

The COUN program provides an annual report documenting outcomes of program evaluation, descriptions of any program modification, and student results on national exams and graduation rates. This information is distributed to current students, program faculty, institutional administrators, site supervisors, and employers via email with attached report “Outcomes of Systematic Counseling Program Evaluation” and on the program’s webpage. The following evidence can be found in this appendix: Outcomes of Systematic Counseling Program Evaluation 2022, distribution emails, and program webpage

Outcomes of Systematic Counseling Program Evaluation 2022

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Counseling Program Evaluation Purpose

The purpose of our evaluation efforts is to assess how program mission, objectives, and student learning outcomes are met. Our ultimate goal is to inform our decisions about the program. The evaluation plan includes examining the program from three vantage points—University, Program, and external. Each offers a perspective from different entities with differing degrees of influence upon the counseling program. However, these various evaluations provide a variety of information about the program that can be used to evaluate program performance and to inform and guide the faculty's decision making.



Counseling Program Mission

The mission of the Counseling Program at The University of South Dakota is to graduate competent and ethical professional counselors. Master's and doctoral graduates serve diverse populations and the profession locally, nationally, and internationally as counselors, counselor educators, and clinical supervisors. The doctoral program prepares graduates to become the profession's next generation of leaders. Located in the city of Vermillion, South Dakota, the Counseling Program is housed within the School of Education and maintains a special commitment to preparing professional counselors to work in rural settings.

The Counseling Program is designed to graduate counselors who see themselves first and foremost as professional counselors, regardless of chosen specialization or degree program. Thus, graduate students are expected to demonstrate a commitment to professional and personal development. Moreover, graduate students demonstrate leadership by advocating for the profession, embracing diversity, and offering service to others. Graduate students will be engaged learners who meet and aspire to exceed the CACREP-based professional competencies and performance standards.

As role models, Counseling Program faculty members dedicate themselves to excellence and ethical practice in teaching, research, scholarship, clinical practice, leadership, and service. The curriculum adheres to a reflective decision-making model of training. Professional and personal growth are interrelated and encouraged through experiences that promote awareness of self and one's impact on others. The curriculum underscores the importance of supervised clinical experiences. To ensure excellence throughout the curriculum and our identity as professional counselors, the program maintains CACREP accreditation.

Recent Student Accomplishments

Several of CMH and SC students volunteered at our annual South Dakota Counseling Association annual conference. Additionally, several students were awarded scholarships for their outstanding work during their 2021-2022 master's programs.

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Master's in Counseling: School Counseling and Clinical Mental Health Counseling

1. Students will demonstrate knowledge of the eight core common areas designated by the program's accreditation body (CACREP).

The Counselor Education Comprehensive Exam-CECE measures knowledge level in the eight core areas of CACREP. CPCE is administered in the academic semester prior to enrolling in internship (final semester of course work). Student results from the CPCE attempts are categorized into three levels of performance:

Unacceptable=student scored below the national average (i.e., less than 79 questions answered correctly).

Acceptable=student scored above a 50% (i.e., at or greater than 79 questions answered correctly.)

Target=student scored more than 1 Std. Dev. above mean for the CPCE.

The program expects that 90% of the students will at the category of *Acceptable* or above for this student learning objective. For 2021-2022, 17 students were evaluated and 82% met at least the *Acceptable* expectation.

2. Students will demonstrate competent skills as an entry-level professional counselor in a supervised internship (i.e., either a clinical mental health or school) setting.

The final Clinical Mental Health internship evaluation has three content areas (counseling skill, ethical practice, professional relationship) scored on a 5 point scale:

5=outstanding performance (more like that of a professional who performs consistently well)

4=above average performance (performed at a level above that of the average entry-level counselor)

3=satisfactory performance (commensurate with satisfactory entry-level performance)

2=needs considerable improvement (not commensurate with entry-level performance; concerns are consider developmental)

1=inadequate performance (performance marked by a pattern of incompetence; concerns are not developmental)

The final School Counseling internship evaluation has four content areas (Planning, Environment, Delivery of Service, Professional Responsibilities) scored on a 4-point scale: (CMH conversational scale for comparability)

