

Slippery Rock University
Department of Counseling & Development
Clinical Mental Health Counseling
Annual Program Evaluation Report
August 2021

Accreditation Note: CMHC MA Program is currently seeking accreditation (not currently accredited) under CACREP's 2016 Standards.

Status Update: Approved for (virtual) Site Visit to occur in March 2021, rescheduled for August 2021 due to CACREP-pandemic-related delay, currently awaiting instruction and verification of VSV dates.

CMHC Program Mission

The mission of SRU's Clinical Mental Health Counseling Program (CMHC) is to prepare competent counseling professionals who respect human dignity and diversity, demonstrate the dispositions of a helping professional, and are grounded in their identity as a professional counselor.

CMHC Program Objectives

- Students will be able to show competence as a counselor in (a) knowledge, (b) skills, and (c) dispositions.
- Students will promote respect for human dignity and diversity.
- Students will demonstrate a professional identity in the counseling field.

Report Overview

Our program evaluation report is the culmination of our systematic review of program objectives and performance measures. Assessment of students' knowledge, skills, and professional dispositions is an integral piece of our program evaluation plan. The evaluation process helps our program reflect on our strengths and target areas of growth and informs programmatic and curricular decisions. Faculty, administrators, students, site supervisors, employers, and other interested parties are invited to review this self-assessment of intended program outcomes. The purpose of this report is not only to inform students and other stakeholders, but also to solicit feedback and suggestions around the results of this report.

Program Statistics (Fall 2020-Spring 2021)

Our vital statistics are easily accessed within the Clinical Mental Health Counseling (CMHC) Program areas of our department webpage and appear here for easy reference.

- Number of program graduates from the past year: 17
- Program completion rate for full time degree candidates: 100
- Licensure or certification pass rate: Awaiting Receipt of Scores from NCE
- Job Placement Rate: 86% (Collected on 3-year cycle-Due 2021)
- Program Coordinator as of Fall 2020: Jodi Sindlinger, PhD, LPC.

Dr. Sindlinger is a full-time, assistant professor in the Dept. of Counseling & Development. She was appointed to coordinate the CMHC M.A. Program in Fall of 2020. Dr. Sindlinger holds a doctorate in Counselor Education and Supervisor from a CACREP-accredited

program. She is a Licensed Professional Counselor, National Board-Certified Counselor, Private Practice owner, and a member of the American Counseling Association, the Association for Counselor Education & Supervision, and Chi Sigma Iota, the international and professional academic honor society for counseling. Dr. Sindlinger has been working as a counselor, counselor educator and clinical supervisor for approximately 20 years and has been teaching in SRU's CMHC program for 10 years. Her service record includes CMHC student advising, co-facilitating the Alpha Gamma chapter of CSI, serving on the CMHC program committee, curriculum committee, assessment committee, recruitment, admission and orientation committee, and coordinating the CMHC student review/assessment process. As program coordinator, Dr. Sindlinger's responsibilities include all aspects of CMHC programmatic and fieldwork oversight.

Programmatic Changes Fall 2020-Spring 2021

This section identifies the programmatic changes, curriculum decisions, and improvements in our program design, delivery, evaluation, and student assessment processes resulting from pandemic-related circumstances, the priorities and goals identified in our last self-evaluation, and feedback and input collected from stakeholders.

Pandemic-Related

Fall of 2020 began with continued, COVID-related uncertainty for the SRU community. Most institutional policies in effect at the end of Spring 2020 remained in place. The SRU community was encouraged to meet virtually, versus in person. The University eliminated fall break to compensate for ending the semester early. (See *Preparing SRU for Fall 2020*, attached.) Other archived communications related to COVID accommodations are available through SRU's COVID Dashboard at <https://www.sru.edu/covid19/archive.html>.)

