

## **Summary of Program Data Collection 2022–2023**

### **Academic Year 2022–2023**

Each annual and three-year review generates recommendations that are then forwarded to the 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 2022–2023 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 2022, the Board of Directors for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) notified programs that the COVID-related accommodations which had been in place during the pandemic would expire and programs would be accountable to the 2016 Standards as written, for AY 2022–2023. This includes standards related to Practicum and Internship hours not being held over and timelines not being extended for students completing their supervised clinical field experience requirements.

Furthermore, the CACREP Board of Directors and Staff notified programs that the updated CACREP Standards would go into effect in 2024, and programs seeking reaccreditation in subsequent years would need to document adherence to those revised CACREP standards.

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

The MHC program had already reverted to pre-pandemic standards for AY 2022–2023, in compliance with the 2016 Standards as written. This includes standards related to Practicum and Internship hours not being held over and timelines not being extended for students completing their supervised clinical field experience requirements. In the coming AY, the program will begin preparing for application for renewed accreditation under the 2024 CACREP Standards, including documenting student outcomes on Key Learning Objectives and Key Professional Dispositions and program outcomes on Key Performance Indicators, in adherence with the new version of CACREP Standards. The program's current 8-year accreditation is scheduled to expire October 2025. Therefore, the program is preparing to submit reaccreditation self-study in Summer 2024, with anticipation of review and site visit by CACREP in AY 2024–2025.

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

In AY 2022–2023, in keeping with years previously, the program noted a trend in the field of professional counseling for guidelines for CACREP programs seeking to infuse anti-racist practices and pedagogy into the existing counselor education curriculum. The American Counseling Association (ACA) has taken a stand in support of anti-racism which resolves counselor educators to deconstruct institutions which have been historically designed to benefit White bodies and contribute to the burden of transgenerational trauma shouldered by BIPOC Americans (ACA, 2020).

Furthermore, a statement for diversity, equity and inclusion issued by the Association for Counselor Education and Supervision (ACES) charges counselor educators with actively dismantling racism by identifying, challenging, and removing structures, including research, policies, curriculum, practices, and programmatic cultures, which negatively affect BIPOC and other marginalized communities (ACES, 2021).

***Improvements/Modifications Recommended:***

For 2023–2024, it is recommended that the MHC program continue to implement the revised anti-racist curriculum and continue to assess the student learning and program outcomes of our blended instruction model of delivery, utilizing designated Key Performance Indicators and benchmarks established in the MHC Program Assessment Plan 2023-2024. We have completed a three-year assessment of the outcomes of our curriculum revision to infuse anti-racist practices and pedagogy into our curriculum, and the recommendation is to use holistic, global, and standardized assessments of awareness of privilege and oppression to measure the development of anti-racist behaviors to compare scores at program entry with scores upon graduation.

The recommendation is given to form a Gatekeeping Task Force including Seminary of the Southwest's Academic Dean, and MHC Program Academic Unit Leader, along with representatives of the MHC Core Faculty, to identify the best practice for assessing student Key Professional Dispositions and academic progress, as well as vocational fit for the field of professional counseling throughout their time in the program in a racially and culturally responsive manner. The values and practices which have guided our curriculum revision related to anti-racism will be a key factor in considering the most effective gatekeeping practices that align with our program standards and assessment criteria, and commitment to racial equity.

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

In the past academic year, completion of the MHC degree required a minimum of 60 credit hours. In academic year 2022–2023, there were 21 MHC graduates. Our graduates achieved a 100% pass rate on the NCE exam. Approximately 74 students were enrolled in our program last year; 80% of accepted students completed the program in the expected time period—three academic years for full-time students. This means approximately eighty percent of our enrolled student body was considered "full-time." Our counseling courses accommodate both part-time and full-time students and our program serves populations from mostly Central, South, and East Texas, with an increasing number of students moving to Texas from out of state to begin the program. Based on our alumni feedback, 100% of graduates sought and successfully secured a job placement post-graduation. Based on alumni survey results, 100% of our graduates pursued post-graduate licensure, with the majority pursuing an LPC/LPC-Associate license post-graduation.

***Improvements/Modifications Recommended:***

Vital Statistics were informative to the program. The recommendation is made to update the percentage of full-to-part-time students utilized in our formula for calculating FTE Student-to-Faculty ratios and making recommendations to the Southwest enrollment department about size of incoming class to maintain the desired FTE ratio of 10:1.

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

In academic year 2022–2023, admission rates exceeded the goal at 100% (goal was 20 students admitted; actual was 22 students). Retention rate held steady at 99% (benchmark is at or above 75%). Course completion rates also held steady at 98% (benchmark 75%).

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

MHC Admission and Enrollment data were informative to the program. The recommendation is made to update the percentage of full-to-part-time students utilized in our formula for calculating FTE Student-to-Faculty ratios and making recommendations to the Southwest enrollment department about size of incoming class to maintain the desired FTE ratio of 10:1.

