

Wake Forest College Academic Program Evaluation Report
Academic Year 2018-2019

Academic Program: Counseling
Academic Department: Counseling
Assessment Designee: Ivers

Program Mission and Goals

Define the current mission and/or goals of the academic program. These should: (1) focus on student learning and (2) be drawn from and link directly back to the missions of the College and University.

Mission Statement for the Department of Counseling:

The Wake Forest University Department of Counseling prepares exemplary counselors and human services professionals to serve humanity – *pro humanitate*. We provide a rigorous intellectual climate and a supportive atmosphere for personal and professional development to a diverse student body in order to prepare professionals who...

- practice effectively and ethically
- value diligence and life-long learning
- excel as community leaders, advocates and practitioners
- possess a deep awareness of themselves and of their impact on others
- engage in the compassionate service of humanity to foster the wellness of people everywhere.

Student Learning Outcomes & Related Measures

Each academic program should have between 3 and 5 intended **Student Learning Outcomes** that align with the program mission. These might include knowledge, skills, abilities, behaviors or values that will be developed in and exhibited by graduates of your academic program. Please note that each outcome must be evaluated using 2-3 different measures that may be direct or indirect, but must include at least 1 direct measure.

Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically

Measure 1: Student scores on the professional orientation and ethical practice portion of the National Counseling Exam.

Measure 2: Student scores on the final exam for CNS 780: Professional, Ethical, and Legal Issues in Counseling.

Measure 3: Supervisor evaluations of students' professional ethics in practicum and internships.

Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.

Measure 1: Social and Cultural Diversity sub-score on the National Counseling Exam.

Measure 2: Student scores on crash analysis assignment in CNS 740.

Measure 3: Student scores on SOAP note assignment in CNS 747.

Measure 4: Supervisor evaluations of students' multicultural counseling competence in practicum and internships.

Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners

Measure 1: Student scores on second video recording in CNS 737 – Basic Counseling Skills

Measure 2: Student scores on second video recording in CNS 739 – Advanced Counseling Skills

Measure 3: Helping relationships sub-score on the National Counseling Exam.

Measure 4: Supervisor evaluations of students' counseling skills in practicum and internships.

Assessment

Please enter the **assessment** of identified Student Learning Outcomes. Organize this section in the same order, and using the measures, indicated above. When available and relevant, include data from multiple years.

Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically:

Wake Forest College Academic Program Evaluation Report
Academic Year 2018-2019

Measure 1: Student scores on the professional orientation and ethical practice portion of the National Counselor Exam

Year	Subscale	N	Mean	National CACREP Program Mean
Spring 2016	Pro. Ori. & Eth.	15	23.8	20.96
Fall 2016	Pro. Ori. & Eth.	14	23.29	22.10
Spring 2017	Pro. Ori. & Eth.	37	23.29	21.65
Fall 2017	Pro. Ori. & Eth.	14	20.29	21.03
Spring 2018	Pro. Ori. & Eth.	27	23.93	21.77
Fall 2018	Pro. Ori. & Eth.	11	22.36	20.95

- Minimum score: 0
- Maximum score: 29

Measure 2: Student scores on the final exam for CNS 780: Professional, Ethical, and Legal Issues in Counseling

Year	Subscale	N	Mean %
2016-2017	CNS 780 Final Exam	77	87.82%
2017-2018	CNS 780 Final Exam	88	93.26%
2018-2019	CNS 780 Final Exam	103	88.98%

Measure 3: Supervisor evaluations of students' professional ethics in practicum and internships.

Year	CCS-R Criterion	Supervisor Responses	# and % of Responses \geq Meets Expectations	Average Score
2017-2018	Professional Ethics	745	719 (96.5%)	4.56
2018-2019	Professional Ethics	963	936 (97.2%)	4.55

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.

Measure 1: Social and Cultural Diversity subscale score on the National Counseling Exam.

Year	Subscale	N	Mean	National CACREP Program Mean
Spring 2016	Soc. & Cultural	15	8.73	7.08
Fall 2016	Soc. & Cultural	14	8.93	8.47
Spring 2017	Soc. & Cultural	37	8.89	8.23
Fall 2017	Soc. & Cultural	14	7.15	7.30
Spring 2018	Soc. & Cultural	27	8.96	7.95
Fall 2018	Soc. & Cultural	11	7.55	7.25

- Minimum score: 0
- Maximum score: 11

Measure 2: Student scores on Crash Analysis Reflection Paper in CNS 740

Year	N	Average Rating
2017-2018	91	4.43
2018-2019	73	3.89

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Measure 3: Student scores on SOAP note assignment in CNS 747.

