



**UCO COUNSELING PSYCHOLOGY
SUMMARY OF SELF-EVALUATION
2022**

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PURPOSE OF EVALUATION

The purpose of the following report is to document both the results of evaluation and feedback procedures conducted by the UCO Counseling Psychology MA program and the changes taking place due to those results. This is the second report following the implementation of the recommend evaluation procedures from the Masters in Psychology and Counseling Accreditation Council (MPCAC), based on data collected in 2022.

EVALUATION PROCEDURE OVERVIEW

Data Gathering

Starting in 2020, several evaluation and feedback procedures began to be used by the Counseling Psychology MA program faculty to both assess our current effectiveness and to help guide changes that would further improve the program. This document presents the findings from two types of evaluation:

1. Exit interview data from the 2022 graduating class, collected during the first week of May 2022.
2. Employer survey data collected during Fall 2022.

Please note that annual town hall meetings for the program will start in Spring 2023, as the first one took place in December 2021 (as detailed in the 2020-2021 report) and it was deemed not useful to have another so soon again in Spring 2022.

In addition, at the end of this document we present the ongoing data required by the MPCAC that have collected since 2019 regarding applications, graduation, licensure, and faculty.

Data Usage

The results of these evaluation methods were shared with program faculty, departmental administration, and college administration. Given their consistency with changes already being implemented based on the last report, no further changes were deemed necessary at this time.

EXIT INTERVIEW RESULTS

During their last week in the program, the graduating class of 2022 (n = 9) were asked to complete the program exit interview, gathered using an anonymous Qualtrics survey. A total of 7 (78%) students completed the survey.

Demographics

Graduating students primarily identified as white (86%), with 14% identifying as Latinx/Hispanic. An equal number identified as male and female (29% each), with 42% identifying as gender non-binary. Almost half (43%) of the sample described themselves as heterosexual, 29% as homosexual, and 29% as pansexual. The majority (57%) were between the ages of 26-30, with 29% between 21-25 and 14% older than 35.

Students were split between married or cohabiting (86%) and being single (14%), and only one (14%) reported having children. All reported holding a job while in the master's program, with all also reporting working more than 21 hours a week.

Program Feedback

Graduating students were asked to rate the following educational objectives on a seven-point scale from 1 (not at all well prepared) to 7 (extremely well prepared). Mean ratings and standard deviations for each are shown below.

Educational objective	Mean	SD
Knowledge and application of ethical and legal standards for counselors.	5.17	0.98
Skill in forming an effective therapeutic relationship with clients.	5.83	1.17
Learning and effectiveness in cognitive-behavioral, systems models, and evidence-based counseling skills in the assessment, diagnosis, and counseling process.	6.17	0.75
A working knowledge of group therapy processes and counseling skills.	5.83	0.75
An understanding of the importance of science in counseling psychology via being an informed consumer of applied research.	6.67	0.52
Learning and skills application in gender and culturally diverse counseling contexts.	4.50	2.43
Adequate knowledge and application of the counseling process via a capstone experience (practicum)	6.00	0.89

They were then asked to rate the clinically-oriented courses they took in terms of the knowledge or useful skills they gained from taking it on a seven-point scale from 1 (not at all useful) to 7 (extremely useful). Mean ratings and standard deviations for each are shown below.

Course	Mean	SD
Applied Behavior Analysis I	6.00	0.63
Individual Counseling	4.83	1.47
Cognitive Assessment	4.67	1.03
Applied Behavior Analysis II	5.83	0.75
Psychopathology	5.83	0.98
Legal & Ethical Aspects of Counseling	3.50	2.07
Personality & Psychopathology Assessment	6.00	1.22
Group Counseling	5.50	0.84
Advanced Counseling	6.40	0.89

Competency based Counseling	6.00	0.89
Child & Adolescent Counseling	5.83	1.16
Couples & Family Counseling	3.17	2.64
Culture & Gender Diversity	2.83	1.94
Practicum I & II	6.50	0.84

There were also several free response questions. When asked what courses or content in courses that they wished had been covered, a common theme was a desire to the couples and family course cover more non-traditional types of relationships (e.g., not just heteronormative ones) as well as issues around sexuality, as well as the culture and gender diversity course having more speakers from non-majority groups. Cognitive psychology as a specific course was also mentioned.

When asked about the program strengths, students repeatedly emphasized that they felt well prepared for their practicum experience. Many students stated that they appreciated and enjoyed the emphasis on evidence-based practice in the program, as well as being taught how to distinguish EBP from pseudoscientific practices. The ability to gain experience in our in-house clinic prior to practicum was emphasized repeatedly, as was the cohort model and the cohesion it caused to develop among students.

Finally, students were asked what their suggestions were to improve the program and several themes emerged. First was that several courses (consistent with the lower rated courses above and the free responses already detailed) needed changes to the content and/or the instructor (Legal & Ethical, and Couples & Family). Second was higher levels of consistency in grading and more regular check-ins with students on their progress.

EMPLOYER SURVEY RESULTS

In order to gather data about how our graduates are perceived by those in the mental health community, an employer survey was conducted. Community mental health centers, mental health agencies, hospitals, and other locations known to have hired recent graduates (going back 5 years) were contacted via email and given an invitation to complete an employer survey, gathered using an anonymous Qualtrics survey. A total of 16 locations were contacted, and 10 completed the survey in November 2022.

Demographics

Respondents to the survey were primarily clinical directors or executive directors of the various agencies. They represented a variety of types of mental health providers, including large community mental health centers, group practices, for profit and non-profit locations. Half of the agencies reported having 1 or 2 UCO graduates on staff, with the other half reporting having 3 or more.

