

## **Summary of Program Data Collection 2017-2018**

### **Academic Year 2017-2018**

Each annual and three-year review generates recommendations that are then forwarded to appropriate department, whether it be recruiting, admissions, enrollment, institutional advancement, financial aid, registrar, or counseling program faculty and staff. Certain modifications require approval by one of two administrative committees: 1) the SSW Academic Affairs committee, or 2) the SSW Faculty and Administrative Committee. Policy changes, significant procedural changes, and changes requiring notification and/or approval by accrediting bodies must be proposed and approved by one or both of these committees before changes can be implemented.

Data from academic year 2017-2018 are summarized below for review in determining any program or curricular modifications that might be needed.

### **External Data Type 1 - Changes in State of Texas Laws, Licensure Policies, and Accreditation Standards**

In 2017, the State of Texas updated the LPC rules to include a provision for technological means of communication used to facilitate the therapeutic counseling process, referred to by the Texas Board of Examiners of Licensed Professional Counselors as “interactive distance counseling”.

In light of this update in Texas laws, the MHC faculty has begun discussions about ways of expanding the content in our curriculum that is designed to increase student’s awareness of and skill using technological means of communication to facilitate the counseling process.

#### ***Improvements/Modifications Recommended:***

The recommendation was made this year to enhance the technology-assisted services parts of our curriculum for CMH5303 Helping Relationships and Techniques, including the use of peer-reviewed journal articles on the ethics and best practices related to Distance Counseling and Tele-mental Health service provision.

### **External Data Type 2 - Professional Field Considerations**

Data on the State of Texas continues to show that Texas remains one of the nation’s more “religious” states, with the majority of Texas residents indicating some form of Christian faith affiliation (see <http://texasalmanac.com/topics/religion/religious-affiliation-texas>)

The recommendation from last year was implemented to launch a Creative Spiritual Integration (CSI) Scholars Program, and begin research and scholarship into the most effective ways of training counseling graduates equipped to meet Association of Spiritual, Ethical, and Religious Values in Counseling competencies.

#### ***Improvements/Modifications Recommended:***

This year MHC faculty will establish objectives and potential benchmarks for the Spiritual Integration in Counseling (SIC) scholars program in order to train counseling graduates who are equipped to attend to the spiritual aspect of client presenting issues in counseling.

### **Program Data Type 1 - MHC Program Vital Statistics**

Vital Statistics were informative to the program. The recommendation from the previous report was implemented to make an attempt to obtain NCE exam pass rates data directly from graduates via the Alumni Feedback Survey, and also the Seminary of the Southwest was approved as an NCE testing site for pre-graduates to complete the exam. In the past academic year, completion of the MHC degree required a minimum of 66 credit hours.

Last year, there were 4 graduates of SSW's MHC program. Our graduates achieved a 100% pass rate on the National Counselor Exam last year. Approximately 46 students are currently enrolled in the Clinical Mental Health Counseling program. Approximately 75% of accepted students graduate in the expected time period, three years for full-time students in the counseling program. Our counseling courses accommodate both part-time and full-time students and our program serves populations from mostly Central, South, and East Texas. In addition, based on alumni survey results, 100% of our graduates pursued post-graduate licensure, with the majority pursuing an LPC/LPC-Intern license post-graduation. Also based on our alumni survey results, 100% of graduates sought and successfully secured a job placement post-graduation.

### **Program Data Point 2 - MHC Program Admission and Enrollment**

In academic year 2017-2018 admission rates met benchmarks at 100%. Retention rate was improved from 95% to 98%. Average course completion rates dropped to 75%, however that was to be expected because several of our students slowed their rate of course completion during the time we were applying for CACREP because they wanted to graduate from a CACREP-accredited program.

### **Program Data Type 3 - Student Remediation Plans**

In the academic year 2017-2018, approximately 6% of the students were placed on some form of pre-remediation plan, and 5% on formal remediation. 100% of those on pre-mediation successfully fulfilled the goals of their plan, and 75% of those on formal remediation successfully fulfilled the goals of their plan. The recommendation from last year's report was implemented to begin tracking and including data pertaining to pre-remediation interventions, wherein if a student obtains a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard, and an intervention is implemented to assist student in making the required improvement prior to formal remediation, this will be recorded as program data. Remediation plans are required anytime a student achieves a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard. Pre-mediation plans are implemented anytime a student achieves a rating of one on a KLO or KPD, fails to pass a required benchmark, or is in need of more targeted support for academic or professional success.

