

**Department of Counseling, Educational
Psychology, and Foundations
Mississippi State University**

**Counseling Programs
Assessment and Evaluation
Report and Recommendations
2020-2021**

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**Counseling Programs Assessment and Evaluation Report and Recommendations
2020-2021**

The following COE 2020-2021 assessment results (master's and Ph.D.) were distributed prior to the assessment meeting on July 30, 2021. The report includes the following information: 2020-2021 Key Performance Indicators (KPIs) and Signature Assignments (Core and Specialty) with CACREP standards, Counselor Preparation Comprehensive Exam (CPCE), Evaluations of Practicum and Internship students by Site Supervisors, Professional Dispositions (Graduate Student Review and Comprehensive Dispositions), *Student Program Evaluation and Exit Survey*, demographic data on applicants, and admitted, enrolled and graduation numbers. The following questions were distributed prior to the meeting and served as a guide during the meeting.

Questions:

- Did you review your student learning outcomes?
- How well do you think you achieved the learning goals for your course(s)?
- What aspects of the course best helped you achieve the learning goals?
- What does the data tell us about where students performed well?
- Were there any red flags? Where are students struggling?
- Are you going to make a change(s) to your outcomes based on what you saw? If yes, what changes you do plan to make. What suggestions do you have for improving the course(s) and student learning and performance on professional identity, professional practice, and program area standards?
- Have we identified an area(s) or topic(s) to work on?

1. Demographic Information for 2020-2021

Table 1. Applicants by Major

Major	Concentration	Summer 2020			Fall 2020			Spring 2021		
		Applied	Accepted	Enrolled	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Counselor Education	Clinical Mental Health Counseling	8	6	6	46	39	25	9	8	6

Counselor Education	Rehabilitation Counseling	0	0	0	7	7	5	1	1	1
Counselor Education	School Counseling	13	11	10	21	17	19	4	4	4
Counselor Education		2	2	2	5	4	4	1	0	0
Ph.D. Stud. Counsel & Personnel		0	0	0	0	0	0	0	0	0
Ph.D. Stud. Counsel & Guidance		1	1	1	1	1	1	0	0	0
Total		24	20	19	80	68	54	15	13	11

Table 2. Enrolled by Ethnicity

Major	Concentration	Summer 2020				Fall 2020				Spring 2021							
		B/AA	W	H	M	AIAN	A	B/AA	W	H	M	AIAN	A	B/AA	W	H	M
COE	CMHC	11	23	2	0	0	0	15	29	2	0	0	0	15	28	1	1
COE	RC	3	4	0	0	0	0	8	4	0	0	0	0	9	4	0	0
COE	SHCL	8	19	0	1	1	0	12	20	0	2	1	0	10	18	0	2
COE		2	3	0	0	0	1	4	3	0	0	0	1	4	3	0	0
Ph.D. PHCE		0	2	0	0	0	0	0	3	0	0	0	0	0	3	0	0
Ph.D. PHSE		4	2	0	0	0	0	6	2	0	0	0	0	6	2	0	0

(A = Asian, AIAN = American Indian/ Alaskan Native, B/AA = Black/African American, COE = Counselor Education, CMHC = Clinical Mental Health Counseling, H = Hispanic, M = Multiracial, RC = Rehabilitation Counseling, SHCL= School Counseling, Ph.D. PHCE = Ph.D. Stud. Counsel & Personnel, Ph.D. PHSE = Ph.D. Stud. Counsel & Guidance, W =White)

Table 3. Enrolled by Gender

Major	Concentration	Summer 2020		Fall 2020		Spring 2021	
		Male	Female	Male	Female	Male	Female
Counselor Education	Clinical Mental Health Counseling	5	31	9	37	8	37

Ph.D. Stud. Counsel & Guidance		0	0	0	0	0	0	0	0
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(B/AA = Black/African American, H = Hispanic, W = White)

Table 6. Veteran and Disabilities (Students can have multiple attributes.)

Attribute	Summer 2020	Fall 2020	Spring 2021
Adm. Reported Active Military	2	2	1
Adm Rpt Mil Survivor/Dependent	9	12	12
Adm Rpt Mil Survivor Child	1	4	4
Adm Rpt Mil Survivor Spouse	1	1	1
Adm. Reported Mil. Veteran	4	5	3
ADHD	1	1	1
SLD Mathematics Calculation	0	1	1
SLD Mathematics Problem Solve	0	1	1
Visual Impairment	1	1	1
Generalized Anxiety Disorder	0	1	1
Depression	0	1	1
Orthopedic Disorder	1	1	0
Temporary	1	1	0
Student With Disability	3	5	4
Accommodated Testing	3	5	4
Accessible Environment	1	1	1
Front Row Seating	2	1	1
Reader for Tests/Oral Testing	1	1	1
Housing	1	1	1
Occas Tard/Abs Chronic Illness	0	1	1
Large Print	1	1	1
Access to Lecture Notes	2	3	3
Other (as Specified)	2	2	2

Calculator	0	1	1
Reader/Scribe	1	1	1
Assistance In Locating Tutors	1	1	1
Quiet Environment	3	5	4
Use of Recording Device	2	2	2
Alternative Test Format	1	1	1
Extended Time-test, quiz	3	5	4
Veteran Dependent Waiver 100%	1	1	2
Veteran Benefits Recipient	4	6	5

2. Student Progress

The MSU Counselor Education program measures student success utilizing several metrics, including student progression through enrollment. The chart below shows the number of enrolled students, overall average GPA's, number of program graduates, and the number of students retained from one semester to the next.

