

Summary of Program Evaluation Reports

Current Student Survey

Results of the current student survey indicate that over 93% of students are satisfied or highly satisfied with most aspects of the Counselor Education and Supervision (CES) program and the academic components. Further, 100% of student responses indicate good or excellent satisfaction with the instruction they are receiving in the CES program, 100% indicate they would recommend the CES program to others, and over 93% indicate the CES program is meeting their expectations. In two areas, more than 10% of students indicated dissatisfaction including: 1) writing center; and 2) intensive hospitality and housing. These areas are shared services across the university. Additional program related concerns are as follows: 1) practicum and internship approval process; and 2) clear communication about expectations for the dissertation process.

Academic Course Report (Success Rates)

The university provides robust tools to assess the success rates (s-rates) of each course. In this context, s-rates are defined as a C grade or better so the course counts toward the student's degree completion plan. The courses in the CES program all have success rates that are consistent with graduate level courses across the university and fall into the acceptable criteria as established by the School of Behavioral Sciences. Related to graduates of the CES program, 50 students graduated during the 2020-2021 academic year, with a completion rate of 89.71%. Of the graduates seeking employment as faculty in an institute of higher education, 100% were hired within 180 days of graduation.

Program Learning Objectives (PLOs)

Two program learning objectives (PLOs) were evaluated during the 2020-2021 academic year. The target for each criterion (Develop, Discuss, Apply) is that 80% of CES students will meet or exceed expectations.

- **PLO 5:** Provide leadership and advocacy within the profession and on behalf of its clientele
PLO 5 is assessed through the 'Social Advocacy Project' in the COUC 860 *Counseling Leadership and Advocacy* course. Evaluation results indicate that students scored at 100% (Develop), 100% (Discuss), and 100% (Apply).
- **PLO 6:** Integrate faith and spirituality into counselor education and supervision in an ethical manner
PLO 6 is assessed through the 'Course Synthesis Paper' in the COUC 730 *Issues in Integration* course. Evaluation results indicate that students scored at 59% (Identify), 100% (Describe), and 100% (Incorporate).

Subsequent Program Modifications

Per the feedback received on the current student survey the following modifications were made:

1. Student concerns about university services, such as the writing center and intensive hospitality, are addressed on an individual level. The department continuously works with university service

departments to improve quality and services based upon student survey feedback. The limitations of these services are highlighted during the orientation, along with supplemental information for support in these areas. Note that some hospitality services are temporarily suspended due to the COVID pandemic.

2. Students expressed concern about the approval process for practicum and internship. Information related to practicum and internship was clarified and included within the new CES Advising Center on Canvas, including the differences among the different internship options, as well as the process to starting practicum and internship. Moreover, the Subject Matter Expert over these aspects of the program attends orientation meetings to clarify concerns and questions students have. Further, to help ensure that students are appropriately oriented to these aspects of the program, students are now required to read the practicum and three internship handbooks, and their knowledge is assessed through the Orientation Quiz students take prior to taking courses in the program.
3. In response to student concerns about clear communication regarding expectations for the dissertation process, the CES program has developed and implemented a CES Student Advising Center on Canvas, which provides a variety of information: program of student, licensing and credentialing, Qualifying Examination, Candidacy Portfolio Examination, and information related to the dissertation process. Students Advising Groups are also implemented, where each student group is advised by 2-3 core faculty advisors. These advising groups meet at least once each semester, and faculty advisors can provide information about the dissertation process. To ensure that students are cognizant of the dissertation process the following procedures have been added: requirement of reading the Dissertation Manual and assessment of this in the Orientation Quiz, requirement that students attend synchronous faculty advising committee meetings throughout the program, and the requirement that faculty dissertation chairs offer weekly or bi-weekly synchronous advising meetings with the students they chair during the dissertation phase of the program.
4. As noted in the 'Program Learning Objectives' section, PLO 6 evaluations did not meet the desired target of 80% of CES students meeting or exceeding expectations. Therefore, an Action Plan was developed that will be implemented during the 2021-2022 academic year. The CES Program Director discussed the PLO 6 findings with faculty reviewers, noting that students did not achieve the "Identify" criterion. The CES Program Director and the COUC 730 SME will review and revise assignment instructions and the grading rubric to ensure that students include the necessary information. PLO 6 will be reassessed during the 2021-2022 academic year.

Other Substantial Program Changes

Related to temporary restrictions in place related to the COVID pandemic, program revisions were discussed to allow for more flexibility with the intensive courses. In addition, student feedback indicated concerns about the number of residential intensives, including the cost related to travel and lodging expenses. Based upon the need for online intensive options (due to the COVID pandemic), as well as student feedback, the CES program reduced the number of required in-person intensive courses to three: COUC 714, COUC 745, and COUC 860. The rest of the core and elective courses are offered in a digital delivery environment. Two methods of digital delivery instruction were identified:

- Students attend a week-long, all day, synchronous course session that meets either through in-person delivery on the Liberty University campus in Lynchburg, Virginia or through synchronous digital delivery using Microsoft Teams or Cisco WebEx, and complete remaining course requirements each week throughout the 16-week semester through digital asynchronous delivery format with Canvas as the primary instructional delivery method. Faculty also provide synchronous meetings with individual students or the whole class as needed.

- Practicum and internship courses are completed in a digital synchronous format, with Canvas and either Microsoft Teams or Cisco WebEx as the primary instructional delivery methods. Students attend a weekly digital synchronous meeting with qualified counselor education faculty (via Teams or WebEx), practice weekly (via Teams or WebEx), and complete one module per week throughout the course (via Canvas).

The Department of Counselor Education and Family Studies initiated a CACREP self-study that concluded in December 2021 and was submitted to CACREP for initial review. The department is seeking reaccreditation for this CES program, along with the other four accredited programs housed within the department. The department anticipates the reaccreditation process will be completed for a final review by the CACREP Board in its January 2023 biannual meeting.