

## Annual Program Evaluation Report AY 2021 - 2022

The Annual Program Evaluation Report focuses on (1) Dissemination of Annual Program Evaluation Report (2) a summary of the program evaluation results, (3) subsequent program modifications, (4) any other substantial program changes, (5) Alumnae report, (6) Site Supervisor report, and (7) Employer report. Included in the report are the results of the AY 21-22 Alumni Survey.

### Dissemination of the Annual Program Report

The Department of Counseling and Development disseminates an annual comprehensive program evaluation report to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors). The process is outlined below:

The Department of Counseling and Development produces an annual report on the state of its program under the umbrella of the LIU outcomes assessment process, which is based on an overall three-year assessment plan and an annual data collection report that is developed for each program in a department. The Office of Assessment maintains a repository of these documents on LIUShare, the University's collaborative platform. The Department of Counseling and Development includes in these reports a review of CPCE findings and a separate review of a departmental CACREP standards and departmental goals review. Each year, the reports offer meticulous detail regarding outcomes the department is currently assessing, how they are assessed, what the results were, and how those results are interpreted. This method of annual self-reporting has been in place for over ten years and has proven highly effective in helping the department to maintain a clear picture of the health of the program and how well our students are meeting expectations in the CACREP Eight Core Areas as well as of our own programmatic objectives. Careful consideration has been paid to how to best disseminate the findings to the widest audience. The following methods have proven quite successful.

- Recommendations and results from the evaluation are submitted to the Curriculum Committee for review each May. The results of the annual comprehensive programmatic evaluation are disseminated by faculty each May when the Outcomes Assessment report is submitted.

- A summation report is placed on the LIU website (<https://www.liu.edu/post/Academics/College-of-Education-Information-and-Technology/Academic-Programs/~link.aspx?id=85A90364D3254691BC023D48917AE0B0&z=z>).

- Students are informed about the annual comprehensive programmatic evaluation report website location in each syllabus.

- The annual comprehensive programmatic evaluation report is shared with higher administration and submitted to the LIU Office of Assessment and Dean's office.

- All site supervisors in cooperating agencies are provided with a training that includes a PowerPoint. The annual comprehensive programmatic evaluation report website location is in the PowerPoint.

## **Summary of the program evaluation results, Subsequent program modifications, and any other substantial program changes**

The Department of Counseling and Development is actively involved in annual university-wide outcomes assessment (OA) procedures that measure student learning outcomes and establish assessment plans in three-year cycles within the larger framework of the CACREP standards. The role of the committee is to measure the program's effectiveness by assessing student mastery of learning outcomes that are evaluated on a rotating schedule. The committee uses that data to make recommendations to the department's Curriculum Committee. These recommendations may include modifications to current classes for which students are showing a lack of mastery of learning objectives. The OA Committee also looks at program efficacy within the department as a whole based on the data, and between the LIU Post and LIU Brentwood campuses. Both adjuncts and full-time professors are involved in the assessment process, which takes place in different classes, depending on the academic year.

The Counselor Education program systematically assesses student learning of Key Performance Indicators (KPIs) identified from the core curriculum and area of program specialization. KPIs are assessed by faculty and stakeholders (e.g., site supervisors) at multiple points during the student's academic program, measuring both content knowledge and applied knowledge/skill.

Key Performance Indicators are assessed on a rotating basis, with the goal being multiple assessments for each of the CACREP Standards and Specialty Standards, as well as the Departmental goals/objectives. Previous findings lead to the next phase of assessment. Key performance indicators are based on a sampling of standards from each of the eight core areas and the specialty areas that represent a mix of important knowledge and skill measures at multiple points throughout the program. Our assessment of student learning identifies: (1) at least one knowledge or skill for each of the 8 core areas, and (2) at least one knowledge or skill for each specialty area.

Determination of KPIs are based on several factors. The Outcomes Assessment (OA) committee reviews the results of the previous OA reports to determine the appropriate area to address in the next OA cycle. Thus, different standards may be measured based on indications of a need for assessment from the previous reports. Our OA assessment has been conducted to meet the university's and CACREP's requirements.

