



UNIVERSITY OF
ARKANSAS

**College of Education
& Health Professions**
Counselor Education and Supervision

**A Snapshot of Counselor Education and Supervision (CNED) Student & Program
Performance**

2019-2020

A Snapshot of Student & Program Performance (SSPP)

Characteristics of Program Admitted Applicants

MS Admitted Applicant Characteristics	Fall 2019	Spring 2020
Average GPA	3.6	3.53
Gender	12 Female/ 1 Male	31 Female/7 Male
Underrepresented Groups	1%	26%
PhD Admitted Applicant Characteristics	Fall 2019	Spring 2020
Average GRE Combined Q & V	291	299
Average GRE Written	3.4	4.0
Gender	4 Female	3 Female/ 1 Male
Underrepresented Groups	50%	25%

MS/CNED 2019-2020

The University of Arkansas (U of A) master's degree program in counseling (CNED) prepares students in clinical mental health counseling, rehabilitation counseling, and school counseling to work as scholar-practitioners in a variety of clinical, rehabilitation, and educational settings. The CNED program uses Key Performance Indicators (KPI) aligned to the program's mission, beliefs, and learning outcomes and CACREP standards. Faculty assess students across eight core curriculum KPIs and nine specialty/concentration KPIs. For specialty/concentration areas, CNED Program faculty assess three KPIs covering foundations, contextual dimensions, and practice for each specialty area (CMHC, Rehab, and School). For this snapshot, KPIs were assessed using an achievement scaling rubric for outcome levels as follows: 1= worst possible achievement outcome, 2= less than expected achievement outcome, 3= expected achievement outcome, and 4 = better than expected achievement outcome.

Results of Analysis of Key Performance Indicators

The assessment results of the level of achievement of the KPIs are presented in the four tables discussed below. Table 1 presents the assessment results for the eight core KPIs. Tables 2-4 present the assessment results for the Clinical Mental Health, School, and Rehabilitation Counseling KPIs.

Core Curriculum Key Performance Indicators

Table 1: Core Areas

Core Area KPIs	Summer 2019	Fall 2019	Spring 2020	Average
Professional Orientation and Ethical Practice	N/A	3.9	4.0	4.0
Social and Cultural Diversity	4.0	4.0	4.0	4.0
Human Growth and Development	4.0	4.0	3.9	4.0
Career Development	4.0	4.0	3.9	4.0
Counseling and Helping Relationships	N/A	3.9	3.0	3.5
Group Counseling & Group Work	N/A	3.7	4.0	3.9
Assessment and Testing	4.0	3.9	3.9	3.9
Research and Program Evaluation	3.8	3.8	4.0	3.8
Overall Average	3.9	3.9	3.8	3.9

A review of the data in table 1 suggests, the core knowledge, understanding, and abilities required of all professional counselors regardless of counseling concentration, the focus of the core curriculum KPIs, was achieved above the expected level of 3. An average mean of 3.9 was achieved for the fall and summer semesters and 3.8 for the spring semester. Average student achievement outcome level for the academic year was 3.9 indicating that teaching and learning related to the eight core KPIs was achieved satisfactorily for the academic year 2019-20.

Clinical Mental Health Counseling KPIs

Table 2: CMHC Specialty/Concentration

CMHC KPI Scores	Summer 2019	Fall 2019	Spring 2020	Average
Foundations	3.7	4.0	3.9	3.9
Contextual Dimensions	3.7	3.9	3.9	3.8
Practice	3.7	4.0	4*	3.9
Practicum/Internship				
Clinical Mental Health Practicums	N/A	4.0	*	4.0
Clinical Mental Health Internships	3.7	4.0	4.0*	3.9
Retention/Graduation/Licensure				
Comprehensive Exam	3.6	3.6	3.6	3.6
Portfolio	4.0	4.0	4.0	4.0
Licensure/Certification Pass Rate	4.0	4.0	4.0	4.0
Overall Average CMHC	3.8	3.9	3.9	3.9

*Due to COVID19, all field placements were disrupted in mid-March. Most of the practicum students and some of the internship students were not able to complete their hours and took incompletes in their courses with a plan to make up hours the following semester. Some of the assessments were not feasible to conduct with students not being on site.

A review of the data in table 2 suggests that the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the CMHC context, the focus of CMHC KPIs, was achieved above the expected outcome level of 3. An average mean of 3.8 for summer was achieved and a 3.9 was achieved for the fall semester and 3.9 for the spring semester. Average student achievement outcome level for the academic year was 3.9 indicating that student learning outcomes for CMCH were achieved satisfactorily for the academic year 2019-20.