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

In academic year 2022–2023, 3 students or 4% of our program's total enrollment was placed on a pre-remediation plan, and 5 students or 7% were placed on formal remediation. 100% of those on formal remediation plans successfully fulfilled the goals of their plan.

Pre-remediation plans are put into place by faculty advisors or instructors anytime 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 the student in making the required improvement prior to formal remediation. Formal remediation plans are required anytime a student achieves a 1.0 (failing to meet benchmark of 2.0) on any KLO or KPD standard.

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

Remediation plan data will be monitored ongoing. The recommendation is given to form a Gatekeeping Task Force including Seminary of the Southwest's Academic Dean, and MHC Program Academic Unit Leader, along with representatives of the MHC Core Faculty, to identify the best practice for assessing student Key Professional Dispositions and academic progress, as well as vocational fit for the fiend of professional counseling throughout their time in the program in a racially and culturally responsive manner. The values and practices which have guided our curriculum revision related to anti-racism will be a key factor in considering the most effective gatekeeping practices that align with our program standards and assessment criteria, and commitment to racial equity.

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

KLO data for 2022–2023 showed 100% of students meeting standards or higher (Benchmark 2.0 = Meeting Standard) for core curriculum. MHC faculty noted the lowest scores were observed for the past two AY's in the areas of Human Growth and Development (KLO average 2.09; Benchmark 2.0 = Meeting Standard) and Foundations of Clinical Mental Health Counseling (KLO average 2.06; Benchmark 2.0 = Meeting Standard).

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

KLO scores will be monitored for trends next AY. The Gatekeeping Task Force will convene this coming AY and will be assessing every aspect of student performance indicators and benchmarks for cultural and racial equity and responsiveness and will make recommendations back to the program for any improvements to the assessment loop for coming years.

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

KPD data for 2022–2023 showed 100% of students met the benchmark set at 2.0 = Meets Standard for the Key Professional Dispositions conducted at graduation in Spring 2023. The scores in the area of Personal and Spiritual Wellness were increased from last AY (KLO average raised from 2.33 to 2.8, for an increase of 17%). This AY, the lowest scores were found in the area of Professionalism (KLO average 2.52 which was 7% lower than the aggregate score last year; Benchmark 2.0 = Meeting Standard).

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

The low scores this past year in the KPD of Professionalism will be monitored in the coming year with an eye toward identifying any trends needing attention. The Gatekeeping Task Force will also convene this coming AY and will be assessing every aspect of student performance indicators and benchmarks for cultural and racial equity and responsiveness and will make recommendations back to the program for any improvements to the assessment loop for coming years.

### **Program Data Type 6 – Candidacy Endorsements**

Candidacy endorsement data for 2022–2023 showed 21 of candidacy applications filed during the last academic year were endorsed, reflecting that 100% of MHC students entered the final year of their MHC program having satisfactorily met all prerequisite benchmarks in knowledge, skills and dispositions.

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

Final Clinical Internship Evaluations for 2022–2023 showed 22 or 100% of Clinical Internship II students met or exceeded standards according to Final Clinical Supervisor Evaluation Forms.

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

This past AY the procedures for collecting Final Clinical Internship Evaluation data from site supervisors was transitioned to a software Jotform which has improved efficiency in data collection. The item asking supervisors to rate students on their ability to assess the impact of spiritual beliefs on clients' and counselors' worldviews (CACRE 2.F.2) did not translate properly on the new Jotform survey and that data was not able to be calculated for this AY; the recommendation is made to update the Jotform item for the coming AY so that data can be compared to previous years.

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

Student Site Evaluation data for 2022–2023 showed 1 sites evaluated, and 13 sites were found rated as meeting or exceeding standards and were retained as approved for the coming academic year. Two sites

were flagged as needing improvements. In both instances faculty met with site supervisors to discuss the improvements needed, which mostly pertained to sites fulfilling their agreement to provide students an adequate number of clients to meet direct client contact hourly requirements.

***Improvements/Modifications Recommended:***

The recommendation was made to remove one of the two sites needing improvement from the Approved Site List. The second site is recommended to be relegated to the list that indicates to students that certain sites are best suited to be secondary or supplemental sites, or sites suited for Internship I or II (Fall or Spring) but not Practicum (Summer).

**Program Data Type 9 - Counselor Education Comprehensive Exams (CECE)**

Data from 2022–2023 showed that 22 students completed the CECE exam, and 4 of the exams taken were passed by students at all points in the program. Five students passed the overall exam, but their scores fell below the benchmark for one or more domains. Per MHC program requirements, those students were given oral exams and passed the exam bringing the overall pass rate to 90%. It was noted in our End-of-Year Review with core faculty that a disproportional number of students requiring oral exams and/or retakes were students of color.

***Improvements/Modifications Recommended:***

Last year, MHC Core Faculty took up the question of whether the CECE exam is indeed a good match for our program curriculum and preparation for the NCE exam. This AY, it was also noted that a higher number of students required oral exams or retakes and a disproportional number of those students are students of color. Also for the first time this past AY, the pass rate was 90% at the time of assessment, a 10% decrease from years past when we were utilizing the CPCE for comprehensive knowledge assessment.

