

BOWIE STATE UNIVERSITY

Department of Counseling



2021-2022 AY CACREP Annual Program Evaluation Report

M.Ed., School Counseling M.A., Mental Health Counseling

DEPARTMENT OF COUNSELING

The Department of Counseling is committed to providing education, training, and leadership to its students to assist them in developing into the most highly skilled, knowledgeable, and competent professionals and practitioners. The department offers a variety of competitive master's level graduate programs in Counseling Psychology, Mental Health Counseling, School Counseling, and School Psychology. The department also offers certificate programs, both in Addictions Counseling and Psychotherapy. The thrust of the department is to prepare its students to become certified and/ or licensed in their fields of study.

In February 2019, the Council for Accreditation in Counseling and Related Educational Programs (CACREP) awarded our Mental Health Counseling and School Counseling programs with full accreditation through March 2025. As the only two programs within the University System of Maryland (USM) with this distinction, the department is proudly recognized as one of the top in the region.

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ANNUAL SYSTEMATIC PROGRAM EVALUATION

Through continuous systematic program evaluation activities, the Counseling Programs at Bowie State University strives to refine its mission, objectives, and student learning outcomes. Our programs employ multiple measures to ensure that students develop a strong professional identity, competency in knowledge and skills, and active community collaborations. Throughout the 2021- 2022 AY, program faculty and other stakeholders met to discuss and implement program changes and modifications based on various evaluations. The six core data sources included:

1. Current Student's Feedback and Evaluations

Student feedback and evaluations are conducted formally and informally. At the conclusion of every course, students are given the opportunity to formally evaluate the course and instructor's performance. Other opportunities to provide feedback are the Mid-Program Evaluations and Exit Evaluations. Students provide informal feedback via the Department's Town Hall Gatherings, Advisory Board Meetings, email listserv, ongoing dialogue, and classroom discussions.

2. Student Learning Outcomes

Throughout the program, students are evaluated and assessed through various measures. Course objectives are aligned with CACREP Standards to assure that learning outcomes are being addressed. To meet these objectives, courses use "Signature Assignments" (SA) to measure how students are performing in each of the identified course proficiencies. Students must also pass the Comprehensive Examination (Counselor Preparation Comprehensive Examination) as an exit exam. This exam measures the eight Common Core areas in the profession: (a) Human Growth and Development; (b) Social and Cultural Diversity; (c) Counseling and Helping Relationships; (d) Group Counseling and Group Work; (e) Career Development; (f) Assessment and Testing; (h) Research and Program Evaluation; and (i) Professional Counseling Orientation and Ethical Practice.

3. Advisory Board

The Advisory Board is composed of faculty, current and former students, administration, staff, and personnel in cooperating agencies and stakeholders (e.g., site supervisors). The Advisory Board is charged with reviewing and advising on topics/ areas pertinent to the improvement of the counseling programs. The Advisory Board meets annually every November.

4. Graduate Surveys

Program graduates are assessed using an online survey, the *Graduate Survey*. Graduates are contacted in one year after graduation; then once again, in five-years' time post-graduation. The survey items focus on the degree to which the program effectively prepared graduates for their work as professional counselors, according to the program objectives.

5. Site Supervisor and Employer Surveys

Site Supervisor's perceptions are assessed using an online survey, the *Site Supervisor Survey*. At the conclusion of the student's internship experiences, annually, site supervisors are asked to complete the online surveys for both the School Counseling and Mental Health Counseling programs.

Program graduate employers are also assessed using an online survey, the *Employers Survey*. We ask former graduates to provide their current employer contact information during their time of evaluation.

6. Monthly Faculty Meetings

Faculty meetings occur at four levels that consist of College of Education Meetings, Department of Counseling Meetings, Program Coordinator's Meetings, and Program Meetings. During these meetings, all full-time faculty are expected to attend and adjunct faculty are invited. Faculty cover a range of topics that are related to the daily and ongoing operations of the University. Also, during these meetings, faculty discuss and evaluate the data gathered from the five aforementioned data sources

DATA SOURCES USED IN COMPREHENSIVE PROGRAM EVALUATION

The following graphic is used to illustrate the various sources of data used to systematically evaluate the School Counseling and Mental Health Counseling programs.



STUDENT DEMOGRAPHICS

2021-2022

Students Gender Summary

Mental Health Counseling Program		School Counseling Program	
Male	9	Male	14
Female	68	Female	53

Students Ethnicity - Male

Mental Health Counseling Program		School Counseling Program	
American Indian/Alaska Native	0	American Indian/Alaska Native	2
African American/Black	6	African American/Black	10
White	2	White	0
Hispanic	1	Hispanic	0
Foreign	0	Foreign	1
Asian	0	Asian	0
Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
Two or More Races	0	Two or More Races	1
Unknown	0	Unknown	0

Students Ethnicity - Female

Mental Health Counseling Program		School Counseling Program	
American Indian/Alaska Native	0	American Indian/Alaska Native	0
African American/Black	54	African American/Black	38
White	6	White	7
Hispanic	2	Hispanic	3
Foreign	2	Foreign	0
Asian	1	Asian	0
Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
Two or More Races	1	Two or More Races	3
Unknown	2	Unknown	2

SCHOOL COUNSELING PROGRAM

SCHOOL COUNSELING

The CACREP Accredited Master of Education (M.Ed.) degree program in School Counseling is a 48-credit hours program. This program is designed to prepare future professional school counselors to work with children and youth across all levels in the educational system from kindergarten to high school (P- 12). The program integrates the theoretical with the practical by combining academic preparation in the area of behavioral sciences as well as related areas of counseling. Candidates will gain skills in designing school programs and engaging in action- based research. Counselors-in-training also participate in practical experiences relevant to working with a diverse and multicultural school-age population.

Faculty

Program Coordinator

Dr. Cynthia Taylor

Department Faculty with Primary SC (School Counseling) Affiliation

Dr. Audrey Lucas Brown (retired December 2021)
Dr. Marja Humphrey

Department Faculty with Secondary SC Affiliation

Dr. Janelle Cox
Dr. Mark Bolden
Dr. Jake Johnson
Dr. Kimberly Mills
Dr. Otis Williams III

Mission Statement

The mission of the Bowie State University School Counseling program to prepare highly knowledgeable, skilled, and culturally competent professional school counselors who are equipped to carry out their roles and responsibilities as endorsed by the American School Counselor Association, the Maryland State Department of Education, and the Council for the Accreditation of Counseling and Related Educational Programs. School Counselors will be skilled in understanding the needs of and practices for working with diverse populations with a myriad of learning styles and abilities. The faculty shall possess the training and experience to prepare students to address the needs of the entire school community as an advocate, leader, consultant, and coordinator. The curriculum will provide a range of academic experiences that focus on the changing needs of a diverse population of students in Pre-K – 12th grade.