School Counseling KPIs

Table 3: School Counseling Specialty/Concentration

School Counseling KPI	Summer 2019	Fall 2019	Spring 2020	Average
Foundations	N/A	3.5	2.3	2.9
Contextual Dimensions	N/A	3.9	4.0	4.0
Practice	N/A	3.5	4.0*	3.8
Practicum/Internship				
School Counseling Practicums	N/A	4.0	*	4.0
School Counseling Internships	N/A	4.0	4.0*	4.0
Retention/Graduation/Licensure				
Comprehensive Exam	N/A	3.2	3.2	3.2
Portfolio	N/A	4	4	4
Licensure/Certification Pass Rate	N/A	4	4	4
Overall Average- SCHOOL	N/A	3.8	3.6	3.7

*Due to COVID19, all field placements were disrupted in mid-March. Most of the practicum students and some of the internship students were not able to complete their hours and took incompletes in their courses with a plan to make up hours the following semester. Some of the assessments were not feasible to conduct with students not being on site.

A review of the data in table 3 suggests that the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students, the focus of the school counseling KPIs, was achieved above the expected outcome level of 3, except for the foundations assessment in Spring 2020 which the average was at a 2.9. This lower average on this assessment came from a comprehensive final grade which could have been impacted by the COVID19 plan to switch to online class delivery. An average mean of 3.8 was achieved for the fall semester and 3.6 for the spring semester. Average student achievement outcome level for the academic year was 3.7 indicating that student learning outcome for school counseling was achieved satisfactorily for the academic year 2019-20.

Rehabilitation Counseling KPIs

Table 4: RHAB Specialty/Concentration

Rehabilitation Counseling KPI	Summer 2019	Fall 2019	Spring 2020	Average
Foundations	4.0	4.0	4.0	4.0
Contextual Dimensions	4.0	4.0	4.0	4.0
Practice	4.0	4.0	3.9	4.0
Practicum/Internship				
RHAB Practicums	4.0	N/A	N/A	4.0
RHAB Internships	N/A	4.0	4.0*	4.0
Retention/Graduation/Licensure				
Comprehensive Exam	N/A	2.0	4.0	3.0
Portfolio	N/A	N/A	N/A	N/A
Licensure/Certification Pass Rate	N/A	2.0	4.0	3.0
Overall Average RHAB	4.0	3.3	4.0	3.8

*Due to COVID19, all field placements were disrupted in mid-March. Most of the practicum students and some of the internship students were not able to complete their hours and took incompletes in their courses with a plan to make up hours the following semester. Some of the assessments were not feasible to conduct with students not being on site.

A review of the data in table 4 suggests that the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the RHAB context, the focus of the rehabilitation counseling KPIs, were achieved above the expected outcome level of 3. During the Fall of 2019 two students took the National Certified Rehabilitation Counseling Exam (CRC) but only one of the students passed the exam which impacted the retention scores for that semester. An average mean of 4.0 for the summer and 3.3 was achieved for the fall semester and 4.0 for the spring semester. Average student achievement outcome level for the academic year was 3.8 indicating that student learning outcomes for rehabilitation counseling were achieved satisfactorily for the academic year 2019-20.

Counselor Education and Supervision Ph.D.

2019-2020

The University of Arkansas (U of A) Ph.D. degree program in counselor education and supervision (CNED) requires knowledge, skills, and practices beyond master's level counseling programs and prepares students to work as counselor educators, researchers/scholars, and advanced clinicians (counselors and counselor supervisors), in academic, research, and clinical settings. The CNED program uses Key Performance Indicators (KPI) aligned to the program's mission, beliefs, and learning outcomes and CACREP standards. Faculty assess students across the five areas of doctoral professional identity (Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy). For this snapshot, KPIs were assessed using an achievement scaling rubric for outcome levels as follows: 1= worst possible achievement outcome, 2= less than expected achievement outcome, 3= expected achievement outcome, and 4 = better than expected achievement outcome. See the CNED assessment plan for descriptions of achievement outcome levels.

Results of Analysis of Assessment of Student Learning Outcomes

The assessment results of the level of achievement outcome for the five student learning outcomes at the three points of assessment are presented in the table below.