The counselor education program faculty also systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. Student professional disposition is assessed in: EDC 668: Pre-Practicum; EDC 669: Practicum; EDC 683: CMHC Internship I; EDC 684 CMHC Internship II; EDC 690 SCO Internship I; and EDC 691 SCO Internship II. Students are referred to the Retention and Review Committee if difficulties arise related to professional disposition. One student was referred to the R & R Committee during the 2021 – 2022 AY.

An example of how the program has recently used assessment is based on the results from the 2020 – 2021 OA Assessment. Assessment was used in a multitude of ways. Students were assessed using multiple methods, such as exams, internship and practicum supervisor ratings of skills and knowledge in the field, professorial ratings of student mastery of knowledge and the ability to apply learned knowledge in the classroom, and a comprehensive examination. Students were assessed at multiple points in the program. **This report focuses on the key findings related to relative weaknesses. All other Outcomes Assessment results were found to meet or exceed the minimum score.**

We would like to first say that the vast majority of learning objectives were met. Professors have worked hard to integrate CACREP standards across the curriculum using multiple measures. Our students have mastered key performance indicators (KPIs) in a multitude of areas. Examples include: cultural competence; professional identity; assessment; diagnosis; research; human growth and development; group formation and processes; program evaluation; career development; and many other areas key to the counselor identity.

The assessment results were provided to core Department faculty and have been reviewed by the Curriculum Committee. The accepted recommendations are below based on the findings. We will continue the process of assessment on an ongoing basis. Please find programmatic changes and continuations for classes below:

Students were found to score in the Below Average range in the related areas of: designing, implementing, managing & evaluating a comprehensive counseling program. The assignment also focused on the larger program management. This was a first semester class for students and the concepts may have been too advanced for beginning graduate students.

The Curriculum Committee were presented with the results and will be changing the teaching for program design, implementation, management & and evaluation to later in the graduate student's progression through the curriculum. It was decided that the concepts were too complex for beginning counselors. This topic will be introduced and taught by professors in Internship 1.

Students were not found to meet the benchmark in their ability to demonstrate cultural competence consistent with Ethical Standards. Students mastered knowledge of the ethical practice of professional counselors, were able to demonstrate an understanding of their own cultural diversity as well as their multicultural self. Students showed a deficit in their ability to apply the results of a Racial Attitudes Scale to themselves.

The findings reinforced the need to continue to emphasize cultural and social diversity in every course. The Curriculum Committee has evaluated the findings of this OA cycle and is stressing to professors teaching all courses in the 22 – 23 AY that each subject must be related to age, sexual orientation and gender diversity, race, ethnicity, culture, national origin, religion/spirituality, disability, language, immigration status, social class, economic status, education, and employment are notable of such influences. Material cannot be applied only to the majority culture. It will be emphasized in EDC 613 to repeat the Color Blind Racial Attitudes Scale and address student learning weaknesses in class.

Our CECE results indicate that students do struggle with licensure style questions, but the vast majority of students met the cutoff of 1 SD below the mean.

<b>CACREP Standard</b>	<b>Class</b>	<b>Measure Used</b>	<b>Measure of Assessment</b>
<b>2.F.1 Professional Counseling Orientation and Ethical Practice</b>			
Counseling graduate students will demonstrate an understanding of counselors' roles and responsibilities.	EDC 601 & 602	Class assignment	Overall Average Rubric score of at least 3 out of 4
CECE Counselor Preparation Comprehensive Examination	Students Take this exam the semester prior to graduation	Exam	Score of 1 standard deviation below the national mean for passing
<b>2.F.1 Social and Cultural Diversity</b>			
Students will demonstrate cultural competencies consistent with ACA Ethical standards	EDC 613	Class assignment	Overall Average Rubric score of at least 3 out of 4
CECE Counselor Preparation Comprehensive Examination	Students Take this exam the semester prior to graduation	Exam	Score of 1 standard deviation below the national mean for passing
<b>2.F.3 Human Growth and Development</b>			
Students are able to demonstrate ethical and culturally relevant strategies for differentiated interventions across the lifespan.	EDC 614	Class assignment	Overall Average Rubric score of at least 3 out of 4
CECE Counselor Preparation Comprehensive Examination	Students Take this exam the semester prior to graduation	Exam	Score of 1 standard deviation below the national mean for passing
<b>2.F.4 Career Development</b>			