Wake Forest College Academic Program Evaluation Report
Academic Year 2018-2019

Year	N	Average Rating
2017-2018	11	4.34
2018-2019	65	4.35

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Measure 4: Supervisor evaluations of students' multicultural counseling competence in practicum and internships.

Year	CCS-R Criterion	Supervisor Responses	# and % of Responses ≥ Meets Expectations	Average Score
2017-2018	MCC	702	668 (95.2%)	4.37
2018-2019	MCC	963	874 (90.76%)	4.12

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners

Measure 1: Scores on students' second video recording in CNS 737 – Basic Counseling Skills

Year	N	Mean %
2014-2015	14	94.1%
2015-2016	92	89.19%
2016-2017	87	90.31%
2017-2018	117	91.22%
2018-2019	52	4.43*

- *changed from average grade percentage to a five point scale with ratings ranging from 1 (harmful) to 5 (exceeds expectations)

Measure 2: Scores on students' first video recording in CNS 739 – Advanced Counseling Skills

Year	N	Mean%
2014-2015	16	89%
2015-2016	86	92.19%
2016-2017	87	95.22%
2017-2018	128	93.5%
2018-2019	53	4.44*

- *changed from average grade percentage to a five point scale with ratings ranging from 1 (harmful) to 5 (exceeds expectations)

Measure 3: Helping relationships subscale score on the National Counseling Exam.

Year	Subscale	N	Mean	National CACREP Program Mean
Spring 2016	Helping Relat.	15	29.73	25.42
Fall 2016	Helping Relat.	14	25.57	25.43
Spring 2017	Helping Relat.	37	26.59	24.36
Fall 2017	Helping Relat.	14	22.43	23.19
Spring 2018	Helping Relat.	27	27.41	24.37
Fall 2019	Helping Relat.	11	23.45	23.25

- Minimum score: 0

- Maximum score: 36

Measure 4: Supervisor evaluations of students' counseling skills in practicum and internships.

Wake Forest College Academic Program Evaluation Report
Academic Year 2018-2019

Year	CCS-R Criteria	# of Supervisor Responses	Average Rating Range	Average Score
2017-2018	Skills Criteria	Between 627-713	Between 4.11-4.68	4.43
2018-2019	Skills Criteria	963	Between 3.60-4.55	4.18

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Interpretation

Please **interpret** the assessments shared above. It is understood that the reasons underlying certain results may be difficult to explain. Nevertheless, you have the latitude to provide your best educated guess when interpreting observed results related to your SLOs. This section also should build on relevant interpretation sections of reports from previous years.

Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically.

Since AY 2016-2017, we have used the Professional Orientation and Ethical Practices subscale of the National Counselor Exam (NCE) as a measure of students’ knowledge of and skills to practice counseling in an ethical manner. Prior to our use of the NCE, we used a popular comprehensive exam called the Counselor Preparation Comprehensive Exam (CPCE). Logistical challenges in administering the CPCE to on ground and online students required that we make the switch to the NCE. In the previous six academic years for SLO 1, measure 1, students in our masters of counseling program scored above the national average for CACREP programs with the exception being the fall 2017 administration of the exam. In that administration, our students’ average score was below the national average for CACREP programs. **Benchmark:** To ensure, on average, that our graduating class scores at the CACREP national average. This year, in both the spring 2018 and fall 2019 administrations of the NCE, our students, on average, scored above the national average for the professional orientation and ethical practices subsection of the NCE, which meets our benchmark.

For measure 2, we analyzed students’ scores on their final examination in CNS 780: Professional, Ethical, and Legal Issues in Counseling. This is the third time we have used this measure to evaluate our students’ acquisition of knowledge and skills to practice ethically. Based on the importance of this outcome, the **benchmark** we have set for this measure is an average of a B, or no lower than a grade average of 82.5%. Results this year (88.89%) decreased by just over 3 percentage points from last year but exceeded our benchmark, indicating students are developing knowledge of professional, ethical, and legal issues pertinent to counseling competence.