Program Objectives

- A. Foundation: Demonstrates knowledge of the history, roles, functions, professional identity, and current treatment models, effects of diverse contexts, needs, and processes /operational management of counseling practices.
- B. Counseling, Prevention, and Intervention: Applies knowledge, skills and practices of theories, processes, design, development and implementation of counseling programs. Develops strategies to manage program effectiveness and impact.
- C. Diversity and Advocacy: Implements knowledge, skills and practices of addressing educational policies, programs, and needs in multicultural settings; identifies opportunities for equitable program development while maximizing impact.
- D. Assessment: Analyzes knowledge, skills and practices that address factors affecting personal, social, and academic functioning (including various forms of needs assessments for academic, career, and personal/social development).
- E. Research and Evaluation: Analyzes knowledge and skills of current research and evidence-based practices. Develops models and strategies of evaluation, and methods of using data for improvement.
- F. Academic Development: Identifies practices, concepts, principles, and strategies to promote academic success while closing the achievement gap; utilizes curriculum design and instructional/management strategies for teaching counseling and guidance related material.
- G. Collaboration and Consultation: Understands theories, models, and processes of consultation in school system settings. Identifies strategies to build effective working teams, and methods for collaboration with communities.
- H. Leadership: Demonstrates knowledge, skills and practices in implementing roles/strategies for effective leadership in design, implementation and evaluation of a comprehensive school counseling program.

School Counseling

Program Evaluation Results

1. Current Student's Feedback and Evaluations

Mid-Point Program Evaluation

The *Midpoint Evaluation Survey* is administered to students midway through their Program of Study. Midpoint survey data was collected (Fall 2021 and Spring 2022) in the COUN 702 Introduction to School Counseling course. This course is typically taken after students have passed the comprehensive exam and before they enter Practicum. There was a total of 14 respondents (11 female, 2 male, and 1 prefer not to answer, 8 who identified as African American, 2 as White, 3 as Hispanic, and 1 as American Indian/Alaska Native). Using a four-point scale, where 1 was unacceptable, 2 needs improvement, 3 meets standards, and 4 exceeds standards.

The survey included five separate responses (1-unacceptable; 2- needs improvement; 3-meets standards; 4-exceeds standards; NA-not applicable). Program Quality (measured by 13 items), the Fall 2021 mean score was 3.54, and Spring 2022 mean score was 3.25. The average score for Professional Disposition (measured by 4 items) was 3.63 for Fall 2021 and 3.25 for Spring 2022. For Diversity Competencies and Practices (measured by 7 items), the mean score was 3.56 for Fall 2021 and 3.05 for Spring 2022.

School Counseling Midpoint Survey Fall 2021

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 9 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	9	0.00%	0.00%	44.44%	55.56%	0.00%	3.56	4	4	0.5
The program of study is relevant to my career	9	0.00%	0.00%	22.22%	66.67%	11.11%	3.75	4	4	0.43
The clinical experiences as provided by the program are relevant to my career pursuit.	9	0.00%	0.00%	33.33%	44.44%	22.22%	3.57	4	4	0.49
The program of study and its clinical experiences represent current and promising practices in the professional field.	9	0.00%	0.00%	44.44%	55.56%	0.00%	3.56	4	4	0.5
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	9	0.00%	0.00%	44.44%	55.56%	0.00%	3.56	4	4	0.5
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client	9	0.00%	0.00%	44.44%	55.56%	0.00%	3.56	4	4	0.5
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	9	0.00%	0.00%	44.44%	44.44%	11.11%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied	9	0.00%	0.00%	55.56%	44.44%	0.00%	3.44	3	3	0.5
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational	9	0.00%	0.00%	44.44%	44.44%	11.11%	3.5	3.5	3,4	0.5
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	9	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	9	0.00%	0.00%	44.44%	55.56%	0.00%	3.56	4	4	0.5
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	9	0.00%	0.00%	44.44%	33.33%	22.22%	3.43	3	3	0.49
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	9	0.00%	0.00%	55.56%	33.33%	11.11%	3.38	3	3	0.48
Total	117	0.00%	0.00%	42.74%	50.43%	6.84%	3.54	4	4	0.5

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 9 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	9	0.00%	0.00%	44.44%	44.44%	11.11%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	9	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	9	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	9	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
Total	36	0.00%	0.00%	36.11%	61.11%	2.78%	3.63	4	4	0.48

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 9 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with	9	0.00%	0.00%	55.56%	44.44%	0.00%	3.44	3	3	0.5
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	9	0.00%	0.00%	55.56%	44.44%	0.00%	3.44	3	3	0.5
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	9	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	9	0.00%	0.00%	33.33%	55.56%	11.11%	3.63	4	4	0.48
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	9	0.00%	0.00%	44.44%	55.56%	0.00%	3.56	4	4	0.5
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	9	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or	9	0.00%	0.00%	44.44%	55.56%	0.00%	3.56	4	4	0.5
Total	63	0.00%	0.00%	42.86%	55.56%	1.59%	3.56	4	4	0.5

School Counseling Midpoint Survey Spring 2022

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 5 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	5	0.00%	0.00%	80.00%	20.00%	0.00%	3.2	3	3	0.4
The program of study is relevant to my career	5	0.00%	0.00%	40.00%	60.00%	0.00%	3.6	4	4	0.49
The clinical experiences as provided by the program are relevant to my career pursuit.	5	0.00%	0.00%	80.00%	20.00%	0.00%	3.2	3	3	0.4
The program of study and its clinical experiences represent current and promising practices in the professional field.	5	0.00%	0.00%	80.00%	20.00%	0.00%	3.2	3	3	0.4
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	5	0.00%	0.00%	60.00%	40.00%	0.00%	3.4	3	3	0.49
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client	5	0.00%	20.00%	40.00%	40.00%	0.00%	3.2	3	3,4	0.75
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	5	0.00%	20.00%	40.00%	40.00%	0.00%	3.2	3	3,4	0.75
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	5	0.00%	20.00%	40.00%	40.00%	0.00%	3.2	3	3,4	0.75
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational	5	0.00%	0.00%	80.00%	20.00%	0.00%	3.2	3	3	0.4
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	5	0.00%	20.00%	40.00%	40.00%	0.00%	3.2	3	3,4	0.75
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	5	0.00%	20.00%	40.00%	40.00%	0.00%	3.2	3	3,4	0.75
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	5	0.00%	20.00%	20.00%	20.00%	40.00%	3	3	N/A	0.82
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	5	0.00%	0.00%	60.00%	40.00%	0.00%	3.4	3	3	0.49
Total	65	0.00%	9.23%	53.85%	33.85%	3.08%	3.25	3	3	0.62

