Date: May 31, 2019
To: Scott Thomas, Ph.D., *Dean, College of Education and Social Services*
        (CESS)
        Jane Okech, Ph.D., *Chair, Department of Leadership and Developmental*
        Sciences
        (DLDS), College of Education and Social Services (CESS)
CC: Counseling Program Core Faculty
From: Lance C. Smith Ph.D; *Co-Coordinators, UVM Graduate Counseling*
         Program
Re: Counseling Program Annual Report on Program Modifications,
        Substantial Changes and Program Evaluation Results.

Program Modifications and Substantial Program Changes
Program Leadership
In October of 2018, Dr. Aaron Kindsvatter resigned as program coordinator, and
subsequently Dr. Lance Smith stepped into the role. Dr. Smith is simultaneously
serving as the School Counseling Track coordinator.

In the fall of 2018, Dr. Anne Geroski returned from leave and stepped into the
role of Clinical Mental Health Track Coordinator.

Program Support Staff
In December of 2018, Shelly Ho resigned as DLDS staff support for the
Counseling Program. In March of 2018, the Counseling program welcomed
Crispina Pincus into the role.

CACREP accreditation process
In August of 2018, the Counseling Program began the yearlong process of producing our
CACREP accreditation self-study report document. This comprehensive report will
provide an overview of our program, including narrative responses and supporting
documentation and data that indicates how our program is meeting the specifications of
the CACREP Policies and Standards. The report is due in July of 2019, and precedes our
impending on-site visit by a CACREP accreditation team in early 2020.

Program Data Systems

In the fall of 2018, the Counseling Program implemented program wide integration of the
TK20 data management and assessment software system. Tk20 was phased into the
Counseling Program protocols in August of 2018 for electronic evaluation of practicum
and internship experiences; in some courses students use the system to develop and
submit assignments, access course information, build portfolios, and access content after
graduation. Tk20 is the electronic system we now use to create and score the School
Counseling Level I Licensure portfolios that are required to meet degree and licensure
requirements for School Counseling and dual option students. Regarding our CACREP

accreditation process, Tk20 is the tool we use to collect data and documentation of student outcomes. Tk20 acts as our information system that helps to organize and analyze this required data.

Program Evaluation Results

In August of 2018, Counseling Program faculty began development of a sweeping evaluation plan that allows for the systematic evaluation of program objectives and student learning. The evaluation plan was initiated by over-hauling the Counseling Program Mission Statement and Objectives. Next, faculty determined professional dispositions that aligned with our program objectives and chose specific CACREP competencies that would serve as Key Performance Indicators (KPI's). A months long process of developing rubrics and instruments that would serve to measure the dispositions and KPI's then ensued along with determining how and when disposition and KPI data would be collected.

Key Professional Dispositions
A key component of our systematic evaluation plan that began in August of 2018 was the identification of key professional dispositions, with which we would assess each student in the program. Knowledge, skills, and dispositions of each student are measured across 11 domains. The dispositions chosen by the faculty are as follows:

Knowledge Dispositions

a. *Critical Engagement*-Critical engagement is used to assess a student's ability to recognize social privilege and interrupt inequitable systems that present barriers to clients and students from traditionally under-represented and marginalized groups.
b. *Cognitive Complexity*- Cognitive Complexity is used to assess a student's grasp of the core ideas that inform the knowledge base of counseling.
c. *Counselor Identity*-Counselor Identity is used to assess the degree to which a student understands the counselor's unique role in professional settings in terms of a wellness orientation and an appreciation for the concepts of early intervention and prevention.

Skills Dispositions

a. *Empathy*-Empathy is used to assess the degree to which a student displays the capacity to exhibit the core conditions in professional practices.
b. *Openness*-Openness refers to a student's willingness to respond to supervisory feedback, including their wiliness to reflect on how intrapersonal dynamics may impact professional practices (including participation in supervision).

c. *Self-Care*-Self Care is used to assess a student's ability to recognize their own needs, to take proactive steps to meet those needs to prevent unmet needs from interfering with professional practices.

d. *Appreciation for Client Strengths*-This is used to assess a student's appreciation for each client's ability to thrive and grow.

