at the start of the pandemic. Faculty plan to follow-up with students with a townhall meeting to understand and address concerns. As of Fall 2020, a new Professional Counseling course rotation was developed to ensure timely degree completion and better support all students' enrollment through their degree maps. The course rotation is provided on the [Professional Counseling Webpage](#) under Potential Students and then Graduate Curriculum. Here is the direct link to the [sample course rotation](#).

Fall 2021 Alumni Survey Data

Description of the Alumni Survey

In the Fall of 2021, faculty sent out a request via email to program alumni to participate in a survey about their experiences in the SFASU Professional Counseling Program. The survey was sent to 54 alumni. The survey included 48 questions using a Likert scale. The email included a cover letter explaining the survey was intended to help the program make modifications based on information provided by alumni regarding their experiences in the program. There was a limited response rate of 16 responses approximately a 30% response rate. Respondents have all graduated within the last five years.

Discussion of Results

Thirteen participants indicated they were working full-time in counseling positions. Participants indicated that courses were beneficial in their work except for career counseling. Most survey respondents indicated that the course was not beneficial. Participants noted that faculty communication was not always timely and about half of respondents indicated that faculty and staff were not as assessable as they would have liked. It was noted during the review of the results that a question regarding licensure status needs to have the option of Licensed Professional Counselor-Associate added.

Program Modification/Changes

Faculty noted the similarity in responses in the Current Student Survey and Alumni survey. This observation reinforced the program modifications discussed in the review of the Current Student Survey. No additional program modifications were made after review of Alumni Survey results.

Fall 2021 Employer and Site Supervisor Survey

Description of the Employer and Site Supervisor Survey

In the Fall of 2021, Faculty sent out a request via email to employers of alumni and site supervisors of internship students to participate in a survey about the SFASU Professional Counseling Program. The email included a cover letter explaining that the survey was intended to help the program to make modifications by obtaining information about the perceptions of program graduates and interns in terms of their knowledge, skills, and dispositions in professional counseling. The survey was e-mailed to 33 employers/site supervisors currently working with interns and graduates of the program. There were 13 completed responses which was a 39% response rate.

The survey consisted of 15 questions. Survey questions varied from “our interns and graduates knowing and understanding the ACA Code of Ethics” to our interns and graduates “being able to assess barriers for persons with mental health or behavioral issues or disabilities.” A Likert scale was used with anchors varying from strongly agree to strongly disagree and included “does not apply option”.

Discussion of the Data

The program faculty reviewed the survey results in Fall 2021. Twelve survey respondents rated interns and graduates as well prepared in all knowledge and skill areas and had Likert ratings of strongly agree or agree. There were a few questions that did not appear clear or meaningful based on review of information. There was one response of neither agree or disagree in the following areas: 1.) knowledge of professional conduct in the workplace; 2.) ability to assess barriers for persons with mental health or behavioral issues or disabilities; 3.) ability to use transition strategies; 4.) ability to deal with job stressors; 4.) understand influences of personality development, and 5.) able to do job and task analysis.

Program Modifications/Changes

The results of the survey were mostly positive, and no program modifications were made based on the survey. The survey itself will be modified. Additionally, to ensure employer and site supervisors are providing feedback of recent and current interns and program graduates, three additional questions will be added to the survey. The survey will be revised before dissemination as scheduled in Fall 2024.

Candidacy (student feedback)

Description of Candidacy

Students meet individually with at least two faculty members once they have completed between 15 and 18 credit hours. This is considered a gatekeeping task to determine if students are making adequate progress in the program both professionally and personally. During the meetings, students are given the opportunity to provide feedback about their experiences in the program.

Discussion of the Data

Discussion of data occurred regularly in Professional Counseling program meetings because of changes in delivery modality and challenges with COVID-19. In the Spring of 2020, the university administration wanted programs to move to 8-week course options. The Professional Counseling Program was tasked with identifying courses that could be offered as 8-week courses. The faculty identified courses that have been taught in a five-week format in the summer session as courses that could be offered as 8-week courses in the Fall and Spring semesters. Selected courses were offered as 8-week courses in Fall of 2020 and Spring of 2021. During candidacy, students indicated that it was hard to learn well in short classes but that they enjoyed being able to take several courses and make considerable progress faster. They also indicated that they would like to have more structure in the course rotation. The biggest stressor for students was doing well in school while trying to manage other commitments. Students indicated they struggled with finding balance between work, family, and school. With online courses, students had concerns that some classes lacked structure whereas other online classes were highly structured. They indicated they would like to have more structure in terms of course rotation. Students indicated that overall faculty were helpful, available, and able to assist students.