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 5 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	5	0.00%	0.00%	40.00%	20.00%	40.00%	3.33	3	N/A,3	0.47
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	5	0.00%	0.00%	40.00%	20.00%	40.00%	3.33	3	N/A,3	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	5	0.00%	20.00%	20.00%	20.00%	40.00%	3	3	N/A	0.82
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	5	0.00%	0.00%	40.00%	20.00%	40.00%	3.33	3	N/A,3	0.47
Total	20	0.00%	5.00%	35.00%	20.00%	40.00%	3.25	3	N/A	0.6

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 5 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with	5	0.00%	40.00%	0.00%	20.00%	40.00%	2.67	2	N/A,2	0.94
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	5	0.00%	20.00%	20.00%	20.00%	40.00%	3	3	N/A	0.82
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	5	0.00%	0.00%	40.00%	20.00%	40.00%	3.33	3	N/A,3	0.47
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	5	0.00%	0.00%	40.00%	20.00%	40.00%	3.33	3	N/A,3	0.47
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	5	0.00%	0.00%	60.00%	0.00%	40.00%	3	3	3	0
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	5	0.00%	20.00%	20.00%	20.00%	40.00%	3	3	N/A	0.82
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	5	0.00%	20.00%	20.00%	20.00%	40.00%	3	3	N/A	0.82
Total	35	0.00%	14.29%	28.57%	17.14%	40.00%	3.05	3	N/A	0.72

What are the most helpful aspects of the program and/or experience?

Many students responded that the professors were the most helpful aspects of the program for their experience in the field, extensive knowledge, and passion for teaching. Here are a few exemplar quotes: “How genuine and knowledgeable most of the professors are.” “The genuine interest and interactions with the staff. I feel connected to and supported by professors.” “I like that most of the professors truly care about you as a student and person. They understand that we have things going on outside of the course work. I also like that I feel comfortable with some professors to confide in them if needed.”

Other students commented on the “class discussions, case studies, article critiques, assignments/presentations” as the most helpful aspect of the program. This also included “professional development activities, as well as the advisors always being there for the students.” (Fall 2021)

The most helpful aspect of the program is ensuring students have the information needed to make informed decisions in different areas of the program. (Spring 2022)

What are the least helpful aspects of the program and/or experience?

Two students answered N/A to this question. Two more students discussed the professional development activities as least helpful. One student said: “syllabi and course assignments for many courses changed constantly and significantly during semesters so planning has often been difficult, comp exam prep support was minimal.” (Fall 2021)

“Professional development activities have their pros and cons; however, they seem to be a con than anything else.” (Spring 2022)

What are the additional comments and or recommendations that you would like to share with us?

Four students answered N/A to this question. Some students used this space to express their positive experience. One comment: “I am very thankful to have chosen to complete my program of study at Bowie State University.”

One student shared: “I would like to see more practical scenarios in each class instruction. Not just discussion but also participation by each student. This will help students feel comfortable and confident when faced with issues during their internship at their assigned school.” Another student talked about having more support and preparation for the comprehensive exam. (Fall 2021)

“All the professors are amazing! Apart from teaching us the content, most share their experiences and I feel that is what I remember the most and is most helpful.” (Spring 2022)

Program Exit Evaluation

Program Exit data was collected from two students in the Fall 2021 and Spring 2022 semesters of the COUN 837 Internship in School Counseling course. This course is taken as one of the last courses in the Program of Study. There was a total of 10 graduates over these two semesters (10 who were female and no male, 7 who identified as African American, 2 as White and 1 as Two or more Races).

Using a four-point scale, where 1 was unacceptable, 2 needs improvement, 3 meets standards, and 4 exceeds standards, the mean for Program Quality (measured by 13 items) was 3.63 for Fall 2021 and 3.50 for Spring 2022. For Professional Disposition (measured by 4 items) the average for Fall 2021 was 3.50 and 3.38 for Spring 2022. For Diversity Competencies and Practices (measured by 7 items) the mean for Fall 2021 was 3.43 and 3.60 for Spring 2022.

School Counseling Program Exit Survey Fall 2021

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 4 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	4	0.00%	25.00%	0.00%	75.00%	0.00%	3.5	4	4	0.87
The program of study is relevant to my career pursuit.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The clinical experiences as provided by the program are relevant to my career pursuit.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences represent current and promising practices in the professional field.	4	0.00%	25.00%	25.00%	50.00%	0.00%	3.25	3.5	4	0.83
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	4	0.00%	25.00%	0.00%	75.00%	0.00%	3.5	4	4	0.87
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	4	0.00%	25.00%	0.00%	75.00%	0.00%	3.5	4	4	0.87
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
Total	52	0.00%	7.69%	21.15%	71.15%	0.00%	3.63	4	4	0.62

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 4 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
Total	16	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 4 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	4	0.00%	25.00%	25.00%	50.00%	0.00%	3.25	3.5	4	0.83
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	4	0.00%	25.00%	25.00%	50.00%	0.00%	3.25	3.5	4	0.83
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	4	0.00%	25.00%	25.00%	50.00%	0.00%	3.25	3.5	4	0.83
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
Total	28	0.00%	10.71%	35.71%	53.57%	0.00%	3.43	4	4	0.68

School Counseling Program Exit Survey Spring 2022

PROGRAM QUALITY (Required Element)										
Form Element Type: Rating Scale										
Total Author Response(s): 6 Author Response(s)										
Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable										
Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	6	0.00%	0.00%	16.67%	83.33%	0.00%	3.83	4	4	0.37
The program of study is relevant to my career	6	0.00%	0.00%	16.67%	83.33%	0.00%	3.83	4	4	0.37
The clinical experiences as provided by the program are relevant to my career pursuit.	6	0.00%	16.67%	16.67%	66.67%	0.00%	3.5	4	4	0.76
The program of study and its clinical experiences represent current and promising practices in the professional field.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	6	0.00%	16.67%	33.33%	50.00%	0.00%	3.33	3.5	4	0.75
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	6	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in	6	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	6	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	6	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	6	16.67%	16.67%	33.33%	33.33%	0.00%	2.83	3	3,4	1.07
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	6	0.00%	16.67%	50.00%	33.33%	0.00%	3.17	3	3	0.69
Total	78	1.28%	5.13%	35.90%	57.69%	0.00%	3.5	4	4	0.66

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 6 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	6	0.00%	0.00%	66.67%	33.33%	0.00%	3.33	3	3	0.47
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	6	0.00%	0.00%	66.67%	33.33%	0.00%	3.33	3	3	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	6	0.00%	16.67%	50.00%	33.33%	0.00%	3.17	3	3	0.69
Total	24	0.00%	4.17%	54.17%	41.67%	0.00%	3.38	3	3	0.56

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 6 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or	6	0.00%	16.67%	33.33%	50.00%	0.00%	3.33	3.5	4	0.75
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	6	0.00%	16.67%	16.67%	66.67%	0.00%	3.5	4	4	0.76
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
Total	42	0.00%	4.76%	30.95%	64.29%	0.00%	3.6	4	4	0.58

Three open-ended questions were included. It is important to note that although these questions were required, several students wrote “n/a” or “nothing” as their response. The points below are a summary of these responses.