The recommendation is given to utilize the Gatekeeping Task Force including Seminary of the Southwest's Academic Dean, and MHC Program Academic Unit Leader, along with representatives of the MHC Core Faculty, to identify the best practice for assessing student comprehensive knowledge in a racially and culturally responsive manner. The values and practices which have guided our curriculum revision related to anti-racism will be a key factor in considering the most effective gatekeeping practices that align with our program standards and assessment criteria, and commitment to racial equity.

For this AY, the recommendation is given to consult the Academic Dean regarding the possibility of subsidizing the cost for students to return to the CPCE which requires offsite testing and may be cost-prohibitive for some students. It is thought that having a year of CPCE data to compare to the past year of CECE data would help program faculty make some determinations going forward about the best manner for assessing comprehensive knowledge at the student and program level.

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

Capstone Paper Assessment data from 2022–2023 showed that all 21 or 95% of papers evaluated were found to meet the Benchmark set at 2.0 or above, per rubric completed by the Internship II instructor and verified by MHC faculty at End-of-Semester Review.

***Improvements/Modifications Recommended:***

Last AY, the MHC Core Faculty noted that the instructions for the Capstone Paper could use updating, and the recommendation was made to compare the instructions for the Personal Model of Counseling paper assigned in Practicum with the instructions for the Capstone Paper, and ensuring we are including assessment of spiritual competency and anti-racism and also being clear when we're asking for citations. This improvement was made last AY, and seems to have been helpful based on faculty feedback.

The lower pass rate this AY will be monitored in coming AY's with an eye toward trends and determining, in consultation with the Southwest Gatekeeping Taskforce whether the Capstone Paper is the best method for assessing comprehensive student knowledge in a culturally and racially responsive manner.

**Program Data Type 11 – National Counselor Qualifying Exam Data (NCE & NCMHCE)**

NCE and NCMHCE data from 2022–2023 collected from program graduates showed a 93% pass rate reported by respondents; this pass rate held steady from the previous AY and will be monitored in the coming AY's for trends.

**Program Data Type 12 – Alumni Feedback**

Alumni Feedback data from 2022–2023 was collected via the Alumni Survey and results showed that alumni reported 94% of program components as effective at forming them to meet the standards of a professional counselor. The item assessing how well Southwest prepared alumni to experience formation and transformation in the area of Assessment and testing was rated as 1.86 = Needing Improvement.

***Improvements/Modifications Recommended:***

The lowest scores on the Alumni Feedback Survey indicated that alumni identified a need for improvement in their experience of formation and transformation in the area of developing foundational professional knowledge in the area of assessment and testing. This area will be monitored this coming AY for ongoing trends that might indicate a need for responsive curriculum and/or pedagogy.

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

Stakeholder and Constituent Feedback data from 2022–2023 was collected via a survey and results showed that stakeholders reported 100% of program components as effective at forming graduates to meet the standards of a professional counselor. This was an improvement over the past two years.

***Improvements/Modifications Recommended:***

The recommendation is made to continue to monitor Stakeholder/Constituent Survey data to identify trends over time.

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

Student to Faculty Ratio data for 2022–2023 were calculated as 10:1 for the Fall 2022 semester and 10:1 for the Spring 2023, for an average of 10:1 for the AY which is approximately meeting our benchmark of 10:1 FTE Students to FTE Faculty, ensuring faculty accessibility and the capacity to provide personal attention to student needs through instruction, advising, remediation, and mentorship into the profession.

Because the rate of applicants to the MHC program continues to grow, last year the program increased FTE faculty so that the student enrollment can increase while continuing to maintain benchmark of FTE Students to FTE Faculty Ratio at or below 1:10, and to utilize the FTE calculations to monitor trends over time.

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

Because the ratio of part-time to full-time students appears to have shifted in recent years from approximately 50% to approximately 20% part-time, and 80% of students taking full-time course loads at present the recommendation is made to adjust the number of credit hours applied to students in the FTE formula from 8 to 9, to account for the fact that 80% of the students are taking a full-time load in a given semester. This ratio will be monitored for the coming year in partnership with the SSW Enrollment and Admissions department.

### **Program Data Type 15 – Faculty Utilization**

Of the 26 courses taught in academic year 2022–2023, 17 courses or 73% were taught by core MHC faculty (Benchmark = 75%). Of the 26 courses taught in 2022–2023, 25s courses or 98% saw enrollment that were between 50% and 125% capacity (Benchmark = 25 Students for Content Courses; 12 Students for Clinical Practice Courses); 1 course or 2% saw enrollment at higher than 150% optimum capacity.

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

Counseling program course rotations and frequencies are continuously updated and Faculty Utilization data will be monitored in coming academic years. The recommendation is made to monitor these areas in coming years for trends that might indicate courses are needed more often or to broken into more sections.