

Date: June 18, 2020

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, Counseling Program Students, Counseling Program Alumni

From: Lance C. Smith Ph.D; *Coordinator 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

During the spring of 2020, Dr. Lance Smith took a research sabbatical. To cover the coordinator position, Dr Aaron Kindsvatter and Tim Wile were asked to serve as co-interim coordinators. Tim Wile served as the South Burlington High School Director of Guidance for over 20 years, and has provided valuable instruction within many school counseling courses over the last decade.

To cover Dr. Smith's School Counseling Program Coordinator role, Dr. Anne Geroski served as the interim School Counseling Program Coordinator.

Program Support Staff

In January of 2020, Renee Couture was hired as temporary DLDS support staff to aid Crispina Pincus in her role as primary Counseling Program support staff (and support for the Department Chair and the American Sign Language Program). Renee's work and support was greatly appreciated and filled a support staff gap that has been needed for some time.

CACREP Accreditation Process

In July of 2019, the Counseling Program submitted an 84-page accreditation self-study to CACREP that included over 400 charts, tables and links. Upon completing their initial review, CACREP communicated to us on December 23rd, that they required an addendum that would entail revisions to over 40 CACREP standards. The addendum was due on June 23, 2020. Owing to the COVID-19 pandemic disruption, the Counseling Program requested an extension and intends to submit the addendum by July 1, 2020. Given travel and social distancing precautions related to the COVID-19 pandemic, we are awaiting word on whether or not an on-site visit by CACREP accreditation team is possible in AY 2020/2021.

Program Data Systems

In October of 2019, Amanda Davis Simpfenderfer joined the CESS team in the role of Director of Assessment, Data, and Accreditation. Ms. Simpfenderfer immediately jumped into supporting the Counseling Program's data gathering and assessment needs, as well as going above and beyond in supporting and even co-authoring the accreditation self-study addendum. Ms. Simpfenderfer's contribution to the Counseling Program this year has been exemplary.

COVID-19 Pandemic Responsiveness

As with programs across the university, the Counseling Program faculty quickly moved all course work online in the middle of the semester in response to the COVID-19 pandemic. Given that the heart of our program curriculum entails the our graduate students gathering direct hours in face-to-face encounters with clients and K-12 students in the field, the social distancing measures required the counseling program faculty to engage in a great deal of problem solving to address the loss of clinical hours and the impact this would have on both graduation timelines and licensure requirements. The Counseling Program faculty successfully advocated for COVID-19 related adjustments with our national accrediting body, the Vermont Allied Board of Mental Health, the Vermont Agency of Education, and various leadership offices and committees within CESS and UVM, resulting in changes to the Clinical Mental Health Counseling Program of Study as well as clinical hours requirements.

Program Evaluation Results

Resulting from the tremendous effort that was invested into our CACREP Self-study, the Counseling Program has firmly established a systemic evaluation plan that entails two distinct but nested components A) The 5-year Program-Wide Assessment Cycle, and nested within that cycle, the B) Student Learning KPI Assessment Plan.

The 5-year Program-Wide Assessment Cycle

[Table A.1](#) provides a 5-year, program-wide assessment plan for the program's indirect assessments. This table outlines the collection cycle for each assessment and when the data will be reviewed as part of the programs semesterly review of data.

Links to the assessment reports can be found below:

- [Student dispositions](#)
- [Cohort demographic data](#)
- [Site supervisor feedback](#)
- [Exit Survey](#)
- [Alumni Survey](#)

Student Learning KPI Assessment Plan

Student learning is assessed annually via A & B Key Performance Indicators that are imbedded within core, Counseling Program courses. Table A.1 and A.2 below, outline the KPI assessment plan for our course-based assessment for each selected standard for the school counseling track and the clinical mental health counseling track respectively. These tables display a cohort-based assessment cycle for full time students on the school counseling track and mental health counseling track. As demonstrated in these tables' students A and B assessments on each standard take place throughout the two-year program, with a majority of the B assessments taking place in the final semester through EDCO 389 Counseling Internship Course. The expectation is there will be significant difference in scores on A and B assessments.

To aid our community in visualizing the sequence of A and B assessments, we have provided a flow chart/map for the [School Counseling Program](#) and the [Clinical Mental Health Counseling Program](#).