Student remediation plan rates increased this past academic year, with the introduction of pre-remediation plan tracking, as well as a more strategic use of remediation plans to provide targeting support for student improvement and efforts to retain students in danger of dropping out of the program. Advisors work with students to establish remediation and pre-remediation plan goals and follow-up according to established timelines. The MHC faculty was pleased with the effectiveness of the pre-remediation and formal remediation plans this past academic year, and the proposal was made to continue utilizing these as planned.

### **Program Data Type 4 – Key Learning Objectives Assessments**

KLO data for 2017-2018 showed 100% of students meeting standards or higher for core curriculum. The recommendation from last year was implemented to track KLO data only in designated core counseling courses where those domains are being assessed according to the MHC Program Curriculum Matrix, along with Internship II courses as a measure of scores from students preparing to graduate. The new MHC Assessment Plan and Curriculum Matrix were updated to reflect this change. MHC faculty noted the lowest scores were observed in Foundations of Clinical Mental Health (2.91; assessed in CMH5301 Professional Orientation and Counselor Identity) and Social Cultural Diversity (2.38; assessed in CMH5308 Social, Cultural, and Family Diversity). Faculty discussed how to address this domain in curriculum, advising relationships, and in practicum/internship courses.

***Improvements/Modifications Recommended:***

MHC Faculty will make efforts in the coming years to attend to curriculum specific to Foundations of Clinical Mental Health (CACREP 5.C.1) in a new course CMH5325 Professional Orientation and Ethics in Counseling. The faculty will also re-examine the literature on best practices and teaching methods for implanting in CMH5308 Social, Cultural, and Family Diversity, and recruit instructors for that course who are enthusiastic about implementing some of those practices, and tracking data to see if these scores improve the next time the course is offered.

MHC Faculty also noted that as the program transitioned to Populi as a Learning Management System, Populi will track student responses on Course Evaluations, and we will now rely on Populi to store this raw data for review during End-of-Semester Review meetings and to triangulate faculty KLO measures for curriculum assessment annually.

**Program Data Type 5 - Key Professional Disposition Assessments**

100% of students met benchmark set at 2.0 – Meets Standard for Key Professional Dispositions this past academic year. Last year, the MHC faculty noted the lowest scores for two semesters were found in the area of Cultural Empathy. Faculty discussed how to address this domain in curriculum, advising relationships, and in practicum/internship courses, particularly drawing upon LHCC and Creative Spiritual Integration research and literature to guide program interventions. This year, the average score in Cultural Empathy had increased 14%. However, this year, the MHC faculty noted another trend – consistently lower scores in Personal and Spiritual Wellness. The faculty discussed ways of promoting wellness this coming academic year, and tracking these scores to see if they improve.

***Improvements/Modifications Recommended:***

MHC Faculty will make efforts to promote commitment to Personal and Spiritual Wellness explicitly in curriculum and advising conversations, and track data to see if these scores improve in the following academic year.

**Program Data Type 6 – Candidacy Endorsements**

100% of candidacy applications filed the last academic year were endorsed, allowing MHC students to enter the final year of their MHC program having satisfactorily met all pre-requisite benchmarks in knowledge, skills and dispositions.

**Program Data Type 7 – Final Clinical Internship Evaluations**

For the past 3 years, 100% of Clinical Internship II students met or exceeded standards according to Final Clinical Supervisor Evaluation Forms. For academic year 2017-2018 (including Summer 2018), Internship II students achieved 3.0 “Exceeding Standards” on 36% of the standards. In academic year 2017-2018, the MHC program began utilizing a new form for collecting Internship II Supervisor Evaluation data for individual students, and this form seemed to work well, however some slight revisions were recommended based on site and student feedback.

***Improvements/Modifications Recommended:***

MHC Faculty will schedule time in a committee meeting this coming academic year to make recommendations for updating Clinical Internship Evaluation form to the Academic Unit Leader to create an updated form.

**Program Data Type 8 – Student Site Evaluations**

Final Student Site Evaluation data was collected on practicum/internship sites and one site was found needing improvement/remediation, out of four sites evaluated in Fall 2017, and six sites evaluated in Spring 2018. The MHC faculty intervened and has since removed that site from our approved site list. 85% of sites evaluated (five out of six) were rated as meeting or exceeding standards and were retained as approved sites for the coming academic year.