EXIT SURVEY

What are the most helpful aspects of the program and/or experience?

“The most helpful aspects of the program is the real life experience provided by the practicum and internship. In addition, the opportunity to do presentations and role play scenarios in class.” (Fall 2021)

“Extremely supportive faculty helped significantly aid in my success in this program.” (Spring 2022)

What are the least helpful aspects of the program and/or experience?

“There were no least helpful aspects of the program and experience. Everything was helpful and professional.” (Fall 2021)

“There was a lack of communication on many different aspects of the program. This was in regard to due dates of the program requirement and understand what was required for us. When trying to contact program supervisors about questions we had, if we did not have them as professors for the given semester, it was hard to reach them and/or receive a response.” (Spring 2022)

What are the additional comments and or recommendations that you would like to share with us?

There were no additional comments or recommendations from the Fall 2021 semester graduates.

“I would recommend that the School Counseling course, COUN 702 be extended out to two classes. The profession has a lot moving parts and I know that Practicum and Internship is provided to assist with the moving parts, but some students in the program did not receive proper guidance at their site and I think having an extension course would give students the opportunity to fill in the gaps that they did not receive at their placement sites.” (Spring 2022)

2. Student Learning Outcomes Data (Signature Assignments)

Student learning outcomes are measured in each of the Common Core and Program Area courses that are aligned to CACREP Standards. In order to “meet expectations,” students must score 80% (3.2 out of 4.0) on the assignment. On average, students “met expectations” on all the standards, except Program Evaluation in the following; COUN 861 Capstone Project course in Fall 2021 (3.86 out of 4.0), COUN 706 Introduction to Research course in Fall 2021 (3.52 out of 4.0) and Spring 2022 (3.62 out of 4.0). The COUN 836 Summative Practicum course in Fall 2021 (3.50 out of 4.0) and Spring 2022 (3.45 out of 4.0).

School Counseling Fall 2021 Data

Report: Summary of Performance for Authors in DRF: Graduate School Counseling - Fall 2021
Report Generated by Taskstream
Program: Graduate School Counseling - Fall 2021
DRF template: Graduate School Counseling - Fall 2021
Authors : 75 Authors matched search criteria
Report Generated : Thursday, February 09, 2023

Transition 1: Admission

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
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Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 502: Common Core Final Exam Access : Subset	18 of 18 (100%)	Avg. = 69.39/80 (87%) Median <= 72.00 Std. Dev. = 7.41	
EDUC 507: Case Study Access : Subset	14 of 16 (88%)	Avg. = 3.33/4 (83%) Median <= 3.56 Std. Dev. = 0.62	
COUN 608: Group Presentation Access : Subset	1 of 1 (100%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
COUN 608: Personality Test Paper Access : Subset	6 of 7 (86%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
COUN 633: Social Justice Pres. Access : Subset	6 of 6 (100%)	Avg. = 3.07/4 (77%) Median <= 3.10 Std. Dev. = 0.16	
COUN 730: Class Presentaion Access : None	0 of 0 (0%)		
COUN 731: Group Report Access : Subset	4 of 5 (80%)	Avg. = 3.70/4 (93%) Median <= 3.80 Std. Dev. = 0.38	
COUN 734: Class Presentaion Access : Subset	10 of 10 (100%)	Avg. = 3.90/4 (98%) Median <= 3.90 Std. Dev. = 0.08	
COUN 706: Prog. Evaluation Proposal Access : Subset	4 of 5 (80%)	Avg. = 3.52/4 (88%) Median <= 3.62 Std. Dev. = 0.38	
COUN 702: MID-POINT PROGRAM SURVEY Access : Subset	9 of 9 (100%)	9 Met / 0 Not Met Median = N/A Std. Dev. = N/A	
COUN 702: Paper Deleted in 2020 Access : None	0 of 0 (0%)		
COUN 702: Exam One Access : Subset	9 of 9 (100%)	Avg. = 95.67/100 (96%) Median <= 97.00 Std. Dev. = 5.36	
COUN 702: Exam Two Access : Subset	9 of 9 (100%)	Avg. = 95.72/100 (96%) Median <= 98.50 Std. Dev. = 6.77	
COUN 702: Exam Three Access : Subset	9 of 9 (100%)	Avg. = 93.11/100 (93%) Median <= 95.00 Std. Dev. = 7.79	
COUN 780: Article Critique Access : Subset	2 of 5 (40%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
COUN 840: Role Play Access : Subset	0 of 4 (0%)		
COUN 610 - Assessment (Do Not Use) Access : None	0 of 0 (0%)		
COUN 610: Final Exam Access : Subset	6 of 13 (46%)	Avg. = 3.47/4 (87%) Median <= 3.75 Std. Dev. = 0.59	

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 603 Access : None	0 of 0 (0%)		
COUN 840 Access : None	0 of 0 (0%)		
SPED 511 Access : None	0 of 0 (0%)		
COUN 702 Access : None	0 of 0 (0%)		
COUN 836: Formative Practicum Access : Subset	6 of 6 (100%)	Avg. = 3.09/4 (77%) Median <= 3.03 Std. Dev. = 0.21	
COUN 836: Summative Practicum Access : Subset	6 of 6 (100%)	Avg. = 3.50/4 (87%) Median <= 3.49 Std. Dev. = 0.49	
COUN 799: CPCE Access : Subset	5 of 10 (50%)	Avg. = 82.80/136 (61%) Median <= 86.00 Std. Dev. = 12.03	

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 836 Access : None	0 of 0 (0%)		
COUN 837: EXIT PROGRAM SURVEY Access : Subset	4 of 4 (100%)	4 Met / 0 Not Met Median = N/A Std. Dev. = N/A	
COUN 837: Exit Portfolio Access : Subset	4 of 4 (100%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
COUN 837: Formative Internship Access : Subset	4 of 4 (100%)	Avg. = 3.21/4 (80%) Median <= 3.34 Std. Dev. = 0.81	
COUN 837: Summative Internship Access : Subset	4 of 4 (100%)	Avg. = 3.18/4 (79%) Median <= 3.65 Std. Dev. = 1.19	
COUN 861: Capstone Project Access : Subset	5 of 6 (83%)	Avg. = 3.86/4 (96%) Median <= 4.00 Std. Dev. = 0.32	
COUN 801: Capstone Project Access : None	0 of 0 (0%)		