The University, College of Education, Department and program planned multiple scenarios to address continued and potential disruptions in program delivery. Our strategies to prioritize learning and skills development and provide robust training, included:

- Providing computes and enhanced bandwidth to students in need
- Using alternative methods to supporting students and supervisors in fieldwork
- Offering various distance learning strategies, including both synchronous and asynchronous modes across courses
- Providing additional distance education training and support to faculty
- Using alternative methods to keep regular program meeting schedule
- Developing alternative methods to collect and store fieldwork evaluations and other data

Consequently, the CMHC program was able to deliver all standardized content in every CMHC course. Several changes in program delivery, while not substantive, allowed us to maintain our curriculum:

- Used private and confidential conferencing for observations and supervision in place of our on-campus counseling observation/supervision technology
- Held live classes and supervision sessions using Zoom--protected with industry-standards encryption in place of face-to-face sessions as needed
 - Zoom's privacy features allowed faculty to control class and supervision session admittance, use a waiting room function, enable forced meeting passwords, and locked-room functions
- Used phone, email, and zoom communication where on-site fieldwork visits were not possible

Goals and Outcomes

Several priorities were identified upon the conclusion of our Spring 2020 self-evaluation process. The following section outlines changes and decisions resulting from that evaluation. We have also included

progress/updates on items that had to be carried over, due to covid-related circumstances, from the previous year.

Fall 2020/Spring 2021 Programmatic Changes and Curricular Decisions	
Data	CACREP Statement: <i>remain committed to the current CACREP Standards as the minimum requirements... we feel confident in the ability of programs to find creative ways to meet the Standards while also navigating the challenges associated with our current reality.</i>
Goal	Maintain program curriculum and training under continued pandemic-related circumstances and share concerns with CACREP.
Result MET	<ul style="list-style-type: none"> ✓ Students asked to share tech and learning needs through SRU channel ✓ Maintained email correspondence with site supervisors to support students in fieldwork ✓ Moved to distance education model to deliver program to maintain standards ✓ Provided Telementalhealth courses/certification options for students/faculty ✓ Core Faculty attended additional distance education training-DE Certification ✓ Using alternative methods to keep regular program meeting schedule ✓ Using D2L Fieldwork shell to store fieldwork evaluations and other data ✓ Used private and confidential conferencing for observations and supervision in place of our on-campus counseling observation/supervision technology ✓ Held live classes and supervision sessions using Zoom--protected with industry-standards encryption in place of face-to-face sessions ✓ Used phone, email, and zoom communication where on-site fieldwork visits were not possible ✓ Make corrections and improvements to May 20's pilot electronic feedback and evaluation form (for site supervisors) ✓ Implemented electronic site supervisor evaluations of skills, knowledge, and dispositions. ✓ Opened new shell to house fieldwork documents electronically.
Data	We need documentation that objectives reflect input from all constituents.
Goal	Formalize process for collecting and using stakeholder input.
Result MET	<ul style="list-style-type: none"> ✓ Scheduled Focus Group (students, employers, and site supervisors invited—event not successful due to covid-related circumstances. ✓ Online Focus Group scheduled—again, not successful due to covid-related circumstances ✓ Scheduled and attended zoom meeting with Accreditation office--will assist us in creating an electronic survey instrument that will be automatically sent to site supervisors, alumni, students, and employers. ✓ Piloted electronic feedback survey ✓ Emailed stakeholders notification that AY 2020 was available for review and comment ✓ Sent reminder to site supervisors to complete survey ✓ Stakeholder Input solicited via electronic survey (spring 21) ✓ Summarized for program review & discussion & presented in this report
Data	Need to collect disposition data in application/admission phase
Goal	Implement data collection for incoming applications
Result MET <i>ongoing</i>	Dispositional and other demographic data collected and shared for review & discussion--next step is to determine baseline and targets for applicant-related dispositions and other data.
Data	Inconsistency in disability statement found in syllabi
Goal	Consistency and quality assurance
Result: MET	<ul style="list-style-type: none"> ✓ Statement approved and disseminated to be used on all CMHC syllabi ✓ Implemented a quality assurance check on syllabi. ✓ Used outcome to inform program on consistency across syllabi