Programmatic goals for student progression include maintaining a 3.0 or higher GPA, graduating 90% or more students who enroll in the Counselor Education program, and retaining 90% or more students from semester to semester before graduation. Note that the chart below shows the percentage of student graduation and retention out of the total number of students enrolled in the programs. Both numbers are percentage differences from the semester total, and when added together and subtracted by zero, they give the percentage of students who did not graduate or enroll for the following semester. For example, in Fall 2020 (4.3% graduated + 91.4% retained = 95.7%; 100% - 95.74% = 4.3 %); 4.3% of students did not enroll in the next semester. Over the last two academic years, the MSU Counselor Education program has maintained these goals.

Table 7. Student Progress by Semester (both campuses)-Term: Fall 2020

Term Fall 2020	Total enrolled students	Mean overall GPA	Graduated at the end of semester	Percent graduated	Retained to next semester	Percent retained
Master Program Area	93	3.51	4	4.3%	85	91.4%
Clinical Mental Health	46	3.54	3	6.5%	40	87%

Rehabilitation Counseling	12	3.47	0	0%	12	100%
School Counseling	35	3.49	1	2.8%	28	80%
Doctoral Program Area	19	3.80	0	0%	19	100%
Counselor Education	8	3.78	0	0%	8	100%
Student Counsel & Personnel	3	3.89	0	0%	3	100%
Student Counsel & Guidance	8	3.75	0	0%	8	100%

Table 8. Student Progress by Semester (both campuses)-Term: Spring 2021

Term Spring 2021	Total enrolled students	Mean overall GPA	Graduated at the end of semester	Percent graduated	Retained to next semester	Percent retained
Master Program Area	89	3.30	24	27%	58	65%
Clinical Mental Health Counseling	45	3.33	6	13.3%	30	67%
Rehabilitation Counseling	13	3.20	7	54%	5	71%
School Counseling	31	3.30	11	35%	23	74%
Doctoral Program Area	19	3.80				
Counselor Education	8	3.78	0	0%	8	100%
Student Counsel & Personnel	3	3.89	0	0%	1	
Student Counsel & Guidance	8	3.74	0	0%	3	

At the assessment review meeting, faculty discussed the possibility of revising the assessment rubric levels (1 = Does Not Meet Expectations, 2 = Meets Expectations, and 3 = Exceeds Expectations) used to evaluate the student learning outcomes on KPIs,

including the CACREP standards on the signature assignments from three points to four or more points. Tips for clarity of rubrics were given. It was highly recommended that all rubrics be reviewed using the following rubric tips:

BEWARE of the following:

- Words ending in LY (consistently, frequently, etc.)
- Wiggle words (sometimes, often, never, always)
- Using the language of the standard at each performance level

FOR CONTENT

- The indicators on the assessment explicitly identify aspects of CACREP national professional standards.
- The indicators are congruent with the complexity, cognitive demands, and skill requirements described in the standards (e.g., create, evaluate, analyze, & apply).
- The level of COE student's effort required or the difficulty or degree of challenge of the assessment is consistent with the standards. It is reasonable for the COE students who are making appropriate progress toward being ready to counsel or take on the other professional responsibilities.
- For reliability, most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of COE students' proficiency.

SCORING

- Each performance level descriptor qualitatively defines specific criteria aligned with indicators of the assessment.
- The performance levels represent developmental sequences from level to level (to provide raters with explicit guidelines for evaluating COE students' performance and for providing COE students with explicit feedback on their performance).
- Performance level attributes are defined in actionable, performance-based, or observable terms (e.g., Bloom's, etc.).
- The COE student's final score on the assessment is clearly explained, is fair and reasonable, and the same across all campuses.
- Feedback provided to COE students is actionable for it is directly related to the preparation of the program and can be used for program improvement as well as feedback to the COE student.

3. 2020-2021 Key Performance Indicators (KPI)

Target: Eighty percent of the students will score a two (Meets Expectations) or higher on the KPI's.



20-21 KPI CORE AND SPECIALTY AREA

KPI Results/Findings

Averages of student scores on KPIs for the eight core areas and the three specialty areas were above the benchmark—80% will score two (Meets Expectations) or higher for both campuses.

Core KPIs

Professional Counseling Orientation and Ethics (CORE KPI#1): One hundred percent of the students scored two or higher on both assessments; Social and Cultural Diversity (CORE KPI#2): One hundred percent of the students scored two or higher on both campuses; Human Growth and Development (CORE KPI#3): On assessment one of this KPI, 76% of the Starkville campus students and 100% of the Meridian campus students scored two or higher. On assessment two of this KPI, 100% of the students on both campuses scored a two or higher; Career Development (CORE KPI#4): On assessment one, 95% of the Starkville campus students and 100% of the Meridian campus students scored a two or higher, and on assessment two of this KPI, 100% of the students on the Meridian campus scored a two or higher. No Starkville campus students were assessed during this academic cycle on the second assessment of the CORE KPI #4; Counseling and Helping Relationships (CORE KPI#5): On assessment one, 96% of the Starkville campus students and 100% of the Meridian campus students scored a two or higher, and on assessment two of this KPI, 81% of the Starkville campus students and 91% of the Meridian campus students scored a two or higher; Group Counseling and Group Work (CORE KPI#6): One hundred percent of the students scored three (Exceeds Expectations) on assessment one, and 100% of the students met the group log hours requirement on assessment two; Assessment and Testing (CORE KPI#7): One hundred percent of the students scored two or higher on both assessments; Research and Program Evaluation (CORE KPI#8): On assessment one of this KPI, 100% of the students scored a two or higher on both campuses, and on assessment two of this KPI, 85% of the Starkville campus students and 96% of the Meridian campus students scored two or higher. This KPI had a third assessment, and 100% of the students on both campuses scored a two or higher.