Some students indicated they would like to have additional opportunities outside of class to engage with peers and faculty. Students wanted to have time to link with peers and faculty to feel more connected to the program.

Program Modifications/Changes

Eight-week classes were implemented in Fall 2020 and Spring 2021, but after much discussion during weekly program meetings, faculty decided to move classes back to 15-to-16-week courses for the long semesters and a new course rotation was developed. Faculty believed this change allowed students to obtain the necessary knowledge, skills, and dispositions to utilize the information in fieldwork. This also allowed appropriate development of students professionally and personally. The new rotation was implemented starting in the Fall of 2021 ([link to new rotation](#)). The new rotation enables consistency for students in terms of course offerings and

when they take courses. This provides more structure and consistency on delivery method of class and times when classes are offered. Instructors can evaluate knowledge and skills of the students in their course since all students will follow the same rotation regardless of entrance point into the program. Faculty re-examined which courses should be online, and which should be face to face. This is now provided on the rotation.

Chi Sigma Iota was re-activated and will offer out of class opportunities for students to engage with each other and faculty.

Program Learning Outcome (PLO)

Description of Program Learning Outcomes

Program Learning Outcomes (PLO) are aligned to meet the eight CACREP standards and there are two measures of each standard to evaluate students' knowledge and/or skills.

Students submit the measure (e.g., assignment) in LiveText, and faculty assess the work with a rubric. LiveText data is collected every semester in which the course is taught to ensure that all students are assessed. During the Fall semester, the James I. Perkins College of Education has a Data Day for faculty to review, analyze, summarize, and report program data. Each academic year, the PLOs are compiled and posted under Accreditation Data for Public Review posted on the program website [Professional Counseling Webpage](#). This section contains current Program Evaluation and Accountability Reports.

PLO 1 - Professional Orientation and Ethical Practice (CACREP 2.F.1)

Students will be able to articulate the elements related to professional identity including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Measure 1 – Counseling Philosophy Paper (knowledge)

Measure 2 – Advocacy Letter (knowledge & skills)

PLO 2 – Social and Cultural Diversity (CACREP 2.F.2)

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Measure 1 - Guided Journal (knowledge)

Measure 2 – Challenge Experience Project (knowledge)

PLO 3 - Human Growth and Development (CACREP 2.F.3)

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning

Measure 1 – Introspective Journals (knowledge & skills)

Measure 2 – Developmental Interview (knowledge & skills)

PLO 4 – Career Development (CACREP 2.F.4)

Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions

Measure 1 – Career Theory Application Project (knowledge & skills)

Measure 2 – Parent Training Project (CMH and RHB) (knowledge & skills)

Measure 2 – Career Planning Resource File (SCH) (knowledge)

PLO 5 – Counseling and Helping Relationships (CACREP 2.F.5)

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship

Measure 1 – Skills Videotape (skills)

Measure 2 – Practicum Videotape (skills)

PLO 6 – Group Counseling and Group Work (CACREP 2.F.6)

Students demonstrate competency in preparing for and facilitation of group counseling.

Measure 1 – Group Plan (knowledge)

Measure 2 – Group Facilitation Video (skills)

PLO 7 - Assessment and Treatment Planning (CACREP 2.F.7)

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning

Measure 1 – Test Critique (knowledge)

Measure 2 – Treatment Plan (knowledge & skills)

PLO 8 - Research and Program Evaluation (CACREP 2.F.8)

Students will demonstrate an understanding of research methods to inform evidence-based practice.

Measure 1 (All programs) Research Proposal (knowledge)

Measure 2 (School) Action Research Project (knowledge & skills)

Measure 2 (Clinical Mental Health) Grant Proposal (knowledge)

Measure 2 (Rehabilitation) Patient Education Module (knowledge & skills)

Discussion of the Data

All PLO data from Fall 2020, Spring 2021, and Summer 2021 was reviewed during the Fall 2021. These assignments are evaluated to determine student knowledge and skills in specific core areas of counseling.

Based on results, faculty noted that many students consistently struggle with APA style. Student struggles consist of both APA format and style. It appears that students struggle when first beginning the program through their second or third semester.