Professional Dispositions

a. *Personal Values*-Personal values pertains to a student's ability to respect differences between their own values and the values of their clients.

b. *Integrity*-This item is used to assess a student's fidelity in regard to professional practices. This includes displaying honesty and following through on professional commitments.

c. *Respect*- This item is used to assess a student's ability to hold due regard for the rights, feelings, traditions and beliefs of others in interactions with classmates and faculty.

Data for each student is provided by faculty utilizing an instrument that assesses students for each disposition on a scale from 1 to 4. Although the precise meaning of each scale differs; lower scores (i.e., 1 or 2) generally indicate a deficit, whereas higher scores (i.e., 3 or 4) indicate expected and optimal functioning respectively. A link to the Dispositions Assessment Instrument can be found here.

Faculty assess students in terms of knowledge, skills and dispositions twice each year. The first assessment occurred at the end of the fall 2018 semester. The second assessment occurred at the end of the spring 2019. Upon gather spring data, we generated a report and accompanying table that compared the measurement of fall dispositions with that of the spring. Table 1 provides a snapshot of the disposition results.

Table 1.

	Average fall score	Average spring score	# students who improved	Correlation	# students missing spring evaluation
Critical engagement	3.06	3.34	29	0.34	14
Cognitive complexity	2.90	3.11	25	0.55	13
Respect	3.03	3.19	24	0.39	13
Empathy	3.00	3.14	24	0.27	14
Self-care	2.57	2.76	15	0.31	21
Appreciation for client strengths	3.01	3.16	12	0.12	21
Openness	2.94	3.22	26	0.38	37
Integrity	3.00	3.16	25	0.40	15

Personal values	2.78	3.07	23	0.39	20
Counselor identity	2.78	3.09	20	0.15	21

Key Performance Indicators
In order to comprehensively evaluate student learning, in August of 2018, counseling program faculty and chose specific CACREP standards that would serve as Key Performance Indicators (KPI) of student learning and growth. Faculty chose 21 CACREP across 10 different domains, developed corresponding instruments and rubrics, and tied this all into to TK20 in order to allow us to measure each *twice,* over two different periods of time during the student's development, with two different instruments. As we are in our first year of implementation, many of the KPI's will not be measured again until our second year of implementation. Table 2 below (pg's 5 – 11) provides a snap shot of the KPI data that was gathered in 2018/2019.

Conclusions:
It was an eventful year of transitions and change for the Counseling Program. We greatly appreciated the support of Dr. Jane Okech, our Department Chair; Dr. Scott Thomas, Dean of the College of Education and Social Services; and Dr. Cynthia Forehand, Dean of the Graduate College.

Table 2.

	Key Performance Indicators (KPIs)	Met or Exceeded	Growth over Time
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE			
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	KPI A: EDCO 350 Ethical Dilemma Papers	100%	Static
	KPI B: EDCO 377 Digital Story	100%	
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	KPI A: EDCO 350 Ethical Dilemma Papers	100%	Growth report forthcoming Spring 2020
	KPI B: EDCO 389 Spring Internship Competency Checklist	100%	
2. SOCIAL AND CULTURAL DIVERSITY			
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	KPI A: EDCO 377 Intersectionality Project	97%	Growth report forthcoming Spring 2020
	KPI B: EDCO 389 Spring Internship Competency Checklist	100%	
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	KPI A: EDCO 377 Digital Story	97%	Growth report forthcoming Spring 2020
	KPI B: EDCO 389 Spring Internship Competency Checklist	100%	

Standard	Key Performance Indicators (KPIs)	Met or Exceeded	Growth over Time
3. HUMAN GROWTH AND DEVELOPMENT			
c. theories of normal and abnormal personality development	KPI A: EDCO 220/320: Contemporary and Psychodynamic Theory Paper	98%	Minor
	KPI B: EDCO 345: Case Study: Interview & Summary Report	100%	
f. systemic and environmental factors that affect human development, functioning, and behavior	KPI A: EDCO 220/320: Human Development in the Systemic Context Paper	100%	Growth report forthcoming Spring 2020
	KPI B: EDCO 389 Spring Internship Case Presentation	1005	
4. **CAREER DEVELOPMENT**			
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.	KPI A: EDCO 381: Pre-Assessment	Forthcoming spring 2020	Growth report forthcoming Spring 2020
	KPI B: EDCO 381: Post-Assessment	Forthcoming spring 2020	