Specialty Area KPIs

Clinical Mental Health-KPI #1- 5.C.2.d: One hundred percent of the students scored a two or higher on the three assessments for this KPI. CMHC KPI#1 was not assessed during this academic cycle on the Meridian campus. Clinical Mental Health-KPI #2- 5.C.3.a: One hundred percent of the students scored two or higher on KPI#2 on both campuses. School Counseling-KPI #1-5. G.3.a: On

assessment one, 100% of the students scored a two or higher. On assessment two of this KPI, 100% of the Starkville campus students and 50% of the Meridian campus students scored a two or higher. Rehabilitation Counseling- KPI#1 5.H.2.a: One hundred percent of the students on the Starkville campus scored a two or higher on all three assessments. There were no Meridian campus students assessed on RC KPI #1-5. H.2.a.

Interpretation and use of Results

Overall, for the Fall 2020 through Summer 2021 reporting period, the students assessed met or surpassed the target score-80% of students will score a two (Meets Expectations) or higher on the KPI's. This is the second reporting period utilizing KPI's as a measure of student knowledge on CACREP's eight core areas and the Clinical Mental Health and School Counseling specialty areas. Two KPI scores were below the 80% target. Seventy-six percent (16 out of 21) of the students on the Starkville campus scored a two on the Human Growth and Development CORE KPI #3-2.F.3.h. in the Placement and Career Development Counseling class. The findings for CORE KPI #3-2. F.3.h for 2020-2021 were different from the initial first year (2019-2020) results where 100% of the students scored a two or higher (21% scored two-Meets Expectations and 79% scored three-Exceeds Expectations) on KPI#3.

On the Meridian campus, 50% (one out of two) of the students scored a two on the School Counseling KPI #1-5.G.3.a. in the School Internship class. The KPI#1-5. G.3.a. in the School Counseling specialty area was low due to low enrollment of students in Internship on the Meridian campus. The Meridian campus changed its Internship textbook to be consistent with the Starkville campus. The student's KPI scores will continue to be monitored to determine how to best use KPI's to improve student learning and performance.

This is Rehabilitation Counseling's (RC) first reporting year utilizing KPIs, and the initial findings indicate RC students are performing well. The Rehabilitation Counseling program changed the Practicum signature assignment assessment to better assess the RC KPI #1-CACREP 5.H.2.a. The findings demonstrated that students are performing well on the KPIs and understand the content in each of the eight core areas and the two specialty areas. The data from this reporting period will be utilized as a baseline from which to gauge student performance in future semesters.

4. CPCE-Counselor Preparation Comprehensive Exam

Target: Students will perform at the 65% mark, correctly answering 89 of the 136 CPCE core items. The target standard for the program is that 80% of the students will obtain a passing score (65%) on Part I of the CPCE.

Table 9. CPCE October 2020 to March 2021

CPCE	March 2021					November 2020			October 2020				
	Starkville Examinees	Starkville Mean	Meridian Examinees	Meridian Mean	National Mean	Starkville Examinees	Starkville Mean	National Mean	Starkville Examinees	Starkville Mean	Meridian Examinees	Meridian Mean	National Mean
C1: Human Growth and Development	4	15.8	2	9.0	13.4	3	10.0	10.2	1	11.0	1	10.0	10.6
C2: Social Cultural Diversity	4	12.3	2	4.5	9.7	3	9.3	9.0	1	10.0	1	5.0	9.2
C3: Helping Relationship	4	12.8	2	6.5	9.4	3	11.3	10.3	1	15.0	1	7.0	10.4
C4: Group Work	4	14.3	2	7.0	11.2	3	9.7	10.0	1	11.0	1	6.0	10.2
C5: Career Development	4	10.8	2	5.5	10.4	3	10.3	10.2	1	13.0	1	7.0	10.2
C6: Assessment	4	11.8	2	8.0	12.1	3	13.0	11.9	1	11.0	1	12.0	12.1
C:7Research & Program Evaluation	4	12.0	2	7.0	9.7	3	10.3	9.4	1	9.0	1	13.0	9.5
C:8 Professional Orientation & Ethical Practice	4	12.3	2	7.5	11.2	3	11.3	9.6	1	12.0	1	7.0	9.9
Total	4	101.8	2	55.0	87.2	3	85.3	80.6	1	92.0	1	67.0	82.1

Table 10. CPCE June 2020 to September 2020

CPCE	September 2020			July 2020					June 2020		
	Starkville Examinees	Starkville Mean	National Mean	Starkville Examinees	Starkville Mean	Meridian Examinees	Meridian Mean	National Mean	Starkville Examinees	Starkville Mean	National Mean
C1: Human Growth and Development	1	13.0	10.8	8	13.1	1	12.0	11.8	4	12.2	12.3
C2: Social Cultural Diversity	1	13.0	9.3	8	12.3	1	8.0	10.3	4	11.5	10.7
C3: Helping Relationship	1	14.0	10.9	8	12.6	1	5.0	10.6	4	11.8	11.2
C4: Group Work	1	14.0	10.6	8	12.8	1	9.0	10.6	4	11.2	10.7
C5: Career Development	1	9.0	10.7	8	12.0	1	8.0	11.3	4	10.5	11.3
C6: Assessment	1	12.0	12.6	8	10.8	1	7.0	10.8	4	11.2	10.7
C:7Research & Program Evaluation	1	13.0	9.7	8	12.1	1	11.0	10.4	4	11.2	10.1

CPCE Results/Findings

Target: Eighty percent of the students will obtain a passing score (65%) on Part I of the CPCE.

From Summer 2020 (June) to Spring 2021(March), there were six administrations of the CPCE on the Starkville campus and three administrations on the Meridian campus. Twenty-five students (21 from Starkville and four from Meridian) sat for the CPCE. Of these, 12% (3/25) of the students were male, and 84% (21/25) were female. Seventy-two percent (18/25) were White, 20% (5/25) were Black, and 8 % (2/25) were Hispanic. On Starkville campus, 76 % (16 out of 21) of the students obtained a passing score by answering 65% or more items correctly.