Counseling graduate students will demonstrate an understanding and the application of career development theory to help individuals with career planning and decisions.	EDC 676	Class assignment	Overall Average Rubric score of at least 3 out of 4
CECE Counselor Preparation Comprehensive Examination	Students Take this exam the semester prior to graduation	Exam	Score of 1 standard deviation below the national mean for passing
<b>2.F.5 Counseling &amp; Helping Relationships</b>			
Counseling graduate students will demonstrate the knowledge and skills of evidenced based theories and practices used in the counseling process.	EDC 669	Class assignment	Overall Average Rubric score of at least 3 out of 4
CECE Counselor Preparation Comprehensive Examination	Students Take this exam the semester prior to graduation	Exam	Score of 1 standard deviation below the national mean for passing
<b>2.F.6 Group Counseling &amp; Group Work</b>			
Students demonstrate competency in formation and facilitation of group counseling; in the roles and function of group leaders and in the appropriate termination of group.	EDC 687	Class Assignment	Overall Average Rubric score of at least 3 out of 4

CECE Counselor Preparation Comprehensive Examination	Students Take this exam the semester prior to graduation	Exam	Score of 1 standard deviation below the national mean for passing
<b>2.F.7 Assessment and Testing</b>			
Students will demonstrate an understanding of the use of assessments for diagnostic and treatment planning purposes.	EDC 670 & EDC 660	Class Assignment	Overall Average Rubric score of at least 3 out of 4
CECE Counselor Preparation Comprehensive Examination	Students Take this exam the semester prior to graduation	Exam	Score of 1 standard deviation below the national mean for passing
<b>2.F.8 Research &amp; Program Evaluation</b>			
Students demonstrate an understanding of the importance of research in advancing the counseling profession, and be able to apply research data to inform counseling practice.	EDC 702	Class assignment	Overall Average Rubric score of at least 3 out of 4
CECE Counselor Preparation Comprehensive Examination	Students Take this exam the semester prior to graduation	Exam	Score of 1 standard deviation below the national mean for passing
<b>CMHC Specialty Area</b>			
<b>Foundations</b> Students will demonstrate an understanding of counseling theories and apply critical thinking skills in the	EDC 610	Class Assignment	Overall Average Rubric score of at least 3 out of 4

conceptualization and treatment of mental health diagnoses.			
<b>Contextual Dimensions:</b> Students will demonstrate an understanding of neurobiological factors and the impact on mental health.	EDC 610	Class Assignment	Overall Average Rubric score of at least 3 out of 4
<b>Practice:</b> Students will demonstrate sound ethical practices in the application of techniques and interventions when working with clients who present with mental health concerns.	EDC 669	Class Assignment	Overall Average Rubric score of at least 3 out of 4
<b>School Counseling Specialty Area</b>			
<b>Foundations:</b> Students will apply developmental counseling and learning theories through the application of strength-based interventions using critical thinking skills.	EDC 669	Class Assignment	Overall Average Rubric score of at least 3 out of 4
<b>Contextual Dimensions:</b> Students will learn strategies to provide appraisal and advisement to	EDC 610	Class Assignment	Overall Average Rubric score of at least 3 out of 4

students and families and identify characteristics, risk factors, and warning signs of students at risk for mental health and crisis situations in a school setting.			
<b>Practice:</b> Students will learn how to use data to identify appropriate strategies and apply counseling interventions that positively impact student outcomes.	EDC 669	Class Assignment	Overall Average Rubric score of at least 3 out of 4