Standard	Key Performance Indicators (KPIs)	Met or Exceeded	Growth over Time
5. Counseling and Helping Relationships			
a. theories and models of counseling	KPI 1 A: EDCO 374: Theory and Practice Final Exam	96%	Growth report forthcoming Spring 2020
	KPI B:EDCO 389 Spring Internship Formal Case Presentation	97%	
g. essential interviewing, counseling, and case conceptualization skills	KPI A: EDCO 363: Practicum Competency Checklist	87%	Growth report forthcoming Spring 2020
	KPI B: EDCO 389 Spring Internship Competency Checklist	100%	
6. GROUP COUNSELING AND GROUP WORK			
b. dynamics associated with group process and development	393: Leadership Clinical Skills Evaluation Tool	100%	Static
	KPI B: EDCO 389 Spring Internship Competency Checklist	100%	
g. ethical and culturally relevant strategies for designing and facilitating groups	KPI A: 393: Leadership Clinical Skills Evaluation Tool	33%	Significant
	KPI B: EDCO 389 Spring Internship Competency Checklist	100%	

Standard	Key Performance Indicators (KPIs)	Met or Exceeded	Growth over Time
7. ASSESSMENT AND TESTING			
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	KPI A: EDCO 375: Lab Skills Assessment	100%	Static
	KPI B: EDCO 363: Practicum Competency Checklist	100%	
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	KPI A: EDCO 394 Inferential Statistics Test	Forthcoming spring 2020	Growth report forthcoming Spring 2020
	KPI B: EDCO 352/342: Statistical Concepts & Application Test	100%	
8. RESEARCH AND PROGRAM EVALUATION			
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	KPI A: EDCO 394: Module 1 Test	Forthcoming spring 2020	Growth report forthcoming Spring 2020
	KPI B: EDCO 352/342: Assessment in Counseling (Statistical Concepts & Application Test)	100%	
b. identification of evidence-based counseling practices	KPI A: EDCO 374: Theory and Practice: Case Conceptualization Papers	86%	Growth report forthcoming Spring 2020
	KPI B: EDCO 389: Case Presentation Assignment	100%	

Clinical Mental Health Counseling Specialty Standards	Key Performance Indicators (KPIs)	Met or Exceeded	Growth over Time
1. FOUNDATIONS			
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	KPI A: EDCO 345: Case Study Interview & Summary Report	100%	Growth report forthcoming Spring 2020
	KPI B: EDCO 352: Adult Psychological Assessment	100%	
2. CONTEXTUAL DIMENSIONS			
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	KPI A: EDCO 345: Conceptual & Diagnostic Summary	100%	Growth report forthcoming Spring 2020
	KPI B: EDCO 352: Adult Psychological Assessment	100%	
3. PRACTICE			
b. techniques and interventions for prevention and treatment of a broad range of mental health issues	KPI A: EDCO 363: Practicum Competency Checklist	87%	Growth report forthcoming Spring 2020
	KPI B: EDCO 389 Spring Internship Competency Checklist	97%	

School Counseling Specialty Standards	Key Performance Indicators (KPIs)	Met or Exceeded	Growth over Time
1. FOUNDATIONS			
d. models of school-based collaboration and consultation	KPI A: EDCO 340 Comprehensive Assessment	100%	Growth report forthcoming Spring 2020
	KPI B: School Counseling Portfolio: Part III Professional Responsibility Criterion 10.1	100%	
2. CONTEXTUAL DIMENSIONS			
a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	KPI A: EDCO 340 Comprehensive Assessment	100%	Growth report forthcoming Spring 2020
	KPI B: EDCO 389 Spring Internship Competency Checklist	100%	
3. PRACTICE			
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	KPI A: EDCO 340 Comprehensive Assessment	100%	Growth report forthcoming Spring 2020
	KPI B: School Counseling Portfolio: Part II Content Knowledge & Instructional Practice: Criterion 8.1	100%	