On the Starkville campus, the students' overall CPCE mean scores were above the national mean on each administration, demonstrating knowledge of the eight CACREP core areas. The subscales areas that fell lower than the national mean were less than one point. However, the CPCE scores for this reporting fell below the 80% target, with 76% (16 out of 21) of the Starkville students obtaining a passing score of 65% or more items correctly on their first attempt. On the Meridian campus, 100% (four out of four) of the students failed to make the required passing score, and their mean scores were below the national mean.

Interpretation and use of Results

Starkville:

Twenty-three percent (five out of 21) of the Starkville students failed the CPCE exam during this reporting period. Faculty led discussions with the individuals who failed the CPCE and determined that the missed threshold was likely due to the impact of the COVID-19 pandemic and not the COE program curriculum. In 2019, Faculty approved a policy that allows students the option of taking an oral exam if they fail their CPCE by five points (score of 60) lower than the required 65% cut-off score. Three of the Starkville campus students who were within one-two points of passing the CPCE enrolled in a Directed Individual Study COMP Test Preparation course, took the oral exam, and obtained a passing score. One student who failed on the first attempt elected to retake the CPCE and achieved a passing score on the second attempt. One student opted not to retake the CPCE and took a job outside the state. Faculty strongly encourage students to purchase CPCE materials early in their program. MSU Library has an electronic unlimited access link to the CPCE that faculty will make available to all COE students. Student scores will continue to be monitored to ensure the curriculum reflects knowledge in the CPCE areas.

Meridian:

The pass rate for Meridian students during this reporting period was far below the target. One hundred percent (four of four) of the students failed their CPCE exam. Meridian faculty discussed the CPCE data and recommended more rigorous CPCE preparation. A

Special Topic CPCE preparation course has been added to the Winter Intersession schedule. Specific courses will include CPCE resources. CPCE information will be included on the syllabi, including the CPCE unlimited access code to the CPCE preparation material.

5. Practicum/Internship Evaluation of Students

Target: Ninety percent of students will obtain a rating of three (Agree) or above on a 4-point Likert scale for each of the 15 items for Rehabilitation Counseling (RC) and Clinical Mental Health Counseling (CMHC), and a rating of three (Adequate) or above on a 4-point Likert scale for each of the 19 items for School Counseling (SCL).

Results/Findings

For Fall 2020, twenty Starkville campus Practicum students (six CMHC, six RC, and eight SCL) were rated by their site supervisors. The overall mean rating of CMHC Practicum students was 3.78 on Student Use of Counseling Skills and 3.89 on Student Effectiveness as a Counselor. The overall mean rating for RC was 3.69 on Student Use of Counseling Skills and 3.89 on Student Effectiveness. The overall mean rating for SCL was 3.77 on Practice of Counseling Skills and 3.79 on Student Effectiveness. In Spring 2021, 21 Starkville Internship students (six CMHC, seven RC, and eight SCL) were rated by their supervisors. The overall mean for CMHC was 3.85 on Student Use of Counseling Skills and 3.89 on Student Effectiveness as a Counselor. The overall mean for RC was 3.73 on Student Use of Counseling Skills and 3.94 on Student Effectiveness. The overall mean for SCL was 3.89 on Practice of Counseling Skills and 3.92 on Student Effectiveness.

Interpretation and use of Results

These results indicate that students received high ratings on their clinical placement and performance. Supervisors agreed that students demonstrated strong counseling skills, high standards of professional and personal behavior, a continual willingness to learn, and a commitment to the counseling profession. The faculty will continue to monitor the sites to make sure that students are engaged in the specific clinical tasks and practices identified by CACREP.

In Fall 2019, the faculty revised the evaluation instrument by adding two key performance indicator items based on the CACREP 2016 standards to the *Site Supervisor's Evaluation of Students Form*. The items were CACREP 2.F.3.h-a: General Framework for Understanding Differing Abilities and Strategies for Differentiated Intervention, and CACREP 2.F.2: Demonstrates Evidence of Understanding the Impact of Heritage, Attitudes, Beliefs, Understandings, and Acculturative Experiences on an Individual's View of Others. The faculty decided to review all items on the *Site Supervisor's Evaluation of Students Form* to align them with additional CACREP standards. This gives the program a clear indication and understanding of site supervisors' perceptions of student

competence and clinical preparation. In addition, all field placement forms will be completed in Watermark. This will eliminate the use of paper forms and allow for additional analysis of the data.

6. Practicum/Internship Evaluation of Site and University Supervisors

Target: Students will assign a rating of three or above to their site and university supervisors. The *Evaluation of the Site and University Supervisors Form* is on a 4-point Likert scale and contains 21 items. Supervisors rated below three will be reviewed by the core faculty for reconsideration of future supervising selection.

Results/Findings

For the 2020-2021 academic year, 20 Practicum and 21 Internship students rated their field placement supervisors. Fall 2020 site supervisors and university supervisors were rated as favorable and helpful by the Practicum students (N = 20). The mean was 3.74 for School site supervisors, 3.75 for Rehabilitation site supervisors, and 3.72 for CMHC site supervisors. Spring 2021 site supervisors and university supervisors were rated as favorable and helpful by the Internship students. The mean was 3.89 for School site supervisors, 3.96 for Rehabilitation site supervisors, and 3.90 for CMHC site supervisors.

Interpretation and use of Results, Fall 2020-Spring 2021

Monitoring the site supervisors engaged with students assures that students have appropriate opportunities to develop required counseling skills and competencies. Students rated their supervisors above 3.75 in all 21 identified items on the survey. The Practicum and Internship students strongly agreed that the supervisors provided excellent supervision. Although the one-day Supervisor Training Workshop seems to be working well, the Practicum and Internship coordinators on both campuses are developing online supervision workshop modules for supervisors.

7. Comprehensive Dispositional Review

Expected Outcome: Students will develop interpersonal skills necessary for professional careers in behavioral sciences fields.