School Counseling Spring 2022 Data

<p>Report: Summary of Performance for Authors in DRF: Graduate School Counseling - Spring 2022</p> <p>Report Generated by <u>Taskstream</u></p> <p>Program: Graduate School Counseling - Spring 2022</p> <p>DRF template: Graduate School Counseling - Spring 2022</p> <p># Authors : 52 Authors matched search criteria</p> <p>Report Generated : Thursday, February 09, 2023</p>
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Transition 1: Admission

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
COUN 502: Common Core Final Exam Access : Subset	2 of 2 (100%)	Avg. = 67.50/80 (84%) Median <= 67.50 Std. Dev. = 3.54	
EDUC 507: Case Study Access : Subset	5 of 7 (71%)	Avg. = 3.38/4 (84%) Median <= 3.33 Std. Dev. = 0.36	
COUN 608: Group Presentation Access : Subset	9 of 9 (100%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
COUN 608: Personality Test Paper Access : Subset	9 of 9 (100%)	Avg. = 3.96/4 (99%) Median <= 4.00 Std. Dev. = 0.09	
COUN 633: Social Justice Pres. Access : Subset	10 of 10 (100%)	Avg. = 3.88/4 (97%) Median <= 4.00 Std. Dev. = 0.19	
COUN 730: Class Presentaion Access : None	0 of 0 (0%)		
COUN 731: Group Report Access : Subset	5 of 5 (100%)	Avg. = 3.52/4 (88%) Median <= 3.80 Std. Dev. = 0.58	
COUN 734: Class Presentaion Access : Subset	6 of 6 (100%)	Avg. = 3.80/4 (95%) Median <= 3.85 Std. Dev. = 0.18	
COUN 706: Prog. Evaluation Proposal Access : Subset	6 of 8 (75%)	Avg. = 3.62/4 (90%) Median <= 3.93 Std. Dev. = 0.64	
COUN 702: MID-POINT PROGRAM SURVEY Access : Subset	5 of 5 (100%)	5 Met / 0 Not Met Median = N/A Std. Dev. = N/A	
COUN 702: Paper Deleted in 2020 Access : None	0 of 0 (0%)		
COUN 702: Exam One Access : Subset	5 of 5 (100%)	Avg. = 97.00/100 (97%) Median <= 100.00 Std. Dev. = 4.80	
COUN 702: Exam Two Access : Subset	5 of 5 (100%)	Avg. = 96.90/100 (97%) Median <= 99.00 Std. Dev. = 4.64	
COUN 702: Exam Three Access : Subset	5 of 5 (100%)	Avg. = 100.00/100 (100%) Median <= 100.00 Std. Dev. = 0.00	
COUN 780: Article Critique Access : Subset	10 of 11 (91%)	Avg. = 3.95/4 (99%) Median <= 4.00 Std. Dev. = 0.16	
COUN 840: Role Play Access : Subset	0 of 9 (0%)		
COUN 610 - Assessment Access : Subset	5 of 6 (83%)	Avg. = 3.04/4 (76%) Median <= 3.00 Std. Dev. = 0.48	
COUN 610: Final Exam (Do Not USE) Access : None	0 of 0 (0%)		

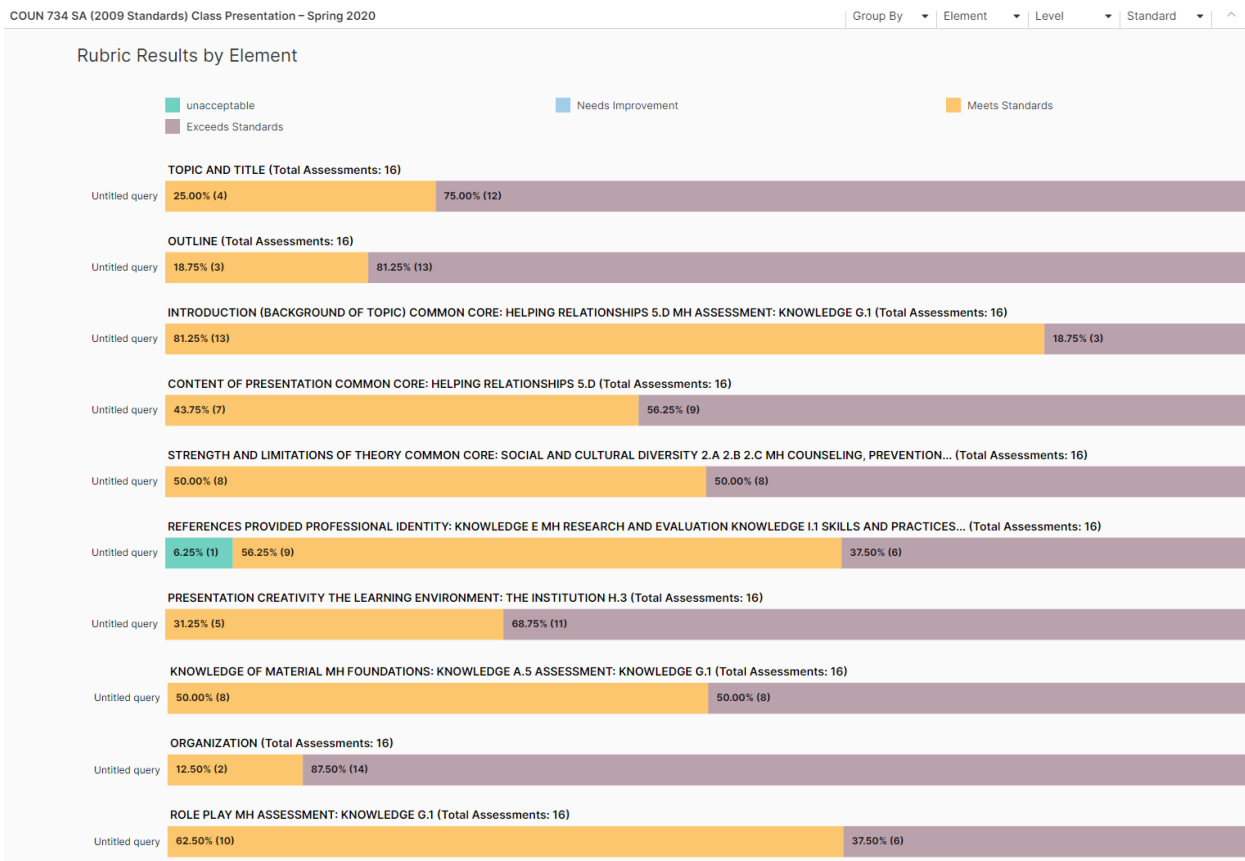
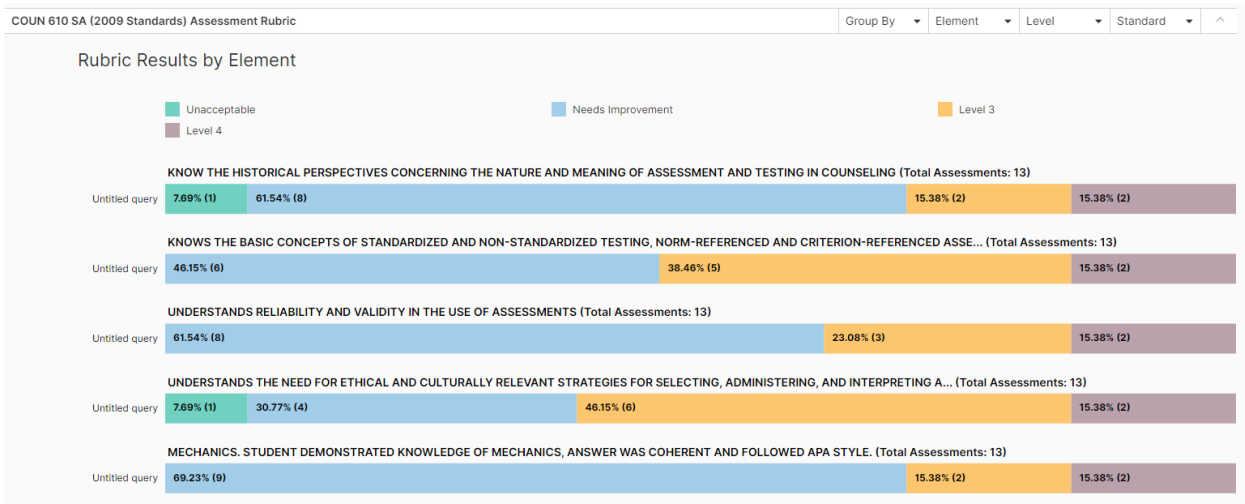
Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 603 Access : None	0 of 0 (0%)		
COUN 840 Access : None	0 of 0 (0%)		
SPED 511 Access : None	0 of 0 (0%)		
COUN 702 Access : None	0 of 0 (0%)		
COUN 836: Formative Practicum Access : Subset	9 of 9 (100%)	Avg. = 3.28/4 (82%) Median <= 3.18 Std. Dev. = 0.49	
COUN 836: Summative Practicum Access : Subset	9 of 9 (100%)	Avg. = 3.45/4 (86%) Median <= 3.44 Std. Dev. = 0.41	
COUN 799: CPCE Access : None	0 of 0 (0%)		

