

Program Statistics

Enrollment & Graduation		Student Demographics	M	F	UNK
* Credit Hours	60	American Indian/Native Alaskan	0	5	0
Applications Received	654	Asian	3	15	0
Applications Accepted	586	Black	42	225	0
Acceptance Rate	89.6%	Hawaiian Native/Pacific Islander	0	8	0
Current Enrollment	1768	Hispanic	9	77	0
No. of Graduates	431	Two or More	12	39	0
Completion Rate	38%	Unknown/Other	53	281	2
Job Placement Rate	98.2%	White	103	888	3
Credentialing Pass Rate	93.7%	International Student	0	3	0
		Active-Duty Military	12	26	0
		Veteran	32	52	0
		With a Disability	3	16	0

* The SC program moved from 48 credit hours to 60 credit hours effective July 1, 2023

For AY 2022-2023 SC Degree Completion Plan (DCP), please [click here](#).

Program Summary

Current Student Survey

Results of the current student survey indicate that 89.75% of respondents report a good or excellent overall rating of the M.Ed. in School Counseling (SC) program. Further, 90.91% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the SC program, 93.82% indicate they would recommend the SC program to others, and 93.88% indicate the SC program is meeting their expectations.

Student Review of SC Program	
Program was academically rigorous and challenging.	92.22%
Program provides a balance of theoretical and practical skills.	93.54%
Program is helping me develop expertise in school counseling.	93.54%
Program objectives are consistent with my professional goals.	94.20%
Program is helping me refine my critical thinking skills.	93.88%
Program is helping me develop a better understanding of diversity issues.	88.70%
Faculty assesses student performance per published rubrics.	90.10%

<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	86.35%
<i>Faculty Advising Mentor is accessible and helpful.</i>	79.79%
<i>Program faculty are accessible and helpful outside of class.</i>	83.51%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	78.84%
<i>Orientation was a helpful introduction to the school counseling.</i>	66.21%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	76.29%

* Percentages reflect student reports of 'strongly agree' or 'agree' to the survey items.

Professional Dispositions & Behaviors

Student dispositions and behaviors are regularly assessed in each course. Results for the 2022-2023 academic year are provided below.

S.C.R.I.P.		C.O.R.E.	
<i>Social Responsibility</i>	97.33%	<i>Cooperativeness</i>	97.27%
<i>Commitment</i>	94.12%	<i>Openness to Feedback</i>	96.74%
<i>Reflection</i>	95.79%	<i>Personal Responsibility</i>	92.73%
<i>Integrity</i>	97.27%	<i>Emotional Regulation</i>	96.69%
<i>Professionalism</i>	96.14%		

* Percentages reflect faculty and supervisor ratings of 'advanced' or 'proficient' to the survey items.

Alumni & Employment Information

For the SC program, 431 students graduated during the 2022-2023 academic year. Of the responses to the Fall 2022 alumni survey, 98.2% reported job placement at the time of the survey. Job placement includes alumni who reported the following: full-time or part-time employment, military, employed and continuing their education, or placement in mission or volunteer services versus those who are unemployed-seeking employment. It excludes those who indicated they are not currently seeking employment.

Program Learning Objective (PLO) Assessment

Program learning objectives are evaluated on a 4-point scale (1 = Beginner; 2 = Developing; 3 = Competent; 4 = Advanced) over three criteria (e.g., Develop, Discuss, Summarize), or as applicable to the assessment measure and program. The target for each criterion is that 80% of SC students will score 3.00 or greater, thereby reflecting ratings of 'Competent' or 'Advanced'. PLO assessment is conducted according to research questions developed by core faculty to determine if the program is meeting acceptable standards. Three program learning objectives (PLOs) were evaluated during the 2022-2023 academic year.

- Program Learning Objective 3:** *Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.*

RQ for PLO 3: Is the student able to assess the individual counseling skills necessary to establish a therapeutic relationship?

Assessment Measure: 'Benchmark Final Skills Competency Scale' assignment in the COSC 505 *Counseling Techniques for School Counseling* course.

Data Collected: Fall 2022 semester.

Assessment Results: Evaluation results indicate that students scored at 100% (Identify), 97% (Apply), and 97% (Assess). Based upon these results, assessment targets were met.

- **Program Learning Objective 4:** *Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.*

RQ for PLO 4: Is the student able to demonstrate use of appropriate assessments for diagnosis and treatment/intervention of client issues?