Assessment Criteria: Student dispositions are assessed across five different points during the program. Faculty members teaching the gatekeeping courses-COE 8013: Counseling Skills, 8023: Counseling Theory, 8043: Group Techniques and Procedures, 8053/8150: Practicum, and 8730/8740: Internship-will complete the *Comprehensive Dispositional Review Form* in Taskstream/Watermark during the semester the students are enrolled in their class. Scoring utilizes a Likert Scale where 1 = Unsatisfactory-Does Not Meet Expectations; 2 = Acceptable-Meets Expectations; 3 = Target-Exceeds Expectations. Students who fail to receive a satisfactory rating (two) from their professors will be contacted for remediation.

Target: Eighty percent of the students will score a two (Meets Expectations) or higher on the dispositions assessed using the *Comprehensive Dispositional Review Form*.

Results/Findings

For Summer 2020, Fall 2020, and Spring 2021, 267 students (Starkville and Meridian) dispositions were reviewed at the end of the gatekeeping courses in TaskStream/Watermark using the *Comprehensive Dispositional Review Form*. Dispositions measured included: Responsibilities, Communication, Interpersonal Skills, Professional Characteristics, Self-Management, Ethics and Law, and Self-Reflection.

Table 11. Starkville and Meridian Campuses, Summer 2020-Spring 2021 Summary of Combined Dispositions Scores

Total Dispositions	Summer 2020 N=37	Fall 2020 N=86	Spring 2021 N=114
Responsibilities	2.63	2.59	2.70
Communication	2.59	2.55	2.74
Interpersonal Skills	2.67	2.58	2.77
Professional Characteristics	2.64	2.56	2.77
Self-Management	2.46	2.49	2.72
Ethics and Law	2.61	2.49	2.78
Self-Reflection	2.67	2.54	2.77
Total	2.62	2.55	2.75

For Summer 2020, 37 students were reviewed (26 students from Starkville and 11 students from Meridian), and 100% scored two (Meets Expectations) or higher. The overall average score on the dispositions was 2.62/3. The highest scores were on Self-Reflection and Interpersonal skills.

For Fall 2020, 86 students were reviewed (50 students from the Starkville campus and 36 students from the Meridian campus). Overall, 87% of the students (75 out of 86) evaluated received a two (Meets Expectations) or three (Exceeds Expectations) on the dispositions. The overall average score on the dispositions was 2.55/3. The highest scores were on Responsibilities and Interpersonal

Skills. Dispositional ratings by campuses indicate that on the Starkville campus, 78% (39 out of 50) of the students received a Meets Expectations (two) or Exceeds Expectations (three) on the *Comprehensive Dispositional Review Form*. Twenty-two percent (11 out of 50) of the students scored one (Does Not Meet Expectations). Ten out of the 11 students that failed to meet the target benchmark received their rating from the COE 8023: Counseling Theory course. On average, the lowest scores were on Communication and Interpersonal Skills. On the Meridian campus, 100% (36 out of 36) of the students received a Meets Expectations (two) or Exceeds Expectations (three) on the *Comprehensive Dispositional Review Form*.

For Spring 2021, 114 students were reviewed (74 students from the Starkville campus and 40 students from the Meridian campus). Overall, 99% (113 out of 114) scored a two (Meets Expectations) or three (Exceeds Expectations). The overall average score on the dispositions was 2.75/3. The highest scores were on Ethics and Law.

Interpretation and use of Results

Documented evidence of problematic dispositions of students can provide the strategic advantage of an early warning system and may expedite the course of change needed to address problems associated with inappropriate attitudes and actions. The students' dispositional ratings in Fall 2020 that fell below the target were isolated to one course and not evident in the other courses. The course falls early in the program of study. Faculty will continue to monitor the course and level of dispositions to determine if there's a pattern that can serve as an early warning to gauge students' dispositions in future semesters. Students who failed to receive the satisfactory rating (two) from their professors were contacted for remediation.

8. Graduate Student Review and Evaluation of Master's Level students

Learning Outcome: Students will develop academic knowledge and dispositions necessary for professional careers in behavioral sciences fields.

Assessment Procedure and Criteria: Faculty meet twice per year to evaluate students' performance in the COE program. During this evaluation period, faculty reviewed each student's academic progress, dispositions, performance in gatekeeping courses (COE 8013: Counseling Skills, COE 8023: Counseling Theory, COE: 8043 Group Techniques and Procedures, COE 8053/8150: Practicum, COE 8730/8740: Internship) and unsatisfactory grades report, using the *Graduate Student Review and Evaluation Form*. The rubric is based on a scale of 1-3 with 1 = Unsatisfactory-Does Not Meet Expectations; 2 = Acceptable-Meets Expectations; 3 = Target-Exceeds Expectations.

Target: Eighty percent of the students will score two (Satisfactory/Meets Expectations).

Results/Findings

In Fall 2020, 56 master's students on the Starkville campus (20-SCL, 11- RC, and 25-CMHC) were evaluated by faculty using the *Graduate Student Review and Evaluation Form (GSREF)*. On dispositions, 100% (56 out of 56) of the counseling students received ratings of two (Meets Expectations) or higher on the seven Professional Dispositions. On academic progress, 96% (54 out of 56) of the students performed at Satisfactory/Meets Expectations (grade of B or higher). Four percent (two out of 56) of counseling students (one CMHC and one SCL) performed at one (Unsatisfactory) with a grade of C or lower. Grades of C and below were found in one gatekeeping course COE 8023 (SCHL). The student that received that grade also scored a D in COE 8073 and a C in COE 6903 (CMHC).