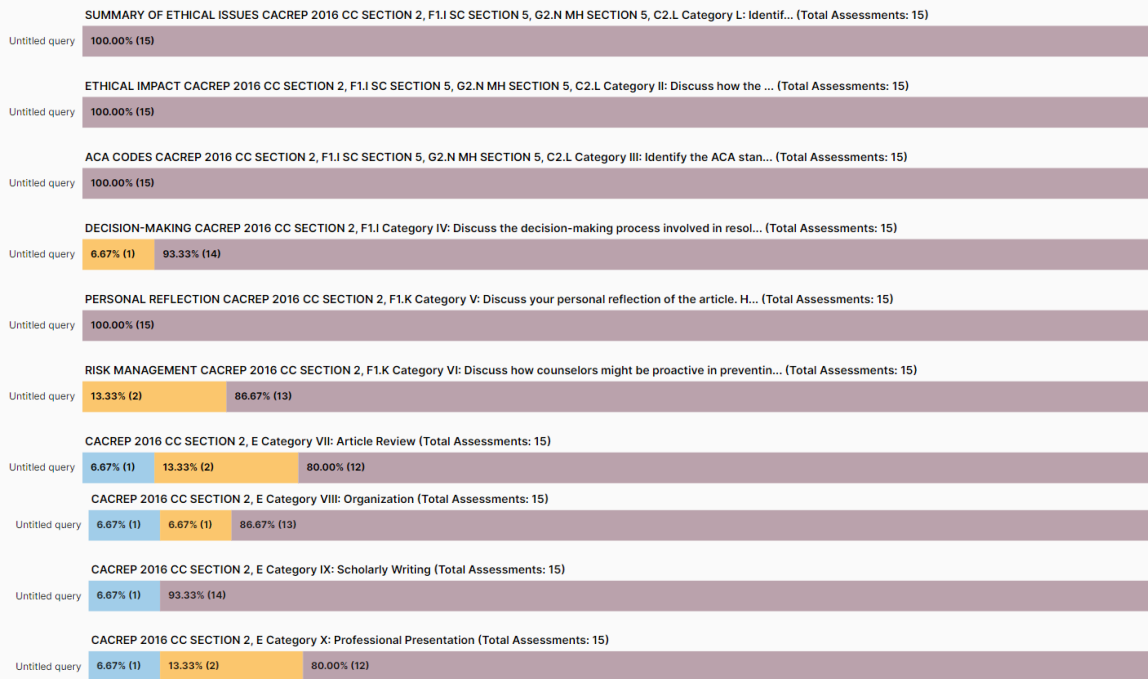
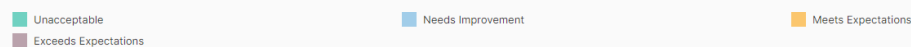
Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 836 Access : None	0 of 0 (0%)		
COUN 837: EXIT PROGRAM SURVEY Access : Subset	6 of 6 (100%)	6 Met / 0 Not Met Median = N/A Std. Dev. = N/A	
COUN 837: Exit Portfolio Access : Subset	6 of 6 (100%)	Avg. = 3.67/4 (92%) Median <= 4.00 Std. Dev. = 0.52	
COUN 837: Formative Internship Access : Subset	6 of 6 (100%)	Avg. = 3.59/4 (90%) Median <= 3.66 Std. Dev. = 0.35	
COUN 837: Summative Internship Access : Subset	6 of 6 (100%)	Avg. = 3.74/4 (94%) Median <= 3.65 Std. Dev. = 0.20	
COUN 861: Capstone Project Access : Subset	9 of 9 (100%)	Avg. = 3.49/4 (87%) Median <= 3.43 Std. Dev. = 0.42	
COUN 801: Capstone Project Access : None	0 of 0 (0%)		

School Counseling Summer 2022 Data



Rubric Results by Element



Counselor Preparation Comprehensive Examination (CPCE)

In fall 2021, three school counseling students completed the CPCE. Of the three, two (67%) passed the exam with a median of 98.25. The national mean was 108.63.

In spring 2022, five school counseling students completed the CPCE. Of the five, four (80%) passed the exam with a median of 109.5. The national mean was 108.65.

