



Department of Psychology, Counseling, and Art Therapy

Counseling Program – Clinical Mental Health Counseling and School Counseling
Annual Assessment and Evaluation Report
2022-2023

On July 1, 2022, California University, Edinboro University, and Clarion University merged to become PennWest University. At the time of integration, California University and Edinboro University both had CACREP accredited programs and engaged in program and student level assessment based on the 2016 CACREP Standards. Clarion also participated in program evaluation to meet university level requirements for assessment.

During the 2022-2023 academic year, the counseling program worked diligently to develop integrated curriculums, policies, procedures, and an assessment and evaluation plan. In December of 2022, the PennWest administration placed two CACREP accredited programs into moratorium (College Counseling and Student Affairs and Clinical Rehabilitative Counseling). Currently enrolled students in all previously accredited programs have a “teach out” plan and will be able to complete these programs. Further, we submitted a CACREP Self-Study in January of 2023, applying for CACREP accreditation as a new university.

The following report describes the results for the Counseling Program’s integrated assessment efforts for the 2022-2023 school year. Each assessment listed helps to evaluate the Counseling Program Objectives/Student Learning Objectives or is used for program evaluation (e.g., Student Satisfaction Survey).

Counseling Program Objectives

Assessments

Graduate students will be intellectually prepared with the knowledge and skills necessary for the counseling profession	Scores on the KPIs*, Scores on the CPCE, Scores on the NCE
Graduate students will exhibit competent counseling skills across diverse cultural and social situations	CCS-R scores (COUN 7150, Clinical Field), Site supervisor evaluations, Employer evaluations*
Graduates will be culturally responsive, ethically responsible counseling professionals.	Admissions Interview*, Degree Candidacy, Site supervisor evaluations, Employer evaluations*

Graduate students will be able to integrate theory and research with professional skills and techniques.	Case studies/rubric scores in practicum and internship*, site supervisor evaluations, employer evaluations*
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*indicates evaluations not reported or in development

Degree Candidacy – Small Group Interview (2022 – 2023)

Students who have completed 12 graduate credits are eligible to complete the Degree Candidacy application and interview process. During the application, students describe their academic achievements, discuss fieldwork intentions, and meet with their faculty advisor to review readiness for the degree candidacy interview.

During the degree candidacy group interview, small groups of students answer questions related to their course work, personal and professional dispositions, extra-curricular learning, knowledge, and skills related to multicultural counseling and social justice, and application of professional ethics. Faculty score students on five areas and determine if each student Exceeds, Meets, Minimally Meets, or Does not Meet the required criteria for each area. The five areas include (1) behavior in academic and professional settings, (2) interpersonal and intrapersonal skills, (3) personal maturity and ethical behavior, (4) multicultural competence, and (5) an overall interview assessment score.

Of the 62 students who completed degree candidacy during the 2022-2023 school year, 60 or 97% of students passed the first time. Two students were required to meet with the department chair and advisor for additional feedback and two students failed and were required to repeat the interview.

Continuous Program Improvement

The Counseling Program reviewed the rubric used to score students who participate in the Degree Candidacy Interviews. Adjustments will be made to the rubric to align with the updated Program Objectives/Student Learning Objectives. For example, “Multicultural Competence” will be changed to Cultural Responsiveness and Ethical Responsibility. This change, complete with updated descriptions of the interview answers that align with “Exceeds”, “Meets”, “Minimally Meets”, and “Does Not Meet”, will allow more precise evaluation of the Counseling Program’s key dispositions.

The Counseling Program will also revise procedures related to Degree Candidacy to include specific expectations related to data entry in Tevera and using a form that students will be able to view upon completion of the Degree Candidacy interview.

The new rubric will be finalized at the beginning of the spring 2024 semester and will be used for spring Degree Candidacy Interviews.

Student Satisfaction Survey (November 2022)

Key findings from the first integrated Student Satisfaction Survey.

Counseling Program expectations, policies, and rules were made available to me prior to beginning the program. 77.14% of counseling graduate students strongly agree or agree with this statement.

My faculty advisor is available to assist me and responds to my questions and concerns in a timely manner. 80% of counseling graduate students strongly agree or agree with this statement.

