

Summary of Program Evaluation Reports

Current Student Survey

Results of the current student survey indicate that on average approximately 80% of students are satisfied or highly satisfied with most aspects of the School Counseling (SC) program and the academic components. Further, over 85% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the SC program, and over 82% indicate they would recommend the SC program to others. In addition, over 95% of student responses indicating good or excellent satisfaction with the instructional methods used within this program, and over 87% expressed satisfaction with the intensive coursework. Using a minimum of 10% as a benchmark, the following items were identified as concerns to address: 1) course registration; and 2) academic advising. These areas are shared services across the university. Additional program related concerns are as follows: 1) accessibility of program faculty; 2) accessibility of the faculty advisor; 3) helpfulness of the program orientation; and 4) usefulness of the student handbook.

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 SC 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 SC program, 606 students graduated during the 2020-2021 academic year, with a completion rate of 73.32%. Of the graduates seeking employment as a school counselor, 86.5% were hired within 180 days of graduation.

Program Learning Objectives (PLOs)

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

- **PLO 5:** Evaluate research and apply it to their educational setting in accordance with best practices, and identify social and cultural implications for interpreting and reporting results. PLO 5 is assessed through the 'Program Evaluation Project' in the COUC 515 *Research & Program Evaluation* course. Evaluation results indicate that students scored at 67% (Identify), 61% (Construct), and 71% (Evaluate).
- **PLO 6:** Evaluate the roles and responsibilities of the school counselor. PLO 6 is assessed through the 'School Counseling Collaborative Model' assignment in the COSC 660 *Principles of School Counseling* course. Evaluation results indicate that students scored at 88% (Identify), 86% (Construct), and 84% (Evaluate).
- **PLO 7:** Develop a comprehensive model of school counseling

PLO 7 is assessed through the 'Comprehensive School Counseling Program' in the COSC 661 *School Counseling Program Development & Evaluation* course. Evaluation results indicate that students scored at 100% (Identify), 100% (Construct), and 97% (Describe).

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 course registration and academic advising, are addressed on an individual level. The department continuously works with university service departments to improve quality and services based upon student survey feedback. Faculty Advising Mentors (FAM) provide an opportunity for their advisees to meet with them at least one time every eight weeks. These FAM's are specific to the School Counseling program and can offer program and professional-related guidance and support.
2. Students expressed concern about accessibility of program faculty, especially related to the responsiveness of faculty instructors. In response, the Online SC Program Director and Online Department Chair have emphasized the need for timely communication from faculty. A 36-hour response time expectation has been set for all faculty to respond to students. End of Course Surveys are also reviewed each term to evaluate student satisfaction with faculty communication.
3. Students expressed concern over determining who has been assigned as their Faculty Advising Mentor (FAM). Within the SC Advising Center, student advising groups are more clearly defined, and faculty advisors make specific effort to connect and meet with advisees twice each semester (once per term). Written guidelines have been provided to faculty as to advising responsibilities to ensure students remain up to date on program-related information. An additional requirement within the zero-credit COSC 500 orientation 'course' tasks new students to connect with their FAM for advising purposes.
4. In response to student concerns about the helpfulness of the student orientation, a SC Student Advising Center was deployed within the Canvas environment so students can easily connect with their FAM. Within the advising center, students have access program-related handbooks, documents, program-related announcements, as well as introducing them to the SC profession. In addition, the advising center provides access to program resources, advising information, and information about professional development and certification. Also, a zero-credit, eight-week orientation course (COSC 500) was developed to provide a more structured approach to providing important program orientation as well as a face-to-face virtual meeting with the School Counseling Program Director.
5. The program handbook, advising guide, and practicum and internship manuals are emphasized as primary resources for students about the online SC program. In addition to program information, policies and procedures are outlined. In response to student feedback, faculty advisors and faculty instructors will emphasize the usefulness of these resources to locate program-related information.
6. As noted in the 'Program Learning Objectives' section, PLO 5 evaluations did not meet the desired target of 80% of CMCH students meeting or exceeding expectations. Therefore, an Action Plan was developed that will be implemented during the 2021-2022 academic year. The Program Directors for the CMHC-D, CMHC-R, and SC programs discussed the results of the PLO 5 assessment with faculty evaluators. PLO 5 initially used the COUC 515 'Program Evaluation Project' assignment for this assessment. However, the program directors and faculty evaluators believed that the assignment would be better to include in the COUC 522 *Career Development & Counseling* course. The COUC 522 SME revised the assignment and titled it *Career Development Program Proposal*. The assignment instructions and grading rubric will be updated to better aid

students to provide the necessary information. PLO 5 will be reassessed during the 2021-2022 academic year.

Other Substantial Program Changes

In response to restrictions in place related to the COVID pandemic, program revisions were made to allow for more flexibility with the intensive courses, which require students to attend two week-long, in-person course sessions (COSC 505 and COSC 512). With the desire to retain an in-person option, two methods of instruction were identified:

- A digital asynchronous delivery format with Canvas as the primary instructional delivery method. Students attend a week-long synchronous course session that meets either through in-person delivery on the Liberty University campus in Lynchburg, Virginia or through synchronous digital delivery using either Microsoft Teams or Cisco WebEx. In addition, students practice weekly, and complete one module per week throughout the course.
- A digital synchronous delivery 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 SC 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.