

**PROGRAM EVALUATION REPORT
SUMMARY & RECOMMENDATIONS
Department of Counseling
Clinical Mental Health Counseling**

Review Period: 2022-2023 Academic Year

**Data-Driven Program Modifications in 2022 – 2023 from 2021 – 2022 Report
Recommendations**

During the 2022-2023 academic year, the faculty reviewed program evaluation data as part of continuous quality improvement. The following program modifications were in response to the recommendations from the 2021-2022 *MS in Counseling, Clinical Mental Health Counseling (CMHC) Program Evaluation Report*:

- PYCL 0660 Community Mental Health replaced PYCL 0507 Research and Evaluation for Counselors in the first semester and as a matriculation course after receiving consistent student and faculty feedback that students would benefit from early exposure to the profession of clinical mental health counseling prior to applying research concepts.
- The faculty approved new guidelines, grounded in best practices for teaching online. *Guidelines for Asynchronous Online Course Instruction* were implemented in the Department of Counseling in Fall 2023. This followed a review of feedback on course learning outcomes across all program formats and finding that learning outcomes were rated lower by students who completed the following three courses in the asynchronous online format: Research and Evaluation for Counselors, Human Growth and Development, and Career and Lifestyle Assessment.

Additional Program Changes in 2022-2023

The CMHC approved textbook list was updated in Fall 2022 and Winter 2023 to reflect the new edition of the PYCL 0502 Counseling Theories and Practice required textbook and to align the approved PYCL 0660 Community Mental Health textbooks with the new course objectives.

In Fall 2022, the Curriculum Committee surveyed instructors of PYCL 0507 Research and Evaluation for Counselors to improve the required *Program Evaluation Signature Assignment*. The assignment and rubric revisions were finalized in November 2022 for implementation the following semester.

In October 2022, the Curriculum Committee, with input from the faculty course lead, revised the PYCL 0512 *Biographical Human Development Paper KPI Rubric* to align with the assignment instructions more clearly.

With input from the Diversity, Equity, Inclusion, and Belonging committee, course modifications were made to implement a scaffolding approach to build mastery levels in diversity, equity, and inclusion. Course content was added/revised for the following courses: PYCL 0632 Social and Cultural Foundations of Counseling (required readings for KPI assignment), PYCL 0660 Community Mental Health (Bronfenbrenner quiz), and PYCL 0682 Continuing Counseling Internship (ACA Advocacy Competencies incorporated into the KPI). Syllabi templates were updated accordingly.

2022- 2023 PROGRAM EVALUATION REPORT FINDINGS SUMMARY AND RECOMMENDATIONS

1. The Assessment Committee noted that all five benchmarks were met globally for Learning Objectives #1, 3, 4, 5, 6, and CMHC Learning Objectives #1-3. Ratings fell below benchmarks for Learning Objective #2 (Social and Cultural Diversity), #7 (Assessment), and #8 (Research) as follows:

- For LO2, Benchmark #4, assessed via the current student feedback survey, 90% of sampled students rated the Social and Cultural Diversity subscale as met moderately well, very well, or extremely well met in the CMHC program. These global ratings exceed the 80% benchmark set by the CMHC program. However, the ratings at the Fort Lauderdale/Davie campus were below 80%.
- For LO7, Benchmark #4, assessed via the current student feedback survey, 90% of sampled students rated the Assessment subscale as met moderately well, very well, or extremely well met in the CMHC program. This global rating exceeds the 80% benchmark set by the CMHC program. However, the ratings at the Orlando regional campus were below 80%.
- For LO7, Benchmarks #5, assessed via the alumni feedback surveys, 80% of sampled alumni rated the Assessment subscale as met moderately well, very well, or extremely well met in the CMHC program. These global ratings exceed the 80% benchmark set by the CMHC program. However, the ratings at the Fort Lauderdale/Davie campus and the Online Program delivery Format were below 80%.
- For LO8, Benchmark #4, assessed via the current student feedback survey, 86.67% of sampled students rated the Research subscale as met moderately well, very well, or extremely well met in the CMHC program. This global rating exceeds the 80% benchmark set by the CMHC program. However, the ratings at the Tampa and Orlando regional campuses were below 80%.

Although small sample size could be a contributing factor, these student and alumni ratings speak to the extent to which they feel prepared, and the ratings are discrepant from other benchmark assessments for these learning outcomes. Thus, the Assessment Committee recommends that the faculty, particularly the Curriculum Committee and the Faculty Course Leads for PYCL 0507, PYCL 0608, and PYCL 0632 explore strategies to support and prepare students in these courses across program delivery formats.

2. Qualitative data provided in the student and alumni surveys expressed dissatisfaction with the quality of specific teaching in some cases. It is suggested that faculty consider methods to enhance the quality of teaching in some cases.

3. The assessment committee recognized that not all CMHC courses are assessed in this annual evaluation. Those courses not specifically aligned with CACREP objectives do not include assignments that can be measured or evaluated by this committee. Currently, the only course assignments that can be evaluated by this committee are in the form of KPIs submitted to Livetext.

In an effort to develop an evaluation of the program with more depth, it is suggested that the Assessment Committee revise the assessment plan to include learning outcomes that would involve measures from each course. Curriculum Committee would then develop evaluative measures to coincide with the revised assessment plan. Those measures would presumably (1) demonstrate a mastery of learning in that course and (2) be logged into Livetext or some other system where aggregate data can be reviewed and analyzed.

The Assessment Committee is examining the following:

1. Continuing to monitor and explore methods to increase response rates on the alumni feedback survey and regional campus student response rates on the current student feedback survey sent out each year for this program evaluation report. The Assessment Committee will continue collaborating with College of Psychology faculty, staff, and administration as needed to develop strategies to reach CMHC alumni and regional campus students.

2. Examining the CMHC assessment plan and streamlining the program evaluation processes.

3. Critically reviewing program evaluation assessment strategies, as well as student assessment practices for diversity, equity, and inclusion.

4. Including data from the recently developed PYCL 0502 KPI in the 2023-2024 Clinical Mental Health annual assessment plan.