I am happy with the overall quality and effectiveness of the courses that I am taking. 80% of counseling students strongly agree or agree with this statement.

Faculty members are knowledgeable about course content or the fields of instruction. 90.69% of counseling students strongly agree or agree with this statement.

Continuous Program Improvement

The Counseling Program understood that the results of the Student Satisfaction Survey would in part capture the challenges associated with integrating three universities and three counseling programs. However, because we value student input for program evaluation, we wanted to survey the group of students who were enrolled during the first semester of integration.

The Counseling faculty met in December of 2022 to review the results of the survey and talk about solutions to student concerns. For example, one concern that was repeatedly mentioned in the survey was dislike regarding the cost of Tevera and use of Tevera for KPIs, Degree Candidacy application, and fieldwork applications. Two of the three schools used Tevera and the third school did not at the time of integration. Use of Tevera was another concern. In response to student concerns, “how to” videos were created and placed in the Counseling D2L shell so that students could find videos that demonstrated various common tasks in Tevera. Faculty will continue to highlight the value and purpose of Tevera in New Student Orientation and emphasize early purchase of this software.

The Counseling faculty also discussed the need for a Student Advisory Group so that students could be part of brainstorming and solution generation for the challenges associated with integration. The Student Advisory Group met during the Spring 2023 semester and shared feedback about the program, suggested communication strategies to reach more students (particularly online), and discussed CACREP alignment versus accreditation, teach outs, etc., The Student Advisory Group will meet again during the Fall 2023 semester. Additionally, the Counseling faculty are considering more course level assessment regarding student satisfaction

in hopes of increasing student response rates and catching and addressing student concerns early.

During department and program meetings, the importance of student advisement is reinforced and addressed with individual faculty members as appropriate. Further, as of Fall 2023, all students are required to meet with their advisor upon admission to the program and again during the course registration process. Holds have been placed on student accounts which require that students meet with faculty advisors.

Counselor Competency Scale – Revised (CCS-R)

The Counseling Program uses the CCS-R to evaluate student skill development. During the 2022-2023 school year, Practicum and Clinical Field (internship) university supervisors completed the CCS-R at the end of fieldwork experience for each student. The CCS-R permits student level assessment of development as well as program level assessment on specific counseling skills. The following table represents a “snapshot” of skill progress from Practicum (120 hours) to Clinical Field (600 hours).

n= 55 Practicum and n= 45 Clinical Field

Practicum 1st row (top row), Clinical Field 2nd row (bottom row)

Criteria	Exceeds	Meets	Near	Below	Harmful	Mean	St. Dev.
Nonverbal Skills	33	20	2	0	0	4.56	.56
	41	12	0	0	0	4.77	.42
Questions	26	27	2	0	0	4.44	.56
	41	9	1	0	0	4.78	.46
Adv. Reflection	4	42	4	0	0	4	.40
	39	14	0	0	0	4.74	.44
Goal Setting	27	27	0	0	0	4.50	.50
	45	7	0	0	0	4.87	.34
Professional Ethics	24	31	0	0	0	4.44	.50
	41	11	0	0	0	4.79	.41
Multicultural Competence	23	31	1	0	0	4.40	.53
	44	9	0	0	0	4.83	.38
Flexibility and Adaptability	31	22	1	0	0	4.56	.53
	44	9	0	0	0	4.83	.38

Continuous Program Improvement

The CCS-R is an effective tool for measuring counseling skill development. This tool is available in Tevera and will be consistently used in all sections of COUN 7150 (Counseling Skills, Practice, and Helping Relationships). This course is a prerequisite for Practicum (COUN 7160) and use of the instrument during these three developmental milestones will permit students and faculty to

track counseling skill development across all 23 items. This specific feedback will be helpful for students and site supervisors as they target and work on areas for growth and improvement.

Additional Tevera related process improvement is needed to ensure that all full time and adjunct faculty know how to enter this data in Tevera and pull reports for student and program review.

Site Supervisor Evaluation of Fieldwork Students

During Practicum (COUN 7160) and Clinical Field (COUN 7180), site supervisors complete comprehensive midterm and final evaluations on all students. The following data is from the final site supervisor evaluations. The evaluations measure student competencies in counseling knowledge, skills, and dispositions. For this report, 6 items from the evaluation will be highlighted. These items closely align with the key dispositions of cultural responsiveness and ethical responsibility. .