Knowledge, Skills, and Practices beyond Entry-Level Program Requirements

Doctoral KPIs	Fall/Summer 2019	Spring 2020	Average
Clinical Supervision	4.0	4.0	4.0
Teaching and Counselor Preparation Training	3.9	4.0	4.0
Research and Scholarship	3.5	4.0	3.8
Counseling	N/A	3.5	3.5
Counseling Leadership and Advocacy	4.0	N/A	4.0
Average	3.9	3.9	3.9
Practicum/Internship			
Clinical Practicums	N/A	3.0	3.3
Clinical, Teaching, & Research Internships	3.8	4.0	3.9
Average	3.8	3.5	3.6
Retention/Graduation			
Written & Oral Comprehensive Candidacy Exam	4.0	4.0	4.0
Portfolio	4.0	4.0	4.0
Dissertation Final Exam	4.0	4.0	4.0
Average	4.0	4.0	4.0
Overall Average for Semester	3.9	3.8	3.9

A review of the data reflected in the table suggests that the five student learning outcomes were achieved at a satisfactory outcome level at all three points of evaluation. The overall average for the five KPIs during the fall and summer semesters was 3.9 and 3.9 for the spring semester. An

overall average of 3.9 was obtained for the year indicating that at the initial learning stage (classroom learning) the achievement outcome level was above the expected level for the 2019-20 academic year.

Data also suggest that students were able to transfer their knowledge and skills to real world employment settings as indicated by an average outcome level of 3.8 and 3.5 during the fall and spring semesters respectively in practicums and internships. The overall average of 3.6 reveals an achievement outcome level better than expected for the 2019-20 academic year.

Students also demonstrated an above satisfactory retention/maintenance of learning as indicated by their performance on end-of-program comprehensive candidacy exams, final dissertation defenses, portfolios, & etc. with an average achievement outcome level of 4.0 for both the fall and spring semesters respectively. The overall outcome average of 4.0 reveals an achievement outcome level better than expected for the 2019-20 academic year.

Subsequent Program Modifications

Data suggest that all student learning outcomes were achieved at above the expected outcome achievement level for the 2019-20 academic school year. No changes are recommended to the assessment process based on the assessment results; however, we will be moving to an online assessment program through Watermark/VIA next year and this will allow us to track additional achievement data. To remain CACREP compliant. And as the CNED Program collects additional data, all KPIs (8 core curriculum, 9 specialty/concentration, and 5 doctoral) will be measured at two points during a student's program of study using two different methods of assessment. KPIs will be assessed using rubrics with multiple elements scored using a 4-point scale (i.e., Not Present=0 point, Emerging=1 point, Developing=2 points, Proficient=3 points, and Mastery=4 points). Students must score at proficient or above to have met the element. Target performance levels are 90% of students at or above 25% on each KPI at the initial measurement and at or above at least 75% on each KPI at the second measurement. In other words, at the initial measurement most students should be Emerging or Developing and at the second assessment most should be at Proficient or Mastery.

Substantial Program Changes

- Dr. Justin Adams left his CNED faculty position at the end of the Fall 2019 semester.
- Dr. Tameeka Hunter will be joining the CNED faculty in the Fall of 2020
- Program has moved to an online assessment program through Watermark™ Via. This dynamic online assessment platform will help assess student learning and evaluate the CNED program.
- CNED has an updated mission statement, statement of beliefs, and student learning outcomes. These are attached to the end of the report and will be updated on the CNED website soon.
- During the last year, the Graduate Education Building (home to the CNED program was renovated. CNED faculty offices, classrooms, and lab spaces were all part of this upgrade. A new playroom and new counseling room were added to the already existing two client rooms, playroom, and family group room.