U=Unsatisfactory (1-2 for CMH)

B=Basic (3 for CMH)

P=Proficient (4 for CMH)

D=Distinguished (5 for CMH)

Student results from the evaluation are categorized into three levels of performance: 4-5=Above Average; 3-

4=Satisfactory; Below 3=Unsatisfactory

The program expects that 90% or more of the students will average 3 or above on internship evaluations. Evaluations are completed by approved site supervisors. Of the 11 students evaluated for the 2021-2022 academic year, 95% received performance scores of 3 or above on internship evaluations. Zero students scored below 3.0.

**It is important to note, 92% of the 2021-2022 master's students graduating from the Counselor Education Program were employed in an area of their specialization.



PhD in Counseling: Counselor Education

1. Students will demonstrate knowledge of the eight core common areas designated by the program's accreditation body (CACREP), as well as the knowledge areas specific to doctoral specialization.

This objective is measured by the required completion of Comprehension Exam. This is a written essay to evaluate knowledge in three areas related to CACREP 2009 standards for doctoral studies: Counselor education/supervision; clinical practice/counseling theory; and research.

Students are scored using a rubric evaluating three levels of performance:

Target (high knowledge)

Acceptable (moderate knowledge),

Unacceptable (low knowledge).

A student is considered successful if they receive a Target or Acceptable rating on the rubric. The program expects that 90% of the students will score in the category of *Acceptable* or above for this student learning objective. For 2021-2022, zero students sat for their doctoral comps.

2. Students will demonstrate competent skills as an entry-level professional counselor in the supervised internship (i.e., either a clinical mental health or school) setting.

Approved site supervisors complete an end-of-internship assessment of the student's professional counselor skills and behaviors. The final internship evaluation has three content areas (counseling skill, ethical practice, professional relationship) scored on a 5 point scale

5=outstanding performance (more like that of a professional who performs consistently well)

4=above average performance (performed above average)

3=satisfactory performance (commensurate with satisfactory performance)

2=needs considerable improvement concerns are consider developmental)

1=inadequate performance (performance marked by a pattern of incompetence; concerns are not developmental)

Students are considered successful if they average a 3.0 or above for the evaluation. Student results from the evaluation are categorized into three levels of performance: 4-5=Above Average; 3-4=Satisfactory; Below 3=Unsatisfactory

The program expects that 90% or more of the students will average 3 or above. Zero students were enrolled in doctoral internships for the 2021-2022 academic school year.

Description of Program Modifications

The faculty has taken large steps toward improving the breadth and depth of evaluation in the program. Program review, including studies of clinical site supervisors, program graduates, and program modifications are completed every year. Data have been analyzed. Discussion and review is underway.

Specific revisions were not made this evaluation year. The evaluation tools operate under 2009 CACREP Standards and are revised if needed on a yearly basis.

Some data were available to draw comparisons:

<i>M.A. Counselor Education</i>				
<u>Student Learning Outcomes</u>	<u>Criteria</u>	<u>AY1-20</u>	<u>AY20-21</u>	<u>AY21-22</u>
SLO1: Students will demonstrate knowledge of the eight core common areas designated by the program's accreditation body (CACREP).	>90% Acceptable or Target	93%	93%	93%
SLO2: Students will demonstrate competent skills as an entry-level professional counselor in the supervised internship (i.e., either a clinical mental health or school) setting.	>90% Satisfactory or Above Avg.	96%	100%	100.0%

<i>Ph.D. Counselor Education</i>				
<u>Student Learning Outcomes</u>	<u>Criteria</u>	<u>AY19-20</u>	<u>AY20-21</u>	<u>AY21-22</u>
SLO1: Students will demonstrate knowledge of the eight core common areas designated by the program's accreditation body (CACREP), as well as the knowledge areas specific to doctoral specialization.	>90% Acceptable or Target	100%	100%	100%
SLO2: Students will demonstrate competent skills as an entry-level professional counselor in the supervised internship (i.e., either a clinical mental health or school) setting.	>90% Satisfactory or Above Avg.	100%	100%	100%