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Introduction

The School Counseling program at Valdosta State University engages in continuous program improvement which involves the collection of quantitative and qualitative data that is used to determine how to improve the program. The CACREP 2016 standards indicate broad categories of information that should be evaluated annually resulting in an annual report to stakeholders. The report serves to provides stakeholders

Program faculty use a variety of measures to assess student success as part of the annual program evaluation. The program evaluation results are then used to determine program modifications. In 2019-2020 Key Performance Indicators (KPI) were evaluated in the areas of Human Growth and Development, Social and Cultural Foundations, and Career Counseling.

CACREP standards for core and specialty classes are used as Key Performance Indicators. KPIs are assessed to determine student success and whether learning outcomes are met. Seven Key Performance Indicators were evaluated in the 2019-2020 academic year and are listed below.

Key Performance Indicators Evaluated 2019-2020

Key Performance Indicator (1) 2F.2.b.: Students will apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

Key Performance Indicator (2) 2.F.2.d.: Students will describe the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual.

Key Performance Indicator (1) 2.F.3.c.: Students will apply theories of normal and abnormal personality development.

Key Performance Indicator (2) 2.F.3.e.: Students will describe systemic and environmental factors that affect human development, functioning, and behavior.

Key Performance Indicator (1) 2.F.4.a. Students will apply theories and models of career development, counseling, and decision making.

Key Performance Indicator (2) 2.F.4.g. Students will describe strategies career and educational development and employment opportunities in a global economy.

Key Performance Indicator 5.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.

Summary of Program Evaluation Results

KPIs are assessed at two points in the program with two different assessment instruments. The KPI abbreviation, point of assessment, assessment instrument, and course assessed in are listed below in Table 1. Table 2 includes the program objective that is linked to the listed KPI, the assignments that are assessed, and a summary of the faculty evaluation for each assessment point.

Table 1: Key Performance Indicator, Assessments, and Course Assessed In

KPI Assessment Assignment	Course
KPI 2.F.2.b. Point 1 Assessment: Quiz	COUN 7400: Theories of Counseling
KPI 2.F.2.b. Point 2 Assessment: Research Presentation	COUN 7470: Counseling Culturally Diverse Populations
KPI 2.F.2.d. Point 1 Assessment: Personal Paper	COUN 7470: Counseling Culturally Diverse Populations
KPI 2.F.2.d. Point 2 Assessment: Milestone Paper	PSYC 8250: Developmental Psychology
KPI 2.F.3.c. Point 1 Assessment: Developmental Issues Paper	PSYC 8250: Developmental Psychology
KPI 2.F.3.c. Point 2 Assessment: Case Study Final Examination	PSYC 7200: Psychopathology
KPI 2.F.3.e. Point 1 Assessment: Theory Paper	COUN 7400: Theories of Counseling
KPI 2.F.3.e. Point 2 Assessment: Etiology Paper	PSYC 7200: Psychopathology

KPI 2.F.4.a. Point 1 Assessment: Examination	COUN 7820: Career Counseling
KPI 2.F.4.a. Point 2 Assessment: Case Study	COUN 7981: Practicum
KPI 2.F.4.g. Point 1 Assessment: Tape 3	COUN 7900: Counseling Skills and Techniques
KPI 2.F.4.g. Point 2 Assessment: Academic Case Study	COUN 7991: Internship
KPI 5.g.2.g. Point 1 Assessment: Examination	PSYC 8250: Developmental Psychology
KPI 5.g.2.g. Point 2 Assessment: Presentation	COUN 7420: Counseling Children and Adolescents

Table 2:

<p>institutional opportunities that enhance, and barriers that impede the success of students and clients.</p>			<p>(n=13). The average score in Section IB was 99% also exceeding the target (n=11).</p> <p>Point 2: 89% students in PSYC 7200 during Spring 2020 scored above the target level of 80%. Two of 18 students scored below target. The average score on the case study essay of the final exam was 87% (n=12) exceeding the target.</p> <p>Modification: Discuss additional case examples in class to practice application of theory in case conceptualizations, diagnosis, and treatment planning.</p>
<p>Program Objective 6: Develop knowledge and understanding of community, environmental, and institutional opportunities that enhance, and barriers that impede the success of students and clients.</p>	<p>2.F.3.e. Students will describe systemic and environmental factors that affect human development, functioning, and behavior.</p>	<p>Theory Paper and Etiology Paper</p>	<p>Point 1. All students in COUN 7400 during Summer 2019 (Sections IA and IB) scored above the target level of 80%. The class average for the theory paper was 88% exceeding the target (n=18).</p> <p>Point 2: 89% of students in PSYC 7200 during Spring 2020 scored above the target level of 80%. Two of 18 students scored below target. The class average for the etiology paper (trauma and stress) was 80% (n=18) meeting the target. Students had difficulty identifying other factors that may increase risk and/or promote resiliency.</p> <p>Modification: Before completing the etiology paper students will construct a graphic organizer that illustrates the biological, psychological, social, and environmental/systemic factors that may increase risk of developing trauma and/or stress related disorders</p>

Program Objective 7:
Develop knowledge and
application of current

Point 2: All students but one during Fall 2019 in COUN 7991 scored above the 80 % target on the Academic Case Study. The student scoring under 80% did so due to leaving out part of the assignment. The average score was 96 % (n=15). More emphasis should be placed on including career components in this assignment.

Modification: More practice is

In this section, four program modifications related specifically to course assignments are described that

Increased counseling skills practice in COUN 7900 and modify assignments in 7991	Fall 2021	Evaluate at Fall 2022 annual evaluation meeting	The Internship I assignment was modified to include a career transition plan. All students scored at or above the target score on the assignment. The modification in COUN 7900 will be evaluated in Fall 2022 because the modifications are being made currently.
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Other Program Modifications

1. Revise rubrics in multiple courses. It was noted during the program evaluation that there were rubrics assessing some assignments that needed to be more specific.
2. The new ASCA model, 4th edition, will be implemented program wide.
3. Revise program objectives to be broader to ensure that all CACREP core areas are addressed.

Table 4: Other Program Modifications

Modification	Implemented	Evaluated	Outcome
Revise Rubrics	Spring 2021, Summer 2021, and Fall 2021	Evaluate at final program meeting spring 2022	
Implement ASCA Model	Spring and Fall 2021	Fall 2021 at annual evaluation meeting	The ASCA model was implemented throughout the curriculum. Textbooks and assignments were modified to include the new model. New ASCA templates were added to assignments.

Revise Program

- < Launched the second cohort of 60-hour Master of Education in Counselor Education
- < Increased enrollment in the School Counseling program
- < Began collaboration with new colleagues in the new Department of Human Services
- < Presented at five conferences and contributed six publications
- < Streamlined the admission process by utilizing a new application platform
- < Modified instruction methods across the entire program in response