Substantial Program Highlights

- Program submitted their CACREP self-study and passed their initial review and will have a site visit in September 2020.
- Dr. Lynn Koch received the George N. Wright University of Wisconsin-Madison 2019 Varsity award for her contributions to rehabilitation psychology and rehabilitation counseling research.
- Dr. Kristin Higgins received the Barry Wingfield Counselor Education and Supervisor Excellence Award from the Arkansas Counseling Association.
- Dr. Kristi Perryman was the recipient of the 2019-2020 Association for Creativity in Counseling Research Award.
- The Office of Play Therapy Research and Training is in its fifth year as a nationally accredited center for play therapy and continuing education. The Office hosts an annual conference every June. The speaker of the June 2019 conference was Dr. Bonnie Badenoch on the topic of working with children and adults who have experienced trauma. She is the author of *Being a Brainwise Therapist* and *The Heart of Trauma: Healing the Embodied Brain in the Context of Relationships*. There were 119 participants from Arkansas, Oklahoma, Georgia, Missouri and Texas obtaining CEU's toward becoming Registered Play Therapists. The Office continued their ongoing data collection gathering at the conference for norming an instrument for Child Parent Relationship Therapy, developed by Dr. Perryman, which is utilized for training mental health professionals in Child Parent Relationship Therapy.
- Dr. David Christian co-led a second Adventure Therapy and Leadership in New Zealand study abroad trip with 10 students.
- Dr. David Christian and two other COEHP faculty were awarded a grant for \$153,986 to create a public health curriculum using sport and Adventure Therapy to build character and healthy lifestyles in Senegalese youth. The team of faculty and students hosted 17 Senegalese youth sport workers in NWA for 2-weeks and then travelled to Senegal for a week as part of the grant.
- Dr. Kristin Higgins, Dr. Lynn Koch, and Dr. Anthony Vajda received a \$750,000 training grant from RSA (Rehabilitation Service Administration) in the Fall of 2019. This grant will provide funding for 20 MS students across five years to specialize in Rehabilitation Counseling working with individuals with Psychiatric Disabilities.
- Dr. David Christian, Dr. Lynn Koch, Dr. Kristin Higgins, Dr. Mark Koch (Occupational therapy), and PhD student Meredith Moore were awarded a \$10,000 Dean's Pilot Study grant supporting interdisciplinary research endeavors. This group will be studying the impact of equine therapy on individuals with disabilities.
- Perryman, K. L. (Primary Investigator), Conroy, J., (Co-Investigator) McKenzie, S. (Co-Investigator), Schoonover, T. (Co-Investigator), (2020, March). *Hope Academy Research*. College of Education and Health Professions, Dean's Grant. Amount Awarded: \$9,941.00.
- October 1, 2018 - September 30, 2019
\$3,548,000.00 from US Department of Education
PROMISE first no cost extension

No-cost-extension awarded to (1) disseminate PROMISE findings to community, state, and federal agencies through professional conferences and one-on-one symposiums and trainings and (2) collect qualitative data for later analysis. Doctoral students afforded opportunity to participate in research and submission of peer-reviewed articles.

- October 1, 2019 – September 30, 2020
\$178,000.00 from US Department of Education
PROMISE second no cost extension
No-cost-extension awarded to analyze qualitative data for later submission to professional journals. Doctoral students afforded opportunity to participate in research and submission of peer-reviewed articles.
- January 1, 2018 - June 30, 2020
\$988,000.000 from Arkansas Rehabilitation Services
WIOA Career Counseling and Information Referral Services
Awarded to administer and provide Career Counseling and Information Referral services to 4000 sub-minimum age recipients in sheltered workshops in Arkansas.
- July 1, 2020- June 30, 2021
\$189,000.000 from Arkansas Rehabilitation Services
WIOA Career Counseling and Information Referral Services
Awarded to administer Career Counseling and Information Referral services to 4000 sub-minimum age recipients in sheltered workshops in Arkansas
- January 1, 2020- June 30, 2021
\$300,000.000 from Arkansas Department of Workforce Services
WIOA Systems Evaluation of Arkansas Department of Workforce Services
Awarded to conduct and report results of a state-wide evaluation of the Arkansas Department Workforce Services with particular respect to WIOA compliance. Doctoral students afforded opportunity to participate in research and submission of evaluation report to state and federal agencies.

New Vision, Mission Statement, Beliefs, and Objectives

Vision:

Improve the capacity of the counseling profession to maximize effective service delivery through a nationally competitive, learning-centered, program of excellence serving Arkansas, the nation, and the world.

Mission Statement:

The Counselor Education and Supervision Program advances clinical mental health, rehabilitation, and school counseling by: providing high-quality teaching and training to emerging counselors and counselor educators; conducting rigorous research with real-world implications; and serving professional and community organizations. The Program is committed to improving diversity and inclusion within the counseling profession by: recruiting students from a variety of backgrounds; supporting their professional and personal growth; preparing them to work with individuals with marginalized identities; and working to end oppression within the field and the larger society. Collectively, these efforts improve mental health, wellness, educational, and career outcomes in Arkansas and beyond.