In summer 2022, four school counseling students completed the CPCE. Of the five, all (100%) passed the exam with a mean score of 83.6. The national mean was 89.38.

National Counselor Examination (NCE)

During 2021-2022, eight School Counseling students completed the NCE. Of the eight, six (75%) passed the exam.

3. Advisory Board

The Advisory Board comprises of faculty members in the Department of Counseling and all relevant stakeholders including students, alumni, site supervisors, administrators, and the campus community.

For the Fall 2021 board meeting, held online, faculty members briefed the board regarding program updates. During the meeting, members also discussed ongoing program improvements. Several areas of support will continue or will be implemented, including offering CPCE test preparation sessions, and increasing advisement sessions. Employers noted that students are expected to “hit the ground running” and may benefit from trauma training. They also recommended that we offer telehealth training. Per student feedback, students want to study current theories like positive psychology. They also mentioned that there needs to be a connection sooner between theories, processes, and techniques, perhaps adding an Advanced Techniques course specifically for School Counseling students. Stakeholders highlighted the need for mental health counselors in schools and that school counselors in training need to be comfortable doing classroom guidance lessons.

4. Graduate Surveys

Graduate Surveys were not returned for Fall 2021 or Spring 2022.

5. Site Supervisor and Employer Survey

Site Supervisor Survey

In Fall 2021, 11 surveys were emailed out for practicum and internship site supervisors and a total of 10 responded. Six out of six practicum site supervisors responded, and four out of five internship site supervisors responded. A formative evaluation was completed at about the halfway point of the semester and a summative evaluation at the end of the semester. As expected, ratings increased to be more positive from the Formative to the Summative ratings which demonstrates how students progressed in their competencies. Overall, the feedback and comments were positive. Professionalism and CACREP Standard Areas were consistently rated as strengths of our students. Specific areas needing improvement included: (a) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs; (b) Demonstrates the ability to use procedures for assessing and managing suicide risk, (c) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students; and (d) Designs and implements prevention and intervention plans related to the effects of a) atypical growth and development, b) health and wellness, c) language, d) ability level, e) multicultural issues, and f) factors of resiliency on student learning and development.

Employer Survey

Department of Counseling, School Counseling program contacted alumni regarding employers completing an employer survey. Students responded that they did not want their employer to be contacted. The Department of Counseling, School Counseling program does not have an employer survey for Fall 2021 or Spring 2022.

6. Monthly Faculty Meetings

Department of Counseling meetings are held the first Thursday of each month during the academic year (September - May). As standing agenda items throughout the year, faculty discussed CACREP, the Comprehensive Examination, curriculum offerings, student dispositions, and policy and procedures. Department meetings are also an opportunity to process informal feedback and information from classroom dialogues, emails, and advisement sessions. The School Counseling program also holds a

monthly meeting of program faculty, and the school counseling program coordinator attends a monthly coordinators' meeting with the Mental Health program coordinator and Department of Counseling chairperson.

Program Modifications

*****Please note that the 2021-2022 academic year was conducted 100% in-person with strict vaccination requirements due to the ongoing COVID-19 pandemic. This push back to in-person learning was as significant as the original shift to virtual learning in Spring 2020 which lasted nearly 18 months. Students reported anxiety and needed to reacclimate to being in –person with masks, mandatory testing, and other modifications (some improvements) to the classroom spaces.*****

1. Expanded Program of Study

- a. Per the CACREP mandate to move to a 60-credit hour program, we identified four additional courses for the School Counseling Program of Study. These courses will ensure our graduates are eligible to apply for Maryland State licensure as a licensed graduate professional counselor. These courses were previously optional for school counselors-in-training, yet given persistent mental health concerns in the schools, we deemed them necessary to support our graduates.
 - a. Family Counseling
 - b. Drug & Alcohol Counseling
 - c. Psychodynamics of Psychopathology
 - d. Advanced Techniques in Psychotherapy

MENTAL HEALTH COUNSELING PROGRAM

MENTAL HEALTH COUNSELING

The Master of Arts degree in Mental Health Counseling is a 60-credit hour program that gives students an option to complete the courses required for initial licensure in the state of Maryland as a part of a degree. In addition, this program has three field experiences that give students the maximum amount of hours accepted for pre-degree for licensure, 1000 hours. The program provides professional preparation for persons wishing to become counselors in non-K-12 schools, such as community mental health facilities. The program places great emphasis on interpersonal and helping relationships, which require considerable commitment on the part of the student. The program is also CACREP-accredited.

Faculty

Program Coordinator

Dr. Janelle Cox

Department Faculty with Primary MHCO Affiliation

Dr. Sade Dunn

Dr. Mark Bolden

Dr. Jake Johnson

Dr. Kimberly Mills

Dr. Otis Williams III

Department Faculty with Secondary MHCO Affiliation

Dr. Marja Humphrey

Dr. Cynthia Taylor

Mission Statement

It is the mission of the Mental Health Counseling Program to prepare highly skilled, knowledgeable, and professional mental health counselors who provide competent, caring and ethical services to diverse clients in public, government, community agencies and private practices. Mental health counselors are encouraged to facilitate the change process in individuals, couples, families, groups and communities. The program challenges its graduates to advance the mental health counseling profession through service, research, innovation, advocacy and training. The program's mission is aligned to the American Counseling Association (ACA) and the Council of the Accreditation of Counseling Education and Related Programs* (CACREP). The program is also considered a National Board of Certified Counselors approved graduate program. Candidates also meet the educational requirements for licensure for Maryland State Clinical Professional Counselor and they are eligible to sit for the National Counselor exam.

Program Objectives

- A. Foundation.** Understands knowledge of the history, roles, functions, professional identity, current treatment models, effects of diverse contexts and needs, and processes and operational management of the counseling profession.
- B. Counseling, Prevention, & Intervention.** Evaluates theories and practices regarding etiology, diagnostic process, treatment options, and strategies for effectiveness service delivery and impact.
- C. Social and Cultural Diversity.** Analyzes the effects of discrimination, power, privilege, social justice and oppression on one's own life and career and those of the client; and are able to advocate and identify opportunities and maximize impact in multicultural settings.
- D. Assessment.** Applies principles and models of assessment and evaluation, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational, psychopharmacological medications and personality and cognitive assessments.
- E. Research and Evaluation.** Analyzes and interprets research methods and designs, statistical analysis, needs assessment, and program evaluation to inform effective and relevant evidence-based treatment and to advance the counseling profession.
- F. Diagnosis.** Uses the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the *Diagnostic and Statistical Manual of Mental Disorders* (DSM); impact of co-occurring substance use disorders on medical and psychological disorders; and appropriate use of diagnosis during a crisis, disaster, or other trauma- causing event.