Data	Inconsistency in identification of content standards across syllabi
Goal	Consistency, improvement, and quality assurance
Result MET	<ul style="list-style-type: none"> ✓ Developed and implemented CMHC Syllabus Guide ✓ Developed and implemented process for assuring quality of syllabi ✓ Sampled Fall/Spring syllabi using QA instrument ✓ Outcome: Core and Non-core faculty improved syllabi and more consistently identifying standards ✓ Used outcome to inform program on consistency across syllabi ✓ Used outcome to remediate syllabi construction where indicated
Data	Communication of Group Counseling requirements were inconsistent
Plan	Identify inconsistencies in materials, improve consistency, communicate consistent message
Result MET	<ul style="list-style-type: none"> ✓ Reviewed print and online materials ✓ Corrected inconsistencies ✓ Revised Fieldwork Log to account for Group hours ✓ Piloted End of Internship Summary Survey
Data	Clarify and document how KPI's are assessed across students' program of study.
Plan	Identify and implement an alternative to the CPCE.
Result	<ul style="list-style-type: none"> ✓ Reviewed options with committee ✓ Identified 2nd and 3rd data collection points for KPI's (in fieldwork courses) ✓ Working on instrument/evaluation that better aligns and measure KPI's at later data collection points (fieldwork and graduation/program exit)

2021 Program Evaluation Summary*

Phase 1: 3-year comparison

Course	Perf indicator	Measure	20-21 Cohort	Phase 1 2018-2019	Phase 1 2019-2020	Phase 1 2020-2021
Research & Evaluation (699)	j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	CITI completion	1 st Yrs	100% completion rate. Score average of 4	100% completion rate. Score average of 4	100% completion rate. Score average of 4
Social & Cultural (621)	e. the effects of power and privilege for counselors and clients	Critical incident media presentations	1 st Yrs	Average score= 3.63	Average score= 4.0	Average score= 4.0
Assessment & Testing (680)	g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	exam	1 st yrs	Average Score= 3.83	Average score= 3.47	Average score= 3.13

Course	Perf indicator	Measure	20-21 Cohort	Phase 1 2018-2019	Phase 1 2019-2020	Phase 1 2020-2021
Career (603)	a. theories and models of career development, counseling, and decision making	exam	2 nd yrs	Average score= 3.21	Average score= 3.94	Average score= 3.71
Helping Relationships (614)	g. essential interviewing, counseling, and case conceptualization skills	Final video (rubric with skill sets)	1 st yrs	Average score= 3.86	Average score= 3.41	Average score= 3.71
Group Counseling (612)	h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Grades from leadership role (skills evaluation rubric)	2 nd yrs	Average score= 3.86	Average score= 4.0	Average score= 3.89
Human Growth & Dev (610) (Life Span)	a. theories of individual and family development across the lifespan	Assessment papers	1 st Yrs	Average score= 3.17	Average score= 3.56	Average score= 3.36
Ethics (628) or Intro course (615)	i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Case analyses (online discussion and reflective notes)	2 nd yrs	Average score= 3.48	Avg. score= 3.72	Average score= 3.0
Specialty Area: CMHC Models (607)	Foundations c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Case Analyses	2 nd yrs	Average score= 3.70	Average score= 3.71	Average score= 3.33

- 2020-2021 CMHC program assessment data allows for aggregate comparisons with first 2 years
- Reporting is moving to individualized versus solely aggregate for improved student/program outcome comparisons moving forward, therefore the column for *Cohort* indicates what group of student KPIs (first year or second year) were measured. This allows for more individualized comparisons for future Phase 1 to Phase 1 comparisons and for Phase 1 to phase three multiple measures within each AY
- Began collecting end of program knowledge and skill (KPI) data to compare competency across time.

Phase 1 Yearly Aggregate Data: Program Outcome Comparisons of 18-19 to 19-20 to 20-21

- Phase 1 yearly completions show evidence of student key performance indicator (KPI; CACREP, 2016) competency in 9 different course content areas over time, which were derived from departmentally agreed upon measures. Rubric used to translate scores from varied measures: 4=A, 3=B, 2 =C and 1=D/F.
- In program evaluation, “competency” in the KPI is defined as meeting or having met the particular learning outcome or scoring at or greater than the criterion on our program’s rubric, where 1 indicates “not met,” 2 indicates “approaching,” 3 indicates “competency met” and 4 indicates “exceedingly met.”
- 18-19: Based on a criterion of 3.6 (90% overall averaged competency level) student competency levels, on average in 2018-2019, exceeded 3.6 except for Career (3.37), Human Growth and Development (3.17) and Ethics (3.48).
- 19-20: In 2019-2020, the 3.6 criterion was met in all cases except Assessment & Testing (3.47), Helping Relationships (3.41), and Human Growth & Dev/Life Span (3.56).
- 20-21: In 2020-2021, the 3.6 criterion was met in all cases except Assessment & Testing (3.13), Ethics (3.0), Human Growth & Dev/Life Span (3.36), and Models (3.33).