In Fall 2020, 41 master's students on the Meridian campus (25 CMHC, 14 SCL, and two RC) were evaluated by faculty using the *Graduate Student Review and Evaluation Form*. On dispositions, 95% (39 out of 41) of the students received ratings of two (Meets Expectations) or higher on each of the Professional Dispositions. Five percent (two out of 41) of the students (one CMHC and one SCL) received an Unsatisfactory rating on Responsibility. The SCL student also received an Unsatisfactory on Self-Reflection. On academic progress, 85% (35 out of 41) of the students performed at Satisfactory/Meets Expectations (grade of B or higher). Fifteen percent (six out of 41) of the students performed at one (Unsatisfactory) with grades of C or below in the gatekeeping course, COE 8023 (two CMHC and three SCHL), and in COE 8203 (one CMHC).

In Spring 2021, 48 students on the Starkville campus (13 CMHC, 21 SCHL, 10 RC, and four Educational Specialist students) were evaluated using the *Graduate Student Review and Evaluation Form*. Six CMHC students' evaluations were not included in the summary because of missing signatures. Of the students evaluated, 100% (N = 48) of the students received a rating of two (Meets Expectations) or three (Exceeds Expectations) on Professional Dispositions. During this time, the faculty also reviewed each student's academic performance in gatekeeping courses (COE 8013: Counseling Skills, COE 8023: Counseling Theory, COE: 8043 Group Techniques and Procedures, COE 8053/8150: Practicum, COE 8730/8740: Internship) and unsatisfactory grades as reported by Banner. On academic progress, 76.7% (three out of 13) CMHC students made a C or lower. One of those students made a D grade in the gatekeeping course COE 8013 and F grades in 8073, 8203, and 8633. During the review, it was noted that this student did not follow the advisor's plan of study and stopped attending classes. The student was dismissed due to unsatisfactory performance and failure to meet graduate school requirements.

Note: Thirty-eight percent (nine out of 24) of the CMHC students made a grade of C or lower in the CMHC gatekeeping course, COE 8633: Psychosocial Rehabilitation. Six of those students were CMHC master's students and three were dual enrolled doctoral students. Ninety-five percent (20 out of 21) of the SCL students made C or higher grades, and five percent (N= one) of the SCL students earned F grades in COE 8203 and COE 8743. In Rehabilitation Counseling, 100% (N = 10) made satisfactory grades in the gatekeeping and all other COE courses.

In Spring 2021, on the Meridian campus, 23 CMHC, 12 SHCL, and two RC students were evaluated using the *Graduate Student Review and Evaluation Form (GSREF)*. Of the students evaluated, 100% (N = 37) of the students received a rating of two (Meets Expectations) or three (Exceeds Expectations) on Professional Dispositions. On academic progress, 97% (36 out of 37) of the students performed at Satisfactory/Meets Expectations (grade of B or higher) on grades. One student made a C grade in COE 8803.

Interpretation and use of Results

On the Starkville campus, Fall 2020, the two students (CMHC and SCHL) that made unsatisfactory grades did not return for the next semester. On the Meridian campus, four students (two CMHC and two SCHL) were placed on a Professional Developmental Plan (PDP) for remediation of C grades in a gatekeeping course. Two students (CMHC and SCHL) did not return for Spring 2021.

On the Starkville campus in Spring 2021, nine students made a grade of C or lower in the CMHC gatekeeping course, COE 8633: Psychosocial Rehabilitation. Six of those students were CMHC master's students, and three were dual enrolled doctoral students. Due to the pandemic and an unwillingness to require these students to wait for an academic year to begin their field-based course, COE 8053: CMHC Practicum, faculty developed a PDP that addressed the students' deficiencies. To remediate their deficiencies, faculty implemented the following:

- a. Any students in COE 8053: CMHC Practicum in Fall 2021 who did not complete the course, COE 8633: Psychosocial Rehabilitation with a grade of B or better in Spring 2021, will be asked to complete extra study of the DSM 5. This might include extra classroom time with the instructor, extra study sessions, extra written materials, and/or extra reading. This will be at the discretion of the instructor of record.
- b. The course, COE 8053: CMHC Practicum, for Fall 2021 will add a midterm examination on the DSM 5, in addition to the final examination already scheduled on the syllabus. These examinations will include evaluation of knowledge in abnormal psychology, differential diagnosis using the DSM 5, and pharmacology of mental disorders.
- c. Students who do not wish to complete extra study of the DSM 5 with the instructor and complete extra classroom time with the instructor, extra study sessions, extra written materials, and/or extra readings should drop COE 8053: CMHC Practicum for Fall 2021.
- d. Any students enrolled in COE 8053: CMHC Practicum in Fall 2021 who did not complete the course, COE 8633: Psychosocial Rehabilitation in Spring 2021 with a grade of B or better, must re-enroll for credit on the Starkville campus for COE 8633: Psychosocial Rehabilitation in Spring 2022 and make a B or better in this course. This must be completed while the student is completing COE 8730: CMHC Internship in Spring 2022.

- e. Students who do not wish to re-enroll for credit in Spring 2022 for COE 8633: Psychosocial Rehabilitation on the Starkville campus and make a B or better in this course will not be allowed to begin the CMHC Internship class, COE 8703 in Spring 2022.

The SCL student that made the F grade was an EdS student who was dismissed from the program due to unsatisfactory performance and failure to meet graduate school requirements. No PDP was necessary. The Meridian campus student (N = one) that made a C in COE 8803, which is not a gatekeeping course, was admitted on Provisional Status with a provision to make a B or better in the first nine hours of course work. The student did not meet this requirement and was not eligible for regular admission.

9. Graduate Student Review and Evaluation of Doctoral Students

Doctoral students are reviewed by all program faculty at the end of each Fall and Spring semester on academic progress, dispositions, and potential for professional success. These behaviors were assessed using *Graduate Student Review and Evaluation Form*. At the end of the semester review, although faculty discuss all enrolled doctoral students, the student's faculty advisor is responsible for completing the review form. In Spring 2021, the total number of doctoral students reviewed for dispositions was more than the evaluation reported. One student's evaluation was not reported due to inactivity.