Assessment Measure: 'Case Presentation Final Paper' assignment in the COSC 699 *School Counseling Internship* course.

Data Collected: Spring 2023 semester.

Assessment Results: Evaluation results indicate that students scored at 94% (Demonstrate), 94% (Identify), and 93% (Interpret). Based upon these results, assessment targets were met.

- **Program Learning Objective 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.*

RQ for PLO 5: Is the student able to explain therapeutic approaches consistent with cultural factors in counseling?

Assessment Measure: 'Benchmark Cultural Immersion Project Research and Events Paper' assignment in the COUC 504 *Multicultural Counseling* course.

Data Collected: Fall 2022

Assessment Results: Evaluation results indicate that students scored at 66% (Identify), 67% (Explain), and 67% (Analyze). Assessment targets were not met. The SC Program Director, COUC 504 SMEs, and Director of Assessment discussed the findings and determined the assignment instructions and grading rubric should be more closely aligned.

Action Plan: Per suggestion by the SC Program Director and Director of Assessment, the COUC 504 SMEs will revise the assignment instructions and grading rubric for the 'Benchmark Cultural Immersion Project Research and Events Paper' to be deployed in the Fall 2023 semester. PLO 5 will be reassessed at that time.

Subsequent Program Modifications

Per the feedback received on the Alumni Survey and the Current Student Survey, as well as other assessment measures, the following modifications were made:

1. Students expressed concerns related to the accessibility and helpfulness of their Faculty Advising Mentor (FAM). Concerns related to FAMs are addressed on an individual level, and department-level training is provided to FAMs in topics such as student development, expectations and requirements, and suggestions for increasing student engagement and retention. The SC Program Director and Online Chairs routinely emphasize to FAMs the importance of establishing connections with students and timely response times.
2. In response to student concerns about the program providing opportunities for professional development, the SHARE Space in the AC Advising Center (deployed in Canvas) was specifically created for this purpose, as well as to provide a virtual space for students and faculty to interact together outside of coursework. Professional development and research opportunities are routinely posted for students to review, including external opportunities (e.g., advocacy,

scholarships, leadership, etc.) available through professional organizations, such as ASCA, NBCC, CACREP, and Chi Sigma Iota.

3. Students expressed concerns regarding the helpfulness of the student orientation. As noted above, the SC Advising Center is available within the Canvas environment so students can easily connect with their Faculty Advising Mentor (FAM). Within the advising center, students have access to program-related handbooks, documents, announcements, advising information, and information about professional development and certification. Moreover, a zero-credit, eight-week orientation course (COSC 500) is required as a structured approach to providing important program orientation, including synchronous meetings with the SC Program Director. As an additional resource, Faculty Advising Mentors (FAMs) provide additional information through periodic announcements each term and in synchronous advising meetings.
4. In response to student concerns about the student handbook being regularly used to access program requirements and student expectations, the SC Program Director will post a link to the SC Handbook in the SC Advising Center (deployed within Canvas) on a monthly; this update will be effective January 2024.
5. As noted in the PLO Assessment section above, the assignment instructions and grading rubric for the PLO 5 assessment measure, the 'Benchmark Cultural Immersion Project Research and Events Paper', will be revised to better prepare students to identify, explain and analyze therapeutic approaches consistent with cultural factors in counseling. PLO 5 will be reassessed during the Fall 2023 semester.

Other Substantial Program Changes

Related to synchronous and asynchronous instructional capabilities, the CEFS Department sought student feedback regarding delivery modalities. SC students reported 93.97% satisfaction rate ('good' or 'excellent' ratings) with Canvas, the learning management system (LMS) used at Liberty University. In addition, SC students reported a 75.90% satisfaction rate with Cisco WebEx (digital communication platform) and an 76.98% satisfaction rate with intensive courses (both in-person delivery and digital delivery). Furthermore, 21.13% of SC students reported that some course content was not well-suited for digital delivery – feedback included suggestions for more synchronous learning components, more options for on campus coursework, navigating time zone differences for synchronous delivery, and noting the challenges with balancing coursework while also working full-time.

The CEFS Department initiated a CACREP self-study that concluded in December 2021 and was submitted to CACREP for initial review. An Addendum report was requested and later submitted in November 2022. The site visit was conducted in October 2023, and a final reaccreditation decision from the CACREP Board is expected in February 2024. The CEFS Department is seeking reaccreditation for this SC program, as well as the other four accredited programs housed within the department.