The [2018 cohort](#) is the first cohort that the full cycle of A/B assessments is available. Based on the results from this first assessment cycle the program recognizes that comparisons between the A and B assessments did not result in significant difference between the A and B as most students Met or Exceeded the standards for the A assessment. This is not an unexpected result as the assessments were meant to assess student based on their expected competency level for their current stage in the program (i.e. first semester of first year), not in comparison to where students are expected to be at the end of the semester. The program will be evaluating the measures this coming fall to determine if this is the best method of assessment.

Table A.1. School Counseling Track Student Learning KPI Assessment

School Counseling Track							
Standard	Fall Year 1	Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2		Summer Year 2
1.e	A - EDCO 350	B - EDCO 377	A/B results				
1.i	A - EDCO 350				B - EDCO 389		A/B results
2.d		A - EDCO 377			B - EDCO 389		A/B results
2.h		A - EDCO 377			B - EDCO 389		A/B results
3.c	A - EDCO 220/320	B - EDCO 341	A/B results				
3.f	A - EDCO 220/321				B - EDCO 389		A/B results
4.e					A - EDCO 381	B - EDCO 381	A/B results
5.a	A - EDCO 374				B - EDCO 389		A/B results
5.g		A - EDCO 363			B - EDCO 389		A/B results
6.b				A - EDCO 393	B - EDCO 389		A/B results
6.g				A - EDCO 393	B - EDCO 389		A/B results
7.c	A - EDCO 375	B - EDCO 363	A/B results				
7.g			A - EDCO 394		B - EDCO 342		A/B results
8.a			A - EDCO 394		B - EDCO 342		A/B results
8.b	A - EDCO 374				B - EDCO 389		A/B results
School Counseling Specialty Standards							
Standard	Fall Year 1	Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2		Summer Year 2
1.d		A - EDCO 340			B - Licensure Portfolio		A/B results
2.a		A - EDCO 341			B - EDCO 389		A/B results
3.c		A - EDCO 340			B - Licensure Portfolio		A/B results

Key

A Assessment

B Assessment

A/B comparison available

Table A.2. Clinical Mental Health Counseling Track Student Learning KPI Assessment

Clinical Mental Health General Track							
Standard	Fall Year 1	Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	
1.e	A - EDCO 350	B - EDCO 377	A/B results				
1.i	A - EDCO 350				B - EDCO 389		A/B results
2.d		A - EDCO 377			B - EDCO 389		A/B results
2.h		A - EDCO 377			B - EDCO 389		A/B results
3.c	A - EDCO 220/320	B - EDCO 345	A/B results				
3.f	A - EDCO 220/321				B - EDCO 389		A/B results
4.e					A - EDCO 381	B - EDCO 381	A/B results
5.a	A - EDCO 374				B - EDCO 389		A/B results
5.g		A - EDCO 363			B - EDCO 389		A/B results
6.b				A - EDCO 393	B - EDCO 389		A/B results
6.g				A - EDCO 393	B - EDCO 389		A/B results
7.c	A - EDCO 375	B - EDCO 363	A/B results				
7.g			A - EDCO 394		B - EDCO 352		A/B results
8.a			A - EDCO 394		B - EDCO 352		A/B results
8.b	A - EDCO 374				B - EDCO 389		A/B results
Clinical Mental Health Counseling Specialty Standards							
Standard	Fall Year 1	Spring Year 1	Summer Year 1	Fall Year 2	Spring Year 2	Summer Year 2	
1.c		A - EDCO 345			B - EDCO 352		A/B results
2.d		A - EDCO 345			B - EDCO 352		A/B results
3.b		A - EDCO 363			B - EDCO 389		A/B results

Key

A Assessment

B Assessment

A/B comparison available

Conclusions:

This was a year of great highs and lows for the Counseling Program. On March 4, 2020, we received news of the sudden death of a student in the Counseling Program, Carola Maitland. Carola was on a leave of absence when she died, but her death deeply impacted the students and faculty in the Counseling Program. Within weeks of her death, the state was in the midst of a pandemic. She remains an important member of our community and constant reminder of the value of kindness and reaching out to support one another, principles which are at the base of the Counseling profession.

It was an unforgettable year 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. We would like to give a particular shout out of gratitude to Tim Wile and Amanda Davis Simpfenderfer for going above and beyond their stated roles during a year of particular challenge.