Statement of Beliefs:

M.S. in Counseling

In order to graduate high quality and effective counselors, we believe it is important to:

1. Develop a strong counselor identity in all students, knowledgeable of appropriate ethical codes and committed to ethical practice in order to protect clients and the profession.
2. Ensure that all graduates are committed to equity, diversity, inclusion, and anti-racism by cultivating and advocating for safe environments for clients, students, and supervisees.
3. Ensure graduates understand the interconnectedness of human development, mental health, and the counseling process.
4. Acknowledge the importance of work and career for creating a more socially-just society and ensure graduates are able to provide competent career counseling services to any and all clients and students.
5. Equip graduates with the knowledge and skills to establish therapeutic relationships and provide effective counseling services.
6. Recognize the importance of social interaction for mental health and the role group counseling/group work plays in promoting wellness.
7. Ensure graduates understand the role of assessment for diagnosis, treatment planning, and intervention and program evaluation.
8. Prepare graduates to work as scholar-practitioners engaging in evidence based practice in a variety of settings.
9. Ensure graduates have the knowledge and skills necessary to address diverse needs within their specialty area (i.e. Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling).

Ph.D. in Counselor Education and Supervision

In order to graduate high quality and effective counselors, counselor educators, and supervisors, we believe it is important to:

1. Ensure graduates can provide culturally responsive, ethical, and effective counseling services from a relevant theoretical perspective.
2. Acknowledge the importance of gatekeeping through supervision and ensure graduates can provide ethical and culturally responsive supervision.
3. Train graduates in pedagogical practices that are both developmentally appropriate and culturally responsive.
4. Prepare graduates to advance the field of counseling through dynamic qualitative and quantitative research.
5. Graduate the next generation of counseling leaders and advocates who are committed to excellence in practice and equity, diversity, inclusion, and anti-racism.

Objectives:

M.S. in Counseling

Graduates will:

1. Identify the roles and functions of counselors and the application of appropriate ethical standards. (Aligned with master's SB1 & 2.F.1. Professional Counseling Orientation and Ethical Practice KPI)
2. Provide culturally responsive counseling to clients from diverse background and engage in action to increase equity, diversity, and inclusion for all clients. (Aligned with master's SB2 & 2.F.2. Social and Cultural Diversity KPI)
3. Connect lifespan development theory to the counseling process and implement developmentally appropriate interventions. (Aligned with master's SB3 & 2.F.3. Human Growth and Development KPI)
4. Comprehend the interrelatedness between career development, mental health, interpersonal relationship, and various life roles and apply developmentally appropriate, culturally responsive, and ethical career counseling services. (Aligned with master's SB4 & 2.F.4. Career Development KPI)
5. Establish and maintain therapeutic relationships using appropriate counseling skills. (Aligned with master's SB5 & 2.F.5. Counseling and Helping Relationships KPI)
6. Demonstrate the necessary knowledge and skills to lead counseling groups. (Aligned with master's SB6 & 2.F.6. Group Counseling and Group Work KPI)
7. Select culturally and ethically appropriate assessments for diagnosis, treatment planning, and intervention and program evaluation. (Aligned with master's SB7 & 2.F.7. Assessment and Testing KPI)
8. Recognize the relevance of research to the counseling process and apply various methods for evaluating interventions and programs. (Aligned with master's SB8 & 2.F.8. Research and Program Evaluation KPI)
9. Establish a foundation of knowledge and skills, understand contextual dimensions, and demonstrate counseling competency specific to their specialty (i.e. Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling). (Aligned with master's SB9 & Sections 5.C, G, H. Specialty Areas [CMCH, SC, RHAB] – Foundations, Contextual Dimensions, and Practice KPIs)

Ph.D. in Counselor Education and Supervision

Graduates will:

1. Provide culturally responsive, ethical, effective, and theoretically guided counseling services. (Aligned with doctoral SB1 & 6.B.1. Doctoral Counseling KPI)
2. Adopt a specific framework/model to guide culturally responsive and ethical supervision. (Aligned with doctoral SB2 & 6.B.2. Doctoral Supervision KPI)
3. Implement pedagogical practices that are culturally responsive, ethical, and developmentally appropriate. (Aligned with doctoral SB3 & 6.B.3. Doctoral Teaching KPI)
4. Pursue research using appropriate methodologies and avenues of dissemination (i.e. Scholarly articles and/or presentations) that advance the counseling field. (Aligned with doctoral SB4 & 6.B.4. Doctoral Research and Scholarship KPI)
5. Develop the knowledge and skills necessary to engage in various leadership positions and forms of advocacy related to the field of counseling. (Aligned with doctoral SB5 & 6.B.5. Doctoral Leadership and Advocacy KPI)