In the multicultural counseling course, some students struggled with being close minded, prejudicial thinking and implicit and explicit bias.

One of the PLOs consisted of video recording students facilitating group. Video recordings had to be changed due to limited space at the clinic for recording as well as COVID -19 in the past few semesters. Instructors shifted from recorded video to a live observation within the classroom and timeframe of the group counseling class. Instructions and rubric created for the Group Facilitation Plan. This was implanted in Fall 2020 and Spring 2021.

Another PLO to measure Research and Program Evaluation required different measures for each specialization. School counseling students were required to complete an action research project, clinical rehabilitation students were completing a patient education project, and clinical mental health students were assessed on a grant writing assignment. There were problems with this measure being completed adequately.

Program Modifications/Changes

The review of data allows the faculty to make program evaluation changes. Faculty decided to implement all recommended changes prior to Fall of 2022.

To address concerns with APA Style writing faculty determined there must be consistency across the curriculum. To do so, faculty agreed that APA Style 7th edition will be a required textbook for all courses. All classes will have at least one written assignment in which APA Style will be evaluated in an assignment rubric, except for clinical classes (Skills and Techniques, Practicum and Internship). Also, evaluation of writing skills will begin during the initial Professional Counseling Program application process. The rubric will be revised to address not only content of the application but also basic writing skills. This will help faculty to identify early students that may struggle with writing and provide them with additional support to be successful. Faculty agreed that writing and APA style could be consistently addressed in courses across the curriculum.

The counseling field requires students to understand their biases and to become more knowledgeable in areas of diversity and inclusion. To address concerns related to students having difficulty with diversity, additional questions will be drafted and added to the initial Professional Counseling Program interview process and during the admission to candidacy interviews. This allows for students to answer questions and for faculty to provide feedback.

Previously in the program, a student evaluation scale, used to evaluate dispositions, was completed at the end of every class. There was a challenge with using this scale in online class delivery. It was determined to use this scale in specific classes that are face to face to allow faculty to measure dispositions. This change will be included in the student handbook and discussed during New Student Orientation. This will inform students of when and how they are being evaluated. This student evaluation scale will be used to determine readiness for clinical work and to determine if students are able to work with diverse populations. The student evaluation scale will be completed in the following courses: PCOU 5310 Abnormal Behaviors, PCOU 5328 Group Counseling, PCOU 5333 Skills and Techniques in Counseling, PCOU 5394 Practicum in Counseling and PCOU 5395 Internship. Information will be added to syllabi to explain that the student evaluation scale will be completed as a midterm and final evaluation.

Group assignment was changed to include a live observation of facilitation skills. This assignment has been beneficial and allowed students immediate feedback regarding their skills. This assignment has been updated in the PCOU 5328 Group syllabi and a rubric provided.

The last program evaluation change reviewed the three assignments required for the Research and Assessment PLO, this included the three different projects based on the specializations (action project for school counseling students, grant proposal for clinical mental health counseling students, and patient education for rehabilitation counseling students). Faculty decided that all students would be evaluated on the same assignment since they all completed the grant writing assignment.

There were some additional issues that were discussed, but no program evaluation changes were made at this time. These are future considerations of program changes. These include the content in PCOU 5339 Professional Business Practices. The content of this course is not required by the state license board or CACREP. While components of the course are helpful, some of these components can be integrated into other classes. Faculty also believe that an additional clinical class, such as pre-practicum, would allow for additional practice for students. Faculty are considering removal of Business Practices to allow for students to take a pre-practicum or additional skills course to strengthen their counseling skills prior to working clients in the counseling clinic.

CPCE – Comprehensive Exams

Description of CPCE and Use

The SFASU Professional Counseling Program uses the CPCE (Counselor Preparation Comprehensive Examination) for its comprehensive exam that students are required to pass. The cutoff score is noted in the handbook under which the student entered the program. Students are allowed to take the examination twice and must have a passing score prior to enrollment in internship. The examination covers the core areas of counseling and is used to ensure that students have the necessary knowledge to be successful as counselors.

Discussion of the Data

Faculty reviewed results of the examination every semester. In reviewing results, it was noted that some students were not successful in their first attempt at the CPCE.