Graduate Feedback

Employers were asked to rate the general skill levels of UCO Counseling Psychology MA program graduates that they've hired compared to others with a similar degree in the below areas, on a five-point scale from 1 (poor) to 5 (excellent). Mean ratings and standard deviations for each are shown below.

Area	Mean	SD
Diagnosis	4.3	0.67
Assessment of client problems	4.6	0.52
Assessment of treatment progress or outcome	4.5	0.70
Case conceptualization	4.5	0.53
Treatment planning	4.5	0.53
Development of therapeutic alliance	4.4	0.70
Implementation of psychotherapy techniques and interventions	4.7	0.48
Use of evidence-based practice	4.7	0.48
Effective and appropriate use of supervision	4.5	0.53
Working with a multi-disciplinary team	4.2	0.83
Working with diverse individuals and groups	4.5	0.71

Employers were also asked about their perception of the overall quality of training of our graduates, using the same scale. Graduates were given an average rating of 4.5 (SD = 0.71). Then, employers were asked if they would hire another graduate from the program, with 50% responding "Yes" and 50% responding "Enthusiastically." Finally, respondents were given the opportunity to provide free response feedback. Those who did are reported verbatim below.

- UCO does an excellent job preparing students for their professional counseling careers. UCO graduates are well-versed in evidence-based/research informed practices, have strong commitments to ethical practice, and seek consultation when indicated. They are committed to ongoing learning. The pace of the program, the oversight at the UCO clinic, and the rigor of the academic program are assets to serving clients in a myriad of settings.

- We have hired nine UCO graduates in the past five years. These individuals are competent and professional clinicians and have worked very well with the clients they serve in our agency.
- We enjoy our UCO graduate! He's doing a great job!
- In our experience, the UCO graduates have exceeded in quality in comparison to graduates from other schools. They have demonstrated a knowledge of ethics, clinical expertise and an understanding of the importance of their roles as counselors.
- I have been very happy with the emphasis on evidenced based practices and interventions. I think an increased focus on family systems work would be beneficial as our agency works predominantly with youth and their caretakers and find FT [family therapy] to be a more challenging intervention of which students from most graduate programs report wishing their graduate program emphasized more.
- We have noticed an advantage that many of our UCO graduates have in experience and knowledge when entering into our office.

MPCAC REQUIRED DATA

As part of the MPCAC's ongoing assessment and evaluation of programs, we are required to report on information regarding applications, student admissions, retention rates, graduation rates, and licensure. Demographic information on full time faculty is also reported. All the required data submitted to MPCAC in 2022 is reported below.

UNIV. OF CENTRAL OK	2019-2020	2020-2021	2021-2022	2022-2023
Applications received to matriculate in:	55	46	48	38
Of those, number of students accepted	20	22	22	18
Of those accepted, number newly enrolled in:	14	16	13	15
Of those newly enrolled in stated academic year, number who continued into year two	10	14	13	n/a
Total number of students enrolled during year:	35	38	40	43
Number of students who graduated in year:	11	14	9	n/a
Number of students who started the program and graduated within the expected time frame (two or three years, depending on program length). Do not include part-time students	10	14	9	n/a
Percent of students who enrolled in the program in Fall 2017 who graduated from the program (5-year graduation rate)	77%	91%	90%	n/a
Percent of those who graduated in the years 2018 to 2020 who became fully licensed and/or credentialed	86%	81%	97%	n/a
Percent of those who graduated in the academic year who became certified or licensed as school counselors	0%	0%	0%	n/a
Percent of courses taught by adjunct or part-time faculty in academic year:	0%	0%	5%	n/a

Race/Ethnicity of Full Time faculty:				
African American/Black	0	0	0	0
European/White	20	18	17	16
Asian American/Asian	1	1	0	1
Hispanic/Latinx	0	0	1	2
Indigenous	1	1	1	1
Multiracial	0	0	0	0
Other	0	0	0	0

Gender Identity of Full Time Faculty:				
Female	13	13	12	12
Male	9	7	8	8
Transgender	0	0	0	0
Non-binary	0	0	0	0

PROGRAM & COURSE CHANGES

In response to student and alumni feedback detailed in the 2021-2022 self-evaluation, the following changes were made at both the program and individual course level, effective spring 2022. As such, the 2022 graduating class did *not* have the below changes in place. Importantly, however, many of the concerns noted by this graduating class have already been taken into account via these changes.

Program changes

1. Potential applicants being considered for admission will engage in an interview prior to admissions decisions being made. (started February 2022)
2. All incoming students will attend a day-long orientation session to both the program as a whole and the UCO Psychology Clinic in the summer prior to their start date. (started July 2022)
3. More frequent assessment and yearly feedback given to all students in the program (started Summer 2022)

Course changes

1. Individual Counseling (sections of this course will be staffed by an instructor whose expertise demonstrates an ability to provide meaningful feedback to increase basic counseling micro skills and preparing the students to succeed when seeing their first clients) (started Fall 2022)
2. Cognitive Assessment (the course content is being broadened to include a wider range of cognitive measures that are covered in depth, including non-verbal measures) (started Spring 2022)
3. Couples & Family Counseling (the course content is being broadened to include more recent, evidence-based interventions for couples and families, such as Emotionally Focused Therapy, Gottman Method, and Cognitive-Behavioral Couples Therapy, as well as more frequent assessment and feedback) (started Spring 2022)
4. Cultural and Gender Diversity (sections of this course will now be taught by an instructor from an underrepresented or diverse background) (started Summer 2022)
5. Legal & Ethical Aspects of Counseling (sections of this course will now be taught by an instructor whose expertise demonstrates an ability to display and convey high familiarity with the content, which will have an increased focus on ethical issues and concerns, with a corresponding decreased focus on more forensic issues) (started Summer 2022)