Target: Ninety percent of doctoral students will score a two (Satisfactory/Meets Expectations) or above on academic progress and dispositions.

Results/Findings

During Fall 2020 and Spring 2021 semesters, 32 doctoral students enrolled in Counselor Education (COED), Student Counseling and Guidance (PHSE), and Counseling and Personnel (PHCE) were evaluated by faculty using the *Graduate Student Review and Evaluation Form*.

In Fall 2020, 13 doctoral students (two COED, two PHCE, and nine PHSE) were evaluated using the *Graduate Student Review and Evaluation Form (GSREF)*. Of the students evaluated, 92% (12 out of 13) one of the students received a rating of two (Meets Expectations) or higher on Professional Dispositions. Eight percent (one PHSE) of the students received an overall rating of 1.5 (Does Not Meet Expectations) on the *GSREF*. This student received a-Does Not Meet Expectations on the following: Responsibility, Professional Characteristics, and Self-Reflection. One other student also received a rating of one (Does Not Meet Expectations) on Responsibility. On academic progress, 100% (13 out of 13) of the students performed at (two) Satisfactory/Meets Expectations (grade of B or higher) on grades.

In Spring 2021, 19 doctoral students (eight COED, three PHCE, and eight PHSE) were reviewed using the *Graduate Student Review and Evaluation Form (GSREF)*. On the dispositions evaluated, 100% (N = 18) of the students received a rating of two (Meets Expectations) or higher on the dispositions assessed. On academic progress, 16% (three out of 19) of the students received a grade of C. The unsatisfactory grades were from three COED students enrolled in COE 8633: Psychosocial Rehabilitation.

Interpretation and use of Results

In Fall 2020, one PHSE student was placed on a PDP, and one student was encouraged to continue working with her professor on being responsible. In Spring 2021, three COED students received a PDP that addressed their deficiencies in COE 8633: Psychosocial Rehabilitation. No action was necessary for dispositions.

10. Graduate Exit Survey

Target: Eighty percent of the *Exit Survey* items will have an aggregated score of three or higher on a 5-point Likert-type scale.



2020-2021GR-Starkville-Counselor_Edu_



2020-2021GR-Starkville-PHD-Counselor_

Results/Findings

During the 2020-2021 academic year, 35 master's level students completed the *Graduate Exit Survey*. Based on the responses, 48.6% of the students indicated enrollment in Clinical Mental Health Counseling, 20% in Rehabilitation Counseling, and 31.4% of in School Counseling. One doctoral-level student graduated and completed the survey.

Master's Students: Of the completers, 85.7% were female, and 14.3% were male; 71.4% were White, 22.9% Black/African American, and 5.7% Hispanic; 34% graduated Summer 2020, 11.4% graduated Fall 2020, and 54.3% graduated Spring 2021. The overall mean and SD on the Quality Global Index were 4.0 and 0.7, respectively. No items on the Quality Indicators were below 3.0.

The overall mean and SD for each quality area was: I. Quality of Intellectual Environment/Experience-M = 4.1, SD = 0.7; II. Quality of Instruction (including resources)-M = 4.0, SD = 0.7; III. Quality of Academic Resources and Services-M = 4.1, SD = 0.7; IV. Quality of Student Life Services-M = 3.9, SD = 0.8. Although no items on the Quality Indicators were below 3.5, there were items on the *Exit Survey* below a score of three to consider for improvement over the next year. These items included number of presentations

made at regional conferences, number of articles submitted, and number of grants submitted and awarded. Under the Overall Experience and Recommendations section, 85.7% of the respondents indicated that if they had to do it over again, they would choose to attend MSU for graduate study, and 77.1% would recommend it to others. Major strengths of the program were knowledgeable professors, accessibility of professors, and high standards and expectations. Areas of improvement cited were continuity among faculty and communication and accountability between faculty and students.

Doctoral Students: In Summer 2020, one Ph.D. White, female student graduated and completed the survey. The overall mean on the Quality Global Index was 4.1. No items on the Quality Indicators were below 3.5. Program strengths included a strong department head, helpful support staff, and outstanding mentorship during the dissertation. Program weaknesses included updating the Box Clinic and more faculty collaboration.

Major strengths of the graduate program included department head is a student advocate, helpful support staff, and outstanding mentorship and support from the dissertation committee. Three areas for improvement included displeasure with some faculty, outdated Box Clinic facilities and equipment, and inter-program communication and collaboration.

Interpretation and use of Results

Students are evaluating the program positively. No quality area items fell below a three on this assessment. Items assessing research and scholarship were scored low and scored by a small number of respondents. Last year, the COVID pandemic affected research and scholarship efforts. In the Fall of 2019, the faculty initiated a Counselor Education Research Group (CERG) for doctoral students that focuses on introducing students to the intricacies of research and scholarship. The group is currently working on several different research projects. The CERG group is open to master's level students who are interested in research and scholarly writing.

To improve communication and accountability, all students are now assigned a faculty advisor during New Student Orientation, and the *Graduate Student Handbook* is now reviewed in May of every year. The faculty will continue to monitor and address areas of weakness.

11. Student Accomplishments

Fall 2021 has been busy in the Department of Counseling, Educational Psychology, and Foundations. Students and faculty in the Counselor Education program attended and presented at both a national counseling conference and a state conference. Presentations received rave reviews at both conferences.

In October, ten doctoral students and two faculty members delivered presentations at the Association for Counselor Education and Supervision Conference held in Atlanta, Georgia.

On Friday, October 8, Dr. Joan Looby, as well as students Chiquita Holmes, Tinmuk Li, Kendra Blakely, Harmanpreet Kaur, and Abdullah Almutairi presented *Cultural code switching among underrepresented groups: Implications for counseling and supervision*.

Another presentation was also given that day, titled *Moral disengagement: Implications of violence and bullying in higher education*. The presenters for this were Chiquita Holmes, Dr. Looby, Kevin Merideth, Kimberly Gray, and Lindsay Donald.