For measure 3, we examined site and university supervisors’ evaluations of students’ professional ethics. We collected this information from the professional ethics criterion on the Counseling Competencies Scale – Revised (CCS-R). University and site supervisors completed midterm and final evaluations of students in practicum and internships using the CCS-R. The CCS-R uses a scale from 1 (harmful) to 5 (exceeds expectations). It also allows supervisors to indicate “unable to observe.” Between Summer 2018 and Spring 2019, supervisors rated students 963 times on the professional ethics criterion of the CCS-R, with 11 responses indicating an inability to observe students’ adherence to ethical guidelines. The average supervisor rating of students’ adherence to ethical guidelines was 4.55, between 4 (meets expectations) and 5 (exceeds expectations). This is a crucial indicator of this student-learning outcome, as it occurs during students’ clinical training when students are applying what they have learned in community sites and schools with actual clients. As such, the **benchmark** we have set for this measure is an average of 4 (meets expectations). Similar to last year, results

Wake Forest College Academic Program Evaluation Report Academic Year 2018-2019

this year indicate that our students meet and exceed our expectations in terms of their adherence to ethical guidelines outside of the classroom with actual clients.

Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.

Similar to SLO 1, measure 1, because we are not able to administer the CPCE to all students in our counseling program, three years ago, we changed the measure for SLO 2, measure 1, to the social and cultural diversity subscale of the NCE. We compared our students' average score on this subscale to that of the national average for students who graduated from CACREP-accredited programs. For the Spring 2018 and fall 2019 administrations of the NCE, our students, on average, scored above the CACREP national average. These results meet our **benchmark**, to ensure, on average, that our graduating class scores at or above the CACREP national average.

For measure 2, we analyzed students' performance on their *Crash* reflection paper, which is the first assignment related to culture and diversity that our students submit in the program. We administer this assignment in CNS 740: Professional Orientation. For the assignment, students watch the film, *Crash*, and write a reflection paper based on self- and cultural awareness prompts. Instructors evaluate students' cultural awareness based on their reflection papers using a conventional rubric that has scores from 1 (harmful) to 5 (exceeds expectations). The average rating of the 73 students who were evaluating on this measure in AY 18-19 was 3.89, between near expectations and meets expectations. The **benchmark** that we set for this measure is that students, on average, will meet expectations with a score of 4 or higher. Based on this year's results, our students are just under our expectations related to cultural awareness at the beginning of their program. We will closely monitor this cohort of students as they progress through the program and receive different assessments relative to their cultural development. We also will identify ways to expand and increase their exposure to material related to cultural diversity during CNS 740.

For measure 3, we examined students' performance on their SOAP note assignment in CNS 747: Cultures and Counseling. Similar to the previous measure, for the SOAP note assignment, instructors rated students on this student learning outcome using a conventional rubric with scores from 1 (harmful) and 5 (exceeds expectations). Students' average rating on this assignment was 4.35 (n=65). The **benchmark** we set for this measure is a 4 (meets expectations). We believe students' collective and average performances on this assignment demonstrate their ability to apply cultural knowledge and skills to develop culturally sensitive case conceptualizations and treatment plans.

For measure 4, we analyzed site and university supervisors' evaluations of students on their "multicultural competence in a counseling relationship." More specifically, this criterion measures students' ability to demonstrate respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. Similar to SLO 1, measure 4, the multicultural competence in counseling criterion is an item on the CCS-R, which we use as site and university supervisors' midterm and final evaluations of students in practicum and internships. From Summer 2018 to Spring 2019, there were 963 supervisor responses to this criterion, with 60 of the responses being "unable to observe." Of the 963 responses, 90.76% were equal to or above a 4 (meets expectations). Moreover, the average student rating for multicultural competence in counseling was 4.12. The **benchmark** for this

Wake Forest College Academic Program Evaluation Report Academic Year 2018-2019

very important measure is a 4 (meets expectations). Based on these results, it appears that our students, on average, continue to demonstrate the requisite cultural knowledge and skills in their work with culturally diverse clients at their practicum and internship sites.

Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners:

Concerning measure 1, students complete a basic counseling skills class which focuses on skills that will help them become effective practitioners. The course is preparatory to their practicum and internship courses. For their final assignment, students record themselves performing basic counseling skills in a 30 minute mock counseling session. As part of the assignment, they also complete a self-reflection paper in which they assess what they're doing well and areas in which they would like to improve. Similar to previous years, for this measure, students were only evaluated on their counseling skills performance, not their self-assessment paper. Moreover, starting this year, in an effort to reduce random noise associated with grade percentages, we implemented a conventional rubric that uses a five point scale from 1 (harmful) to 5 (exceeds expectations) to assess this measure. As such, Measure 1 uses the average skills rating of students. On average, counseling students (n=52) received a rating of 4.43 on their basic counseling skills. This indicates that, on average, students met or exceeded expectations related to basic counseling skills. Our **benchmark** for this assignment is a 4 (meets expectations). The score of 4.43 demonstrates that our students are learning the foundational skills that are necessary to be effective practitioners, including building rapport, expressing empathy, and gathering client information effectively and efficiently.