Additionally:

1st Yr--Research & Evaluation (699)—All 29 students completed CITI

1st Yr--Social & Cultural (621) out of 16 students—all scored 4

1st Yr--Assessment & Testing (680)—out of 24 students—9 scored 4, 9 scored 3, and 6 scored 2

2nd Yr--Career (603)—out of 17 students: 12 scored 4, and 5 scored 3

1st Yr--Helping Relationships (614)—out of 14 students: 11 scored 4, 2 scored 3, and 1 scored 2

2nd Yr--Group Counseling (612)—out of 18 students: 17 scored 4, and 1 scored 2

1st Yr--Human Growth & Dev (610) (Life Span)—Out of 22 students: 12 scored 4, 6 scored 3, and 4 scored 2

2nd Yr--Ethics (628) or Intro course (615)—out of 11 students: 4 scored 4, 3 scored 3, and 4 scored 2

2nd Yr--Models (607)—out of 12 students: 4 scored 4, and 8 scored 3

Our Plans for Moving Forward

Based on this year’s self-evaluation, we have identified several priorities for the Fall 21-Spring 22 Academic Year including:

- ☐ Formalize a way to verify site supervisor qualifications
- ☐ Consider Site Supervisor training module
- ☐ Use social media to alert students, faculty, admin, employers, etc report is available for review.
- ☐ Improve/clarify alignment of KPI’s Revise Eval Plan?? (simplify after site visit)
- ☐ Consult content area experts on course curriculum
- ☐ Program-wide audit and update of all course syllabi to update to accessible syllabi format and APA 7th edition format.
- ☐ Review Stakeholder Survey results (from piloted electronic survey)
- ☐ Use Stakeholder input to inform program, for example, to identify electives/course content revisions
- ☐ Follow up with Stakeholders who are interested in serving in ongoing role
- ☐ Revisit course KPI measures—revise?

- ❑ Move to individualized data collection for improved comparisons

Report Summary & Conclusions

This evaluation report is the culmination of our systematic review of program objectives and performance measures, to the extent possible given pandemic-related circumstances. The University has offered the following statement related to limitations in assessment processes:

Due to the COVID-19 virus throughout 2020-2021, and the transition to many online offerings, a portion of the planned assessment data was unavailable for collection and reporting. Assessment reviewers are reminded to include consideration of these exceptional circumstances in the review of the program assessments.

Still, the program was able to utilize many of the conclusions from our previous reporting period, input from our stakeholders to inform the substantial programmatic changes implemented in this period and summarized earlier in this report. While we successfully implemented many of the improvements we hoped to make, the global pandemic certainly slowed our progress and changed our priorities. Several of the shifts we navigated (since onset of pandemic) are listed below. Our priorities became shepherding our soon-to-be graduates through fieldwork and to graduation while attending to the needs of our current and newest students who were also navigating uncharted waters. We conclude this report by thanking you for your commitment, as students, supervisors, employers, and stakeholders in our program. Your commitment to learning, quality work, and caring for your clients was remarkable. As always, we invite faculty, administrators, students, site supervisors, employers, and other interested parties to offer feedback and suggestions as we move into the 2021/22 academic year.

COVID-Related Updates, Shifts and Adaptations

- Students and faculty have been provided with support for the technology required for continued online instruction, as needed or requested by the University, College, and/or Department.
- University policies and mechanisms are in place for communicating and reporting.
- CMHC Program faculty provided the full semester courses as scheduled and are teaching primarily online using both synchronous and asynchronous modalities.
- Content standards for CMHC courses have not/are not being altered.
- All sites and supervisors are communicating with university supervisors via phone, email and zoom.
- Student services including our counseling center, health center, off site counseling agencies continue to operate to every extent possible.
- COVID cases are monitored on campus in conjunction with the Allegheny Health Network and buildings are temporarily shut down if indicated.