



Counselor Education Program Executive Summary

Annual Data Review

During the annual data review, faculty examined the learning outcome regarding students demonstrating an ability to implement developmentally appropriate counseling services and interventions to the populations they serve. Site supervisors scored all students enrolled in Internship II (School and CMHC) above expectations for this learning outcome. Meanwhile, faculty scored all students enrolled in Internship II (School and CMHC) above expectations using the Professional Counseling Development Evaluation (PCDE) regarding this learning outcome.

Additional learning outcomes examined by faculty involved students demonstrating knowledge of appropriate test and assessment selection using data as well as understanding of the role of comprehensive assessment in diagnosing developmental, behavioral, and mental disorders. Students who took the CPCE during their final semester scored within one standard deviation from the national mean on the area of assessment. Meanwhile, practicum and Internship (School and CMHC) site supervisors rated students at or above expectations regarding demonstrating knowledge of appropriate test and assessment selection using data. Also, these site supervisors reported that students demonstrate at or above expectations related to understanding the role of comprehensive assessment in diagnosing developmental, behavioral, and mental disorders. However, faculty noted that students seemed to score higher as they progressed in their clinical placement since Internship II students tended to score higher in this area. While this growth might be expected, two action steps regarding the use of assessment and data to inform practice will be reinforced within the curriculum. Since the CEP does not operate on a cohort system, students may take courses related to research and assessment at different times during their program of study. Therefore, the first action step to enhance student learning in this area will include additional reading and discussion of data and assessment in two core courses that are required prior to clinical experiences. Also, faculty will include concrete examples of former students using comprehensive assessment and data to inform practice during Practicum and Internship when they are required to consider these notions for specific assignments (Client Development Project and Impacting Student Learning).

Faculty examined assessments measuring student ability to demonstrate an awareness of the inter-relationship between work, mental well-being, relationships, and life roles. During Internship II (School and CMHC), site supervisors scored students at or above expectations in this area. Meanwhile, faculty teaching Internship II (School and CMHC) also scored students at or above expectations in this area. Data suggests students demonstrate an awareness of inter-related variables impacting wellness. The wellness paradigm is emphasized throughout the program as its concepts are embedded in most courses. Site supervisors and faculty noted these constructs being observed during challenging circumstances related to Covid-19.

Internship II site supervisors (School and CMHC) rated students at or above expectations regarding their ability to demonstrate an orientation toward advocacy, leadership, interdisciplinary collaboration, and social justice. Scores in this area indicates that students are demonstrating an orientation towards counseling advocacy and leadership through membership in counseling professionals, attendance in professional conferences, and abilities to collaborate with interdisciplinary teams to enhance academic success of their students.

Demographic Data Review

Last year, Counselor Education Program (CEP) faculty reviewed demographic data regarding admissions, enrollment, retention, and graduation. This review was submitted to the University System of Georgia as part of a 10-year evaluation period. In 2018, the CEP launched a diverse student recruitment, retention, and graduation plan to increase student recruitment, enrollment, retention, and graduation. This comprehensive plan was outlined and assessed using demographic data for the program review submitted to the USG. The primary objective of the plan involved the CEP faculty working closely with AU's Student Counseling and Psychological Services (SCAPS), Writing Center, College of Education, and Graduate School. Creating useful information brochures and posting student highlights on the Graduate School and College of Education websites were essential components of this plan. Meaningful and active use of social media platforms to celebrate student and alumni successes was also integral to this comprehensive plan. The CEP and SCAPS have collaborated to select CEP students who could support community outreach and form workshops to promote wellness of AU students. Meanwhile, the CEP also worked closely with the Chi Sigma Iota counseling honor society to establish a mentoring program for new students enrolled in the Counselor Education Program. These outreach and mentoring opportunities were established to retain and support students throughout the program. At CEP orientation, new students were assigned CSI Mentors who could serve as resources and support for students in the program.

Reviewing demographic data over the past 8 years demonstrated a noticeable increase in admissions, enrollment, and graduation rates. Since 2018, overall student enrollment has steadily increased, especially within the Clinical Mental Health Counseling program. Meanwhile, a notable increase in diverse student admission and enrollment was observed from 2017 to 2020 (see Chart 1 & 2). Demographics regarding gender has remained largely consistent over the years with a similar ratio of more students who identify as female than students who identify as male (see Chart 3). However, it was noted that demographic data collected by the admissions portal during these years contained a limited binary range of gender identity information that may not adequately represent gender identity. Meanwhile, the average age of students enrolled in the CEP has slightly decreased from 30.3 in 2017 to 26.8 in 2020 (see Chart 4). This data might demonstrate how the concerted efforts to highlight CEP student successes and promote the CEP on social media platforms may impact earlier enrollment for students already enrolled in the USG. However, it is difficult to discern the reasons for the decrease in average age of students other than speculation without additional investigation. Lastly, another marked increase in degrees awarded was evidenced from 9 degrees awarded in 2018 to 27 degrees awarded in 2020 (see Chart 5). The demographic data review may demonstrate direct and/or indirect positive impact resulting from the comprehensive efforts to increase recruitment, enrollment, retention, and graduation. Faculty will continue to work collaboratively with the College of Education, Graduate School, SCAPS, Writing Center, and interdisciplinary departments at AU to positively impact diverse student recruitment, enrollment, retention, and graduation. Also, faculty will identify platforms to disseminate information and share student and alumni successes to the CSRA and surrounding regions. Lastly, in fall 2022, the CEP student honor society (Gamma Rho Omega chapter of Chi Sigma Iota) will be reinstated to promote