With regard to measure 2, students complete an advanced counseling skills class that expands upon the skills learned in Basic Counseling Skills and Techniques. We are not the only program that offers an advanced counseling skills courses; however, we are the exception rather than the norm. Thus, this course demonstrates our commitment to counseling skills development above what is required by state licensure boards and our accrediting body. Similar to the basic counseling skills courses, students in the advanced counseling skills course complete a video recording in which they demonstrate their basic and advanced counseling skills. This year, rather than use average grade percentages as we did in previous years, we transitioned to using a conventional rubric on a five point scale from 1 (harmful) to 5 (exceeds expectations). For the 2018-2019 academic year, students' average skills rating was 4.44. This indicates that, on average, our students meet or exceed expectations in their demonstration of basic and advanced counseling skills. Our **benchmark** for this assignment is 4 (meets expectations).

With regard to measure 3, we compared our students' Spring 2018 and Fall 2019 scores on the helping relationships subsection of the NCE with those of students from other CACREP-accredited program. Results indicated that, on average, our students scored above the national CACREP-average for both administrations of the exam. This subscale consists of questions related to common counseling skills, techniques, and theoretical principles. Our **benchmark** for this measure is to meet or exceed the national average for CACREP-accredited programs. We met this benchmark for both administrations of the NCE.

For measure 4, we examined site and university supervisors' evaluations of students on the skills criteria of the CCS-R. The CCS-R has items with scores ranging from 1 (harmful) to 5 (exceeds expectations). The skills items on the CCS-R include the following: nonverbals, encouragers, questions, reflections of content, reflections of feeling, summarizations,

Wake Forest College Academic Program Evaluation Report Academic Year 2018-2019

reflections of meaning, confrontation, goal-setting, focus of counseling, empathy and caring, and respect and compassion. Site and university supervisors completed the CCS-R for midterm and final evaluations of students' skills as well as their professional dispositions. Average criteria ratings on the skills items of the CCS-R ranged from 3.6 to 4.55 with an average rating across skills items of 4.18. The **benchmark** set for this measure is a 4 (meets expectations). The average rating of 4.18 indicates that, across counseling skills, site and university supervisors believe our students are meeting and, in many cases, exceeding expectations. This is important because these ratings indicate students' use of counseling skills with actual clients at their practicum and/or internship sites. The only counseling skill that supervisors rated below a 4 (meets expectations) was Confrontation. The average rating for confrontation was 3.6, between near expectations and meets expectations.

Action Plans

Based on the data and interpretation, please provide a short-term action plan and a long-term action plan. The short-term plan should project out 1-2 years; the long-term plan should project out 4-6 years. Both plans should include clear descriptions of the changes/improvements that will be made in your program. In the long-term plan, consider a vision of where you'd like the department to be positioned in 4-6 years with respect to your aforementioned learning outcomes.

Short-Term Action Plans

Student Learning Outcome 1: Acquire knowledge and skills to practice ethically:

Our students, on average, demonstrate knowledge and skills to practice ethically. This is true for knowledge-based assessments, such as the final exam in CNS 780 and the NCE subscale of professional orientation and ethics, as well as for applied knowledge and skills measures, such as the supervisor ratings of students' adherence to ethical guidelines. Last year, in the Fall 2017 administration of the NCE, our students, on average, scored lower than the CACREP national average on the professional orientation and ethical practice subscale of the NCE. In response to this concerning result, we met as a faculty and staff to discuss appropriate actions. First, we discussed ways in which we could add rigor to our online and on campus curricula to ensure our students receive the breadth and depth of knowledge necessary in all subject areas. Second, a committee was set up to explore resources that students could use to prepare for their licensure exams. I am grateful that, for AY 2018-2019 all of our students passed the NCE and, on average, received scores above the national average for CACREP programs.