Program Modifications/Changes

Faculty discussed ways in which students could be supported in their examination attempts. Inclusion of supportive efforts from faculty for students not successful in first attempt at CPCE, were piloted in Fall of 2020 and Spring of 2021. A list of recommended study resources was created by students who previously passed the CPCE. This list is provided to students during PCOU 5333 Counseling Skills and Techniques. This class is usually taken prior to the semester that the CPCE is completed. Additionally, during the Fall of 2021, students anticipating taking

the CPCE asked for study sessions or assistance. The faculty put together a panel of previous students who were successful in passing the CPCE to present during the Practicum Class. This allowed for students to ask others questions about study recommendations or tips to help them be successful. These efforts will be implemented as a program evaluation change for Spring 2022 and are being named the comprehensive exam student support plan.

Conclusion

The Professional Counseling Program at SFASU engages in systematic, on-going program evaluation efforts that have multiple components to ensure that the program remains of the highest quality. Every effort is made to ensure that various perspectives are considered. Program modifications and changes are made to provide students with a quality program that meets or exceeds the CACREP standards. The use of multiple measures and perspectives allows for a thorough, and in-depth analysis of the current program and changes needed as the program moves forward.

The following chart provides content that is summarized above. The chart provides data that is reviewed, when the data was obtained, the dates of program evaluation meetings, program modifications, timelines of implementation of modifications, and evidence that modifications were implemented.

Summary of Program Evaluation, Modifications, and Changes					
Data	Timeframe of Data Collection	Review of Data/Results	Program Modification	Timeline of Implementation of Modification	Evidence of Implementation
Current Student Alumni Survey	Fall 2021	Program Evaluation Meeting 10/14/21	PCOU 5325 Career Counseling Program Learning Outcome Measure 2 changed to Career Skit assignment for consistency across specializations	Implemented due to COVID-19 in Spring 2020 through Fall 2021 Implemented as program evaluation course change in Spring 2022	PCOU 5325 Career Counseling Syllabus Career Skit Assignment Rubric and Instructions Program Learning Outcomes (PLOs)

Current Student Alumni Survey	Fall 2021	Program Evaluation Meeting 10/14/21	PCOU 5325 Career Counseling course delivery method will be face-to-face and livestream (Zoom) from Fall 2021 forward for consistency of course delivery method.	Implemented due to COVID-19 in Spring 2020 through Fall 2021 Implemented as program evaluation course change in Spring 2022	PCOU 5325 Career Counseling Syllabus Schedule of Courses including course delivery method
Current Student Alumni Survey	Fall 2021	Program Evaluation Meeting 10/14/21	PCOU 5341 Seminar in Research will be taught as a face-to-face course for consistency of course delivery method.	Implemented due to COVID-19 in Spring 2020 through Fall 2021 Implemented as program evaluation course change in Spring 2022	PCOU 5341 Seminar in Research Syllabus Schedule of courses including course delivery method
Current Student Alumni Survey	Fall 2021	Program Evaluation Meeting 10/14/21	Inclusion of brief statement in all course syllabi regarding faculty timeliness to email responses for consistency across program faculty.	Draft of statement to be written in Fall 2021 and inclusion of faculty approved statement to be included in course syllabi in Spring 2022	All PCOU course syllabi
Current Student Alumni Survey	Fall 2021	Program Evaluation Meeting 10/14/21	Continue to include a panel of students who have taken the CPCE in PCOU 5394 Practicum due to positive feedback from students.	Piloted the panel in Fall 2021 Implemented as program evaluation course change in Spring 2022	PCOU 5394 Practicum course syllabi

Employer/ Site Supervisor Survey	Fall 2021	Program Evaluation Meeting 10/25/21	To help ensure employer and site supervisors are providing feedback to assist more recent and current interns and program graduates, three additional questions will be added to the survey.	Survey to be revised before dissemination as scheduled in Fall of 2024.	Program Evaluation Plan Employer/Site Supervisor Survey
Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	APA Style 7th edition to be a required text in all content courses for reinforcement of its importance.	Implemented as program evaluation course change in Spring 2022	All PCOU course syllabi
Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	Every content course will have at least one assignment in which writing and APA style are evaluated in an assignment rubric to ensure students receive feedback in these areas and early identification of students in need of support. Excludes skills classes (PCOU 5333 Skills & Techniques, PCOU 5394 Practicum, & PCOU 5395 Internship)	Implemented as program evaluation course change in Spring 2022	All PCOU content course syllabi Each PCOU content course will have one assignment rubrics
Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	Revise program applicant rubric to better evaluate writing sample and early identification of students in need of support.	Draft of applicant rubric to be revised in Spring 2022 and inclusion of faculty approved rubric to be implemented for Fall 2022	Applicant Rubric

Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	Revise program applicant interview questions to include a question regarding diversity and corresponding rubric for interview questions to adhere to CACREP standards and as early identification of students who may need support in this area.	Draft of Interview Questions to be revised in Spring 2022 and inclusion of faculty approved Interview Questions and Rubric to be implemented for Fall 2022	Interview Questions and Rubric
Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	Revise Candidacy Questions and corresponding rubric for students who may need support and/or intervention in this area.	Draft of revised Candidacy Interview Questions to be revised in Spring 2022 and inclusion of faculty approved Interview Questions and Rubric to be implemented for Fall 2022	Candidacy Questions and Rubric
Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	Student Evaluation Scale to be included in program handbook and to be reviewed at New Student Orientation to ensure students are aware of how they will be evaluated in the program.	Inclusion of Student Evaluation Scale in handbook to occur in Spring 2022 Handbook with this inclusion to be distributed in Fall 2022 and reviewed in Fall 2022 New Student Orientation	Program Handbook New Student Orientation Agenda

Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	Inclusion of Student Evaluation Scale to be included in selected courses across the curriculum to ensure evaluation at multiple points in the program.	Inclusion of Student Evaluation Scale in selected courses to occur in Fall 2022	Inclusion in selected course syllabi PCOU 5310 Abnormal Human Behavior PCOU 5328 Group Counseling PCOU 5333 Skills & Techniques PCOU 5394 Practicum PCOU 5395 Internship
Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	PCOU 5328 Group Counseling PLO Measure 1 Group Plan to be renamed/replaced with Group Proposal for clarity.	Implemented as course change in Fall 2020 and Spring 2021 Implemented as program evaluation course change in PLOs for Spring 2022	PCOU 5328 Group Counseling course syllabi Program Learning Outcomes (PLOs)
Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	PCOU 5328 Group Counseling PLO Measure 2 Group Video removed and replaced with Group Facilitation Plan assignment for observation of students leading group in class.	Implemented due to COVID-19 and clinic space issues in Fall 2020 through Fall 2021 Implemented as program evaluation course change for Spring 2022	PCOU 5328 Group Counseling course syllabi Group Facilitation Plan Assignment Instructions and Rubric Program Learning Outcomes (PLOs)

Program Learning Objectives (PLOs)	Fall 2020 Spring 2021 Summer 2021	Program Evaluation Meeting 10/14/21	PCOU 5339 Professional Business Practices PLO Measure 2 was revised to be consistent across all three specializations.	Implemented as program evaluation course change for Spring 2022	PCOU 5339 Professional Business Practices course syllabi Grant Proposal Assignment Instructions and Rubric Program Learning Objectives (PLOs)
Counselor Preparation Comprehensive Examination (CPCE) Results	Fall 2020 Spring 2021	Faculty Meetings in Fall of 2020 and Spring 2021	Inclusion of supportive efforts from faculty for students not successful in first attempt at CPCE	Piloted in Fall of 2020 and Spring of 2021 Implemented as program evaluation change for Spring 2022	Comprehensive Exam Student Support Plan
Advisory Board Meeting	Spring 2021	Program Evaluation Meeting 10/25/21	To help ensure current Advisory Board Members are providing meaningful information a focus group will be created to allow for additional information to be provided.	Additional focus group will be added to include Site Supervisors and Employers on the advisory board who have worked with current interns and employees.	Program Evaluation
Advisory Board Meeting	Spring 2021	Program Evaluation Meeting 10/25/2021	Added additional components to class curriculum to address increasing student knowledge about crisis intervention, diagnoses of mental illness.	Piloted in Fall 2020, additional online crisis intervention training was added to Practicum Course. Texas Behavioral Health Executive Council now requires two diagnostic classes to increase knowledge about diagnosing.	Practicum Syllabus Two classes on current rotation include Survey of Abnormalities and Psychopathology. Syllabi for both classes

Advisory Board Meeting	Spring 2021	Program Evaluation Meeting 10/25/2021	Program Faculty discussed adding back pre-practicum class to the curriculum to allow for additional training in diagnosing of mental illness and/or substance abuse related issues. This would also allow students more practice to increase confidence.	Program Faculty will create proposal to consider adding pre-practicum class back into the degree rotation.	Proposal will be completed in fall 2022.
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