**Program Data Type 9 - Counseling Program Comprehensive Exams (CPCE)**

This past academic year, 8 students completed the CPCE exam, and 100% of exams taken were passed by students at all points in the program. 100% of exams taken were passed by students by graduation. MHC faculty noted the lowest scores continue to be found in the area of Career Counseling, however, these scores were increased from the last academic year.

***Improvements/Modifications Recommended:***

MHC Faculty will make efforts to attend to Career Counseling domain knowledge explicitly in curriculum and advising conversations, and track data to see if these scores improve in the following academic year.

**Program Data Type 10 – Capstone Paper Assessments**

100% of Capstone Papers assessed in 2017-2018 met established benchmarks. The recommendation was made to update the Capstone Paper instructions to direct students to cite at least one resource per section.

***Improvement/Modification Recommended:***

MHC Faculty recommended scheduling time this coming academic year to review the Capstone Paper instructions and make recommendations to the AUL to update them to direct students to include at least one resource cited per section. MHC Faculty also recommended that in the next version of the MHC Program Assessment Plan, the Capstone Paper be utilized as student assessment data in addition to program data.

**Program Data Type 11 – National Counseling Exam (NCE)**

Two MHC program graduates/alumni qualified to take the NCE exam before graduation, and 100% of respondents indicated having passed their NCE exam post-graduation.

***Improvements/Modifications Recommended:***

To improve the rate at which students received their NCE scores, the institution made a formal recommendation to the NBCC board to alter their procedures, and establish a cut-off for passing scores prior to waiting for the testing window to close. This academic year, in Spring, the CACREP liaison will contact NBCC again for an update on the progress toward improving wait times for student results.

**Program Data Type 12 – Alumni Feedback**

Four alumni returned survey responses and 100% of respondents indicated the program met or exceeded standards in the areas of Being and Doing. Students felt that the program met standards in preparing students provide spiritually competent services in urban and rural settings; students felt the program helped them develop their professional counselor identity in relation to self and others; and felt that the program met standards related to developing skills to perform essential tasks in a professional counseling relationship. In the area of Knowing, Alumni identified areas of improvement for the program. Alumni identified five areas they felt needed improvement: Career & Lifestyle Development, Assessment & Testing, Crisis & Trauma Counseling, and Addictions Counseling. These five courses will be monitored in the 2018-2019 academic year.

**Program Data Type 13 – Stakeholder/Constituent Feedback**

Eleven stakeholders returned survey responses and 100% of respondents indicated the program met or exceeded standards. The recommendation from last year was implemented to convene a committee to assess and make proposals for modifying the process by which we track stakeholder/constituent contact information, prior to the end of the next assessment cycle. Stakeholder/constituent contact information was obtained in various forms this year including, a professional development event held by the seminary for stakeholders/constituents, obtaining correct information from active practicum/internship students, and making phone-calls to personally update information. The MHC faculty will continue to explore how to improve the response rate.

**Program Data Type 14 – Faculty to Student Ratios**

Faculty to Student ratios were calculated at 5.2:1 for the Fall 2017 semester and 3.35:1 for the Spring 2018 semester for the 2017-2018 academic year, which is less than the 12:1 as established by CACREP. This ratio will continue to be monitored as program enrollment grows, and projections made to predict when a fourth core faculty member may be needed.

***Improvements/Modifications Recommended:***

Because of a change in administrative duties predicted for core faculty over the next 1-2 academic years, a faculty search committee is recommended to convene this coming year, to recruit a fourth core faculty member for the MHC program. The current MHC faculty will provide input and feedback to the search committee on qualifications and criteria for evaluating candidates.

**Program Data Type 15 – Faculty Utilization**

Of the twenty-two courses taught in academic year 2017-2018, eight were enrolled at greater than 100% optimum capacity and three practice courses were enrolled at less than 50% optimum capacity.

For the past 3-5 years, the average utilization rates for counseling courses have been useful as a measure of capacity and equitability among faculty teaching loads and optimal course rotation schedules. The Optimum Capacity levels for required courses will remain set at 25 students enrolled, with the exception of clinical practice courses (Practicum, Internship, Helping Relationships and Group Counseling). CACREP establishes a maximum limit of 12 students per Clinical Practicum or Clinical Internship Courses (if students are receiving individual supervision at their site) and 12 for Helping Relationships and Group Counseling and these recommendations have been adopted.

Counseling program course rotations are continuously updated and Faculty Utilization data will be monitored in coming academic years.