We plan to continue to meet as a faculty to discuss ways to maintain and improve our students' knowledge and skills to practice ethically. It is paramount that professional counselors behave in the most professional and ethical manner. Therefore, this student-learning outcome will continue to be of utmost importance to us. One consideration for future years is to offer our legal and ethical course, CNS 780, earlier in the course carousel for online students. This would allow students to gain a deeper and broader understanding of ethical and legal issues in counseling while or before they complete their internships. Moreover, as mentioned in previous actions plans, we will continue to stay abreast of current and new legislation pertaining to legal and ethical mental health practice, and help our students do the same.

Student Learning Outcome 2: Develop self-awareness and understanding of impact on others:

Wake Forest College Academic Program Evaluation Report Academic Year 2018-2019

Students performed at or above the benchmarks for three of four measures of SLO 2. The one benchmark that was not achieved was the crash analysis measure. Our response to that is to assess how we introduce students to content relative to culture and diversity at the beginning of our program, namely in CNS 740. It may be that we need to provide additional guidance and information to students at that level.

Cultural competence, of which self-awareness is an important aspect, is a complex, multifaceted construct, the attainment of which is a lifelong endeavor. As such, we have intentionally chosen measures that address students' multicultural competence at three different points during the program. Cultural competence is introduced and initially assessed at the beginning of their program in CNS 740 (Crash Analysis Assignment). Multicultural competence is strongly reinforced a little later in the program in CNS 747: Cultures and Counseling (SOAP note assignment). Lastly, it is assessed at the practical application stage of students' development – clinical courses, namely practicum and internships (MCC item of CCS-R). This allows us to evaluate students' progress using multiple measures at multiple points during the program. Faculty will continue to discuss ways to help students develop the skills necessary to work effectively with culturally diverse populations. We aim to continue to implement, monitor, and revise the departmental diversity action plan that we ratified two years ago. This includes, among other things, steps to increase our recruitment of culturally diverse faculty and students, and cultivating a community of inclusion.

Student Learning Outcome 3: Develop skills that are reflective of effective practitioners:

Students are performing at or above the benchmarks set for all four measures of SLO 3, indicating that our program facilitates the development of skills that are reflective of effective practitioners. We are now reaping the benefits of our work last year of implementing a uniform skills rubric in all clinical courses, including CNS 737, CNS 739, practicum, and internships. To do this, we used a software program called Chalk & Wire for our clinical courses that included a graduated form of the rubric that we use in CNS 737 and CNS 739. The use of this software helped us to more effectively track skill development across clinical courses, which turned into measure 4 of this SLO. Now, all of our skills measurements are on the same 5 point scale. Our goal for this year is to continue to monitor students' skill development from basic counseling skills through internships. We also will focus on ways to increase students' ability to demonstrate therapeutic confrontation effectively. Confrontation was the only counseling skill that site and university supervisors rated between "near expectations" and "meets expectations."

Long-Term Action Plans

We are very close now to having a fully implemented system for monitoring student-learning outcomes that follows students' development of knowledge and skills throughout the curriculum. By the end of next year, we should be able to evaluate students at three points in their program using multiple measures: We believe this system with more finely tuned rubrics (conventional rather than grading rubrics) will allow us to more intentionally and effectively use data to inform changes in our curriculum. As can be seen in this APER, we have already begun the process of implementing this.

Also, in the next 4-6 years, if trends continue, we will need to bolster our efforts to help students develop their ethical knowledge and skills, cultural awareness, and counseling skills for work in integrated behavioral health contexts. This will include learning to work with

Wake Forest College Academic Program Evaluation Report Academic Year 2018-2019

professionals whose ethical codes and training philosophies differ in notable ways from that of a counselor. It also will mean developing skills and techniques (brief interventions, motivational interviewing) that are common in behavioral health contexts. One area that is common to integrated behavioral health is addiction counseling. Our new addiction track, which will include two new courses focused on addiction, including a third skills course and a treatment planning course, will help meet that need.

We also will continue to explore how technology can assist us in teaching basic counseling skills, exposing students to practical ethical dilemmas across multiple counseling contexts, and facilitating cultural awareness. In particular, we hope to explore and test the potential benefits of virtual reality technology as well as improved virtual meeting software. We are currently working with our online program management partner, Pearson, to develop a case-based, interactive technology that we can implement into our counseling skills courses. Although in its infancy, we believe this technology will help us increase students' exposure to complex and diverse client concerns, which will test their counseling skills, cultural awareness, and ethical responses.