Program scores for Practicum (top row) and Clinical Field (bottom row) are listed for 2022-2023.

Item on Site Supervisor Evaluation	Target	Acceptable	Developing	Unacceptable
S.1 Counseling behaviors and skills that are appropriate for the fieldwork site.	45 85	33 10	3 1	0 0
S.2 Counseling behaviors that are most appropriate for diverse clients/students at this site.	44 87	33 9	4 0	0 0
S.8 Demonstrates ethical counseling practice at this fieldwork site	58 89	21 7	2 0	0 0
D.6 Demonstrates respect for others (avoids imposing values on others, values diverse opinions and points of view).	60 88	21 8	0 0	0 0
D.9 Demonstrates cultural and social sensitivity and responsiveness (e.g., respects the diverse views, beliefs, and behaviors of others, tailors counseling to unique needs and perspectives).	51 84	29 11	1 1	0 0
D.11 Demonstrates professional and ethical behavior (e.g., effective boundaries, confidentiality, follows all relevant ethical guidelines).	55 86	23 10	3 0	0 0

Continuous Program Improvement

Scores in these targeted areas align overall with expectations for practicum and clinical field students. Students in clinical field and near the end of their graduate program should have more target scores than students at the end of their 120 hour practicum experience. During the Spring retreat, counseling faculty will evaluate the instrument to ensure that it is capturing student assessment in key areas. Further, this instrument will be evaluated by the Counseling Program Advisory Board members to gain additional feedback from these key stakeholders.

Counselor Preparation Comprehensive Exam

All students take the Counselor Preparation Comprehensive Exam (CPCE) as a non-course graduation requirement. Students must pass the exam to graduate. There were 90 CPCE examinations during the 2022-2023 academic year and of the students who took the exam, 95% passed it on the first try. Students who failed the exam were able to retake it and pass the exam.

The following information compares PennWest student averages on each of the 8 core areas versus national student averages for the CPCE.

Core Area	PennWest Average 2022 - 2023	National Average August 2022 – December 2022	National Average January 2023 – July 2023
Professional Counseling Orientation and Ethical Practice	10.65	10.82	11.09
Social and Cultural Diversity	8.68	8.15	10.03
Human Growth and Development	10.17	10.87	10.47
Career Development	9.64	10.13	10.39
Counseling and Helping Relationships	9.15	9.67	9.84
Group Counseling and Group Work	11.28	11.07	11.76
Assessment and Testing	9.18	9.62	9.97
Research and Program Evaluation	10.3	10.24	11.55

Continuous Program Improvement

The Counseling Program reviewed the CPCE scores for 2022-2023. It is notable that these scores represent students completing legacy programs (California, Clarion, and Edinboro) versus completing the new PennWest curriculum. We noted that our students are very close to the national average in all eight CACREP core areas. We continue to work toward aligning the curriculum (e.g., students in the core courses having similar readings, assignments, and requirements) and are refining Key Performance Indicator assignments and assessment rubrics. We will continue to expand our CPCE resources available in the Counseling Program organizational D2L shell. Finally, we will continue to build exam experiences for students so that they remain practiced in taking multiple-choice exams throughout their programs.

National Counselor Exam (NCE)

Fall 2022	n	Passed	Pass Rate
National	3151	2498	79%
PW total	31	27	87%
PW CMHC	24	20	83.3%
PW SC	5	5	100%
PW CI Rehab	2	2	100%

Spring 2023	n	Passed	Pass Rate
National	4740	3820	81%
PW total	31	27	87%
PW CMHC	24	20	83.3%
PW SC	5	5	100%
PW CI Rehab	2	2	100%

Continuous Program Improvement

The Counseling Program reviewed the NCE scores for 2022-2023. It is notable that these scores represent students completing legacy programs (California, Clarion, and Edinboro) versus completing the new PennWest curriculum. We noted that our overall student pass rate exceeds the national average or pass rate. We continue to work toward aligning the curriculum (e.g., students in the core courses having similar readings, assignments, and requirements) and are refining Key Performance Indicator assignments and assessment rubrics. We will continue to build exam experiences for students so that they remain practiced in taking multiple-choice exams throughout their programs.