professional identity, foster advocacy, and reinstate the new student mentoring program to support student retention and graduation. The honor society was not active from 2020-2022 due to Covid-19 and faculty advisors being on medical leave.

CHART 1

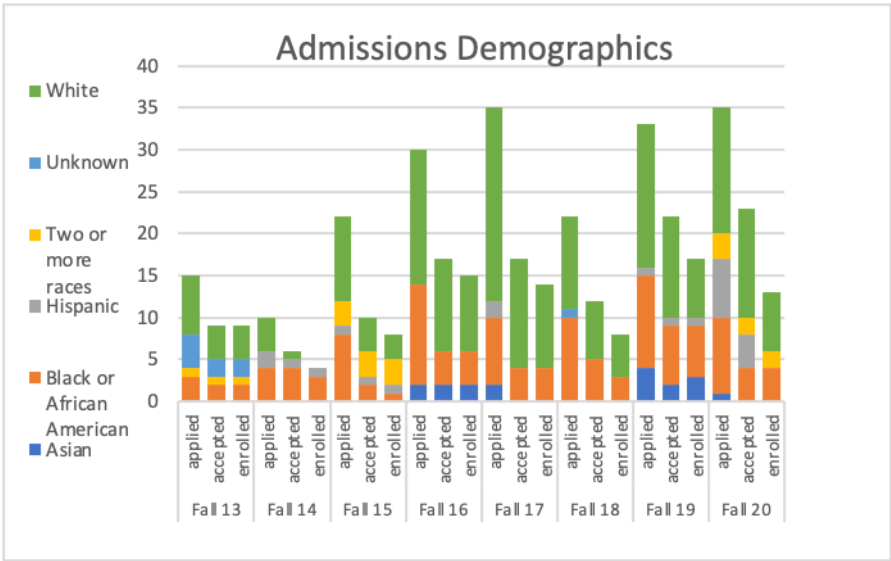


CHART 2

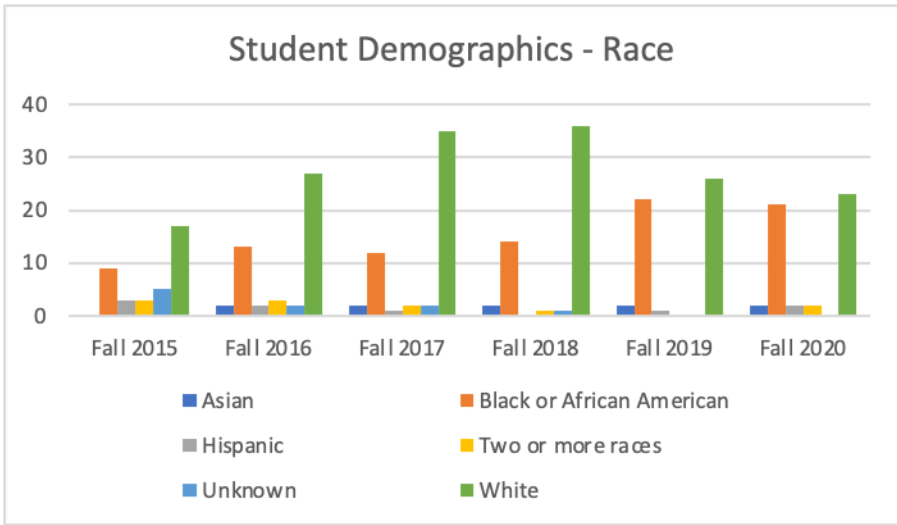


CHART 3

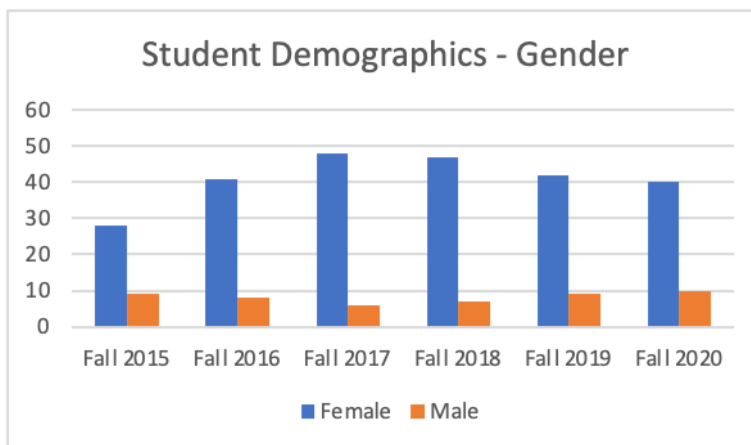


CHART 4

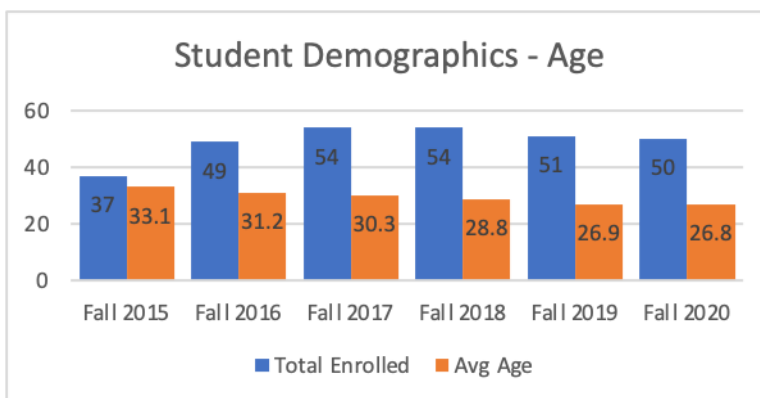
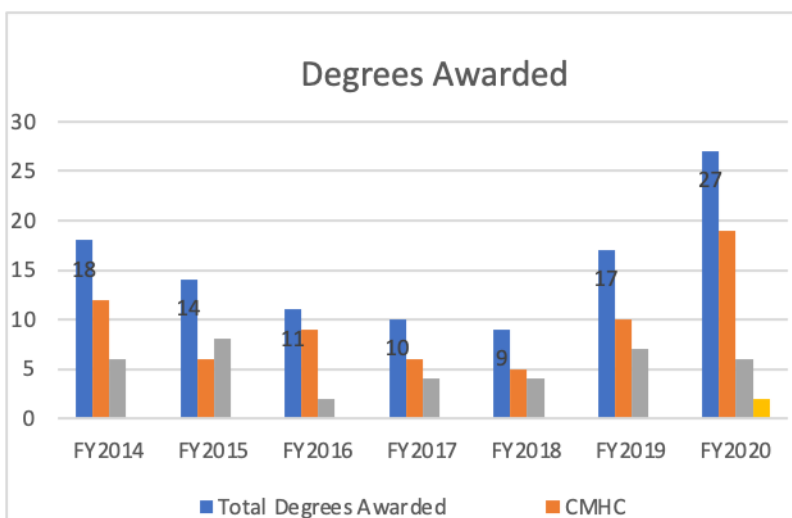


CHART 5



Curriculum Changes

In fall 2021, the Office of Institutional Effectiveness at Augusta University changed reporting requirements for programs during the annual data review period. As a result of these changes, the Counselor Education Program created new Standards of Learning (also known as Key Performance Indicators) to assess student learning outcomes. The new SLO/KPI's will be assessed during the fall 2022 data review period. Also, the CEP created a new Program Mission Statement and Program Objectives to support these changes. These newly approved programmatic constructs were approved and shared with the Counselor Education Program Advisory Council that is held every spring semester. The new Program SLO/KPI's, Objectives, and Mission Statement are outlined on the Counselor Education Program website found at:

<https://www.augusta.edu/education/advanced-studies-innovation/counseling.php>.

Another change to the Counselor Education Program (CEP) involves the School Counseling Program. In previous years, feedback is solicited and received from the CEP Advisory Council which typically includes alumni, site supervisors, students, and employers in the community. Some feedback from this council along with students and site supervisors included the notion of enhancing clinical skills including understanding psychopathology, diagnosis, and treatment planning for school counseling students. Meanwhile, CACREP indicated the requirement to move School Counseling programs from 48-hour curriculums to 60-hour curriculums. As a result of previously mentioned feedback and upcoming CACREP requirements, the School Counseling curriculum was approved to move from a 48-hour Program of Study to a 60-hour Program of Study. Additionally, faculty made a concerted effort to include clinical coursework related to psychopathology, assessment, treatment planning, and addictions counseling. In fall 2022, the School Counseling Program will officially require students to successfully complete the 60-hour Program of Study. This curriculum is outlined on the CEP website found at: <https://www.augusta.edu/education/advanced-studies-innovation/cep-sc-advising.pdf>.

During the 2022-2023 academic year, faculty plan to review the newly constructed SLO/KPI data from 2021-2022 as well as demographic data from 2020-2021 and 2021-2022. Also, faculty plan to meaningfully review alumni and employer surveys collected in 2021.