DEPARTMENT OF COUNSELING AND DEVELOPMENT OBJECTIVES/UNIVERSITY OBJECTIVES	WHERE ASSESSMENT OCCURS	Measure Used	Measure of Assessment
Students will demonstrate current theoretical knowledge in the core areas of counseling and development.	<i>CECE Counselor Preparation Comprehensive Examination</i>	Exam given the semester prior to graduation	Score of 1 standard deviation below the national mean for passing
Students will demonstrate an understanding of the professional literature that forms the scholarly and practical foundation of counseling and human development.	<i>CECE Counselor Preparation Comprehensive Examination</i>	Exam given the semester prior to graduation	Score of 1 standard deviation below the national mean for passing
Students will competently apply the skills that they are taught in the graduate program.	<i>CECE Counselor Preparation Comprehensive Examination</i>	Exam given the semester prior to graduation	Score of 1 standard deviation below the national mean for passing
Students will demonstrate understanding of and effectively address the issues of persons of diverse experiences, backgrounds, and environments.	<i>CECE Counselor Preparation Comprehensive Examination</i>	Exam given the semester prior to graduation	Score of 1 standard deviation below the national mean for passing



Students will understand the legal and ethical standards of the American Counseling Association.	<i>CECE Counselor Preparation Comprehensive Examination</i>	Exam given the semester prior to graduation	Score of 1 standard deviation below the national mean for passing
--	---	---	---

### **Alumni Survey Results**

The Department of Counseling and Development at Long Island University conducted a survey in 2022-2023 asking students about their impressions of the school counseling and clinical mental health programs. The questions provided to respondents followed the Council for Accreditation of Counseling and Related Educational Program (CACREP) guidelines for evaluating program performance. The survey asked about the quality of the counseling program courses, didactic and experiential areas of the curriculum, capstone exam, training, career preparation, and Core CACREP competency areas.

Students were asked 22 questions to describe their experiences of the program, using a rating scale of strongly disagree, disagree, neither agree nor disagree, agree, strongly agree to quantify their responses. The questions were segmented into four subgroups: 1) required courses, 2) field work experiences, 3) training, and 4) career preparation. The majority of respondents reported that LIU was an excellent choice for their training.

Key facts reported included:

- being employed in a counseling or related field
- the overall quality of teaching during their time at LIU was excellent
- the courses were relevant and comprehensive
- professors were readily available to help when needed
- the program met or exceeded all of their expectations.

### **Site Supervisor Results**

The Department of Counseling and Development at Long Island University conducted a survey in 2022-2023 asking site supervisors about their impressions of students from the school counseling and clinical mental health counseling programs who interned at their sites. The questions followed the Council for Accreditation of Counseling and Related Educational Program (CACREP) guidelines for evaluating program performance.

Site supervisors were asked 15 questions to describe the competencies of graduate student interns they supervised, using a rating score to rate their level of agreements with the following: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree to quantify their responses. Site supervisors rated their overall experience as a site supervisor as excellent.

### **Employer Survey Results**

In order to evaluate the program from the perspective of employers of our alumni, faculty disseminated a survey to known employers of graduates of our clinical mental health and school

counseling programs. We were able to collect data on various aspects of the programs via a 58-question survey. Overall, the results of the survey are positive as most employers surveyed (67%) indicated that graduates of our programs served as the only counselor or one of only very few counselors (less than 5) in the organization. All respondents rated our students' knowledge and application across the core CACREP areas as average or above average (100%). Those lower scored domains—closer to average than above average with 33% of respondents indicating “Average” rather than one of the two higher options—were: psychological diagnosis, standardized testing, professional credentialing, theories of personality, family counseling, case planning, counseling persons with special needs, professional organizations, small group counseling, multicultural counseling (including awareness of gender identities and disabilities), and career and lifestyle counseling. As indicated previously in this report, faculty are aware of the evidenced need for improvement in the area of multicultural awareness and steps have been taken to address this issue. Additionally, special attention will be paid to our established KPIs relevant to the other areas where improvements could be made.

Important to note, employers indicated that graduates of this program excel in the domain of professional dispositions. Specifically, 100% of respondents rated our graduates as Excellent (the highest rating) in general work attitude, dependability, and commitment to professional development.