Saturday, October 9, another group was able to present. Candice Chapman, Kendra Blakely, Dovie Barnes, Abdullah Almutairi, and Dr. Katherine Dooley presented *Changing disability biases in clinical supervision*.

In November, students and faculty members attended and delivered presentations at the 71st Annual Mississippi Counseling Association Conference held in Biloxi.

On Wednesday, November 3, Jada Johnson, Kimberly Gray, Dovie Barnes, Regina Alexander, and Harmanpreet Kaur presented *The eight dimensions of wellness: Resetting for the new normal*.

Bend, don't break: Using therapeutic strategies to support resilience was also presented by Chiquita Holmes and Dr. Katherine Dooley.

On Thursday, three presentations were given by the group from MSU. First, Dr. E. Joan Looby, Chiquita Holmes, Tinmuk Li, Dovie Barnes, and Regina Alexander presented *Life in Limbo: School counselors and children from mixed status families*.

Next, Kendra Blakely, Kimberly Gray, Harmanpreet Kaur, and Jada Johnson presented *Impact of parental incarceration on school aged children: How counselors can help*.

Candice Chapman, Kevin Merideth, and Dr. Katherine Dooley also presented *Utilizing clinical supervision to counteract disability biases*.

On Friday, November 5, one last presentation was given by members of the counseling group. Chiquita Holmes, Dr. E. Joan Looby, Tinmuk Li, and Kendra Blakely presented *Falling through the cracks: Strategies to support transitioning foster care youth*.

12. Program Modifications, 2020-2021

Table 12. Program Modifications, 2020-2021

Masters Courses	Modification	Effective When
COE 6903 Developmental Counseling and Mental Health	<ul style="list-style-type: none"> • Changed textbook to a newer version-Santrock • Added Media/YouTube course mental health content to courses accessible through Canvas 	Fall 2021

COE 8063 Research Techniques	<ul style="list-style-type: none"> • Changed textbook to newer version • Added more quizzes 	Fall 2021
COE 8203 Career Development and Placement	<ul style="list-style-type: none"> • COE objective KPI#4-covered in an additional quiz and final exam • Core objective KPI#3-changed textbook, more focus on application of treatment services, and career modalities • PowerPoints, lectures and assignments correspond with new textbook 	Spring 2022
COE 8363 Psychological Aspects of Disability	<ul style="list-style-type: none"> • New instructor 	Spring 2022
COE 8633 Psychosocial Rehabilitation	<ul style="list-style-type: none"> • Changed textbook-more focus on psychosocial diagnosis (Davidson) 	Spring 2022
COE 8703 Clinical Mental Health Counseling Internship	<ul style="list-style-type: none"> • Updated signature assignment/case conceptualization rubric • Added assignment-Community Counseling Program Proposal (Contemporary Issues and Trends) 	Fall 2021
COE 8083 Assessment Techniques for Counselors	<ul style="list-style-type: none"> • Modified assessment course from EPY 8263: Psychological Testing in Educational and Related Settings to new Counselor Education course-COE 8083: Assessment Techniques for Counselors • Added additional assignment-Measure Paper (KPI#7) to Watermark • Revised Career Assessment Assignment (KPI#4) 	Fall 2021
COE 8903 School Counseling Services	<ul style="list-style-type: none"> • Added extra credit for quizzes 	Fall 2021
EPY 8263 Psychological Testing in Educational and Related Settings	<ul style="list-style-type: none"> • Removed from the program • Revised COE 8083: Assessment Techniques in Counseling (replaced EPY 8263: Psychological Testing in Educational and Related Settings) 	Fall 2021
Clinical Courses	Modification	Effective When
COE 8053 Rehabilitation Counseling Practicum	<ul style="list-style-type: none"> • Revised the signature assignment and rubric to align with CACREP <ul style="list-style-type: none"> ○ New assignment-Portfolio ○ Changed points total on signature assignment rubric 	Fall 2021

	and added a writing criterion	
COE 8053 Clinical Mental Health Counseling Practicum	<ul style="list-style-type: none"> Weekly quizzes to include evaluation of knowledge in abnormal psychology, differential diagnosis using the DSM 5, and pharmacology of mental disorders Added a midterm examination on the DSM 5 in addition to the final examination 	Fall 2021
COE 8740/8750 School Internship	<ul style="list-style-type: none"> Ethics/MS law assignment Jurisprudence exam A CEU course on Ethics 	Spring 2022
Doctoral Courses	Modification	Effective When
COE 9053 Advanced Multicultural Counseling	<ul style="list-style-type: none"> Added Doctoral KPI's # 1 and 5 	Summer 2020
COE 9063 (COE 8990) Leadership and Advocacy in Counseling	<ul style="list-style-type: none"> Added Doctoral KPI # 5 	Summer 2020
Other Issues		
CPCE	<ul style="list-style-type: none"> Winter Intersession preparatory course 	Fall 2021
Site Supervisor Evaluations of Student	<ul style="list-style-type: none"> Added evaluation form to Watermark -Electronic Submission 	Fall 2022
Clinical Supervisors Training	<ul style="list-style-type: none"> Online Clinical Supervision Workshop Modules Free CEUs 	Summer 2021
Follow-up Surveys	<ul style="list-style-type: none"> Site Supervisors complete surveys during the clinical supervision workshop 	Spring 2022
Faculty Diversity Plan	<ul style="list-style-type: none"> Revised Faculty and Student Diversity Plans 	Fall 2021
Diversity and Student Development	<ul style="list-style-type: none"> Added monthly Colloquium Examples: <ul style="list-style-type: none"> Suicide Prevention and Training Bias and Negativity Towards Individuals with Disabilities Working with LGBTQ+ Populations Military Veterans Counseling Rural Populations Counseling Transgender Clients 	Fall 2021 Spring 2022