Mental Health Counseling

Program Evaluation Results

1. Current Student's Feedback and Evaluations

Mid-Point Program Evaluation

The *Midpoint Evaluation Survey* is administered to student's midway through their Program of Study. Midpoint survey data was collected (Fall 2021 and Spring 2022) in the Practicum course. This course is typically taken at 30 credit hours. Fourteen in total completed the Mid- point survey, including 13 females, 1 male, 11 African Americans, 1 White, 1 Hispanic, and 1 American Indian/ Alaskan Native. The participants responded to twenty-four questions to capture their experiences in the program. The students additionally had an opportunity to provide comments regarding the experience in the program and what has worked well. They also provided recommendations for program improvement.

The survey included five separate responses (1-unacceptable; 2- needs improvement; 3-meets standards; 4-exceeds standards; NA-not applicable). For Program Quality (measured by 13 items), the mean score was 3.77. The average score for Professional Disposition (measured by 4 items) was 3.91. For Diversity Competencies and Practices (measured by 7 items), the mean score was 3.68.

Mental Health Counseling Midpoint Survey Fall 2021

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 3 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study is relevant to my career pursuit.	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The clinical experiences as provided by the program are relevant to my career pursuit.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences represent current and promising practices in the professional field.	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client learning.	3	0.00%	0.00%	66.67%	33.33%	0.00%	3.33	3	3	0.47
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
Total	39	0.00%	0.00%	20.51%	79.49%	0.00%	3.79	4	4	0.4

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 3 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards **N/A** = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	3	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
Total	12	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 3 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	3	0.00%	0.00%	66.67%	0.00%	33.33%	3	3	3	0
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	3	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4	4	0.47
Total	21	0.00%	0.00%	38.10%	57.14%	4.76%	3.6	4	4	0.49

Spring 2022

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 11 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	11	0.00%	0.00%	27.27%	72.73%	0.00%	3.73	4	4	0.45
The program of study is relevant to my career pursuit.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The clinical experiences as provided by the program are relevant to my career pursuit.	11	0.00%	9.09%	9.09%	81.82%	0.00%	3.73	4	4	0.62
The program of study and its clinical experiences represent current and promising practices in the professional field.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client learning.	11	0.00%	0.00%	27.27%	63.64%	9.09%	3.7	4	4	0.46
The program of study and its clinical experiences provide instructions and activities that are consistent with course and	11	0.00%	0.00%	27.27%	72.73%	0.00%	3.73	4	4	0.45
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	11	0.00%	18.18%	18.18%	63.64%	0.00%	3.45	4	4	0.78
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional	11	0.00%	0.00%	9.09%	90.91%	0.00%	3.91	4	4	0.29
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	11	0.00%	9.09%	9.09%	81.82%	0.00%	3.73	4	4	0.62
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	11	0.00%	0.00%	27.27%	72.73%	0.00%	3.73	4	4	0.45
Total	143	0.00%	2.80%	18.88%	77.62%	0.70%	3.75	4	4	0.49

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 11 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
Total	44	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 11 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	11	0.00%	0.00%	27.27%	72.73%	0.00%	3.73	4	4	0.45
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	11	0.00%	0.00%	27.27%	72.73%	0.00%	3.73	4	4	0.45
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	11	0.00%	9.09%	9.09%	81.82%	0.00%	3.73	4	4	0.62
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	11	0.00%	0.00%	27.27%	63.64%	9.09%	3.7	4	4	0.46
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds	11	0.00%	9.09%	9.09%	81.82%	0.00%	3.73	4	4	0.62
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4	4	0.39
Total	77	0.00%	2.60%	19.48%	76.62%	1.30%	3.75	4	4	0.49

What are the most helpful aspects of the program and/or experience?

Students identified the most helpful aspects of the program were the professors within the program. Students noted the professors were supportive, approachable, and knowledgeable. This is further supported by student statements such as, “The professors are very easy to work with, friendly, and approachable. It's very refreshing”, and “The most helpful aspect was representation in the classrooms. Having professors that look like me and have knowledge of the experience of African Americans as well as other diverse populations was very helpful.” In addition, students noted it was helpful to have a range of coursework and the opportunities to apply those techniques and skills. This is further supported by students statements such as “Being able to have real life applicable experiences and utilize the skills has helped.”, “The most helpful aspects of the program are the wide range of coursework that is offered and the requirement to do field work to help implement the techniques and strategies learned.”, and “I think everything that has been provided thus far has been equally helpful. With no experience in the field, the program has touched on things that I did not know I needed to prepare me for my counseling career.”

What are the least helpful aspects of the program and/or experience?

Students identified the least helpful aspects of the program were the inflexibility with full time employment, students suggested having some virtual or hybrid components of the program. Students reported “It's overwhelming at times and a lot of resources aren't catered to those who work full time”, “I think the practicum onsite class should be held online. Most students in the mental health program work full-time jobs and only see clients in the evening. By practicum being an evening in person class it takes away from the hours that could be used to see clients right before or right after the scheduled class time”, and “Transitioning from virtual to in-person without some kind of hybrid in between.”

What are the additional comments and or recommendations that you would like to share with us?

Additional comments students noted were related to sites for Practicum and Internship. Students noted the program could do a review of the sites to ensure they meet Bowie criteria and provide an outline of how they will meet the criteria. Specifically, students noted “I would suggest doing a semi-annual review of the internship sites so that the list isn't filled with sites that are not meeting the requirements of Bowie State or attending to the needs of the interns.”, and “Internship sites should be required to provide their plan for intern/students' hours to Bowie state practicum/internship professor”.

Program Exit Survey

Exit data was collected from the three semesters (Fall 2021 and Spring 2022) in Internship II course. This course is taken as one of the last in the Program of Study. There was a total of six graduates over these three semesters (6 were female, and 0 male, 4 who identified as African American, 1 as White, and 1 as Two or more Races).

Using a four-point scale, where 1 was unacceptable, 2 needs improvement, 3 meets standards, and 4 exceeds standards, the mean for Program Quality (measured by 13 items) was 3.77, for Professional Disposition (measured by 4 items) was 3.94, and 3.71 for Diversity Competencies and Practices (measured by 7 items) for the Mental Health program exit survey 2021-2022.

Mental Health Program Exit Survey Fall 2021

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 4 Author Response(s)

Response Legend: 1 - Unacceptable 2 - Needs Improvement 3 - Meets Standards 4 - Exceeds Standards N/A - Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study is relevant to my career pursuit.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The clinical experiences as provided by the program are relevant to my career pursuit.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences represent current and promising practices in the professional field.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client learning.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences provide instructions and activities that are consistent with course and	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
Total	52	0.00%	0.00%	26.92%	73.08%	0.00%	3.73	4	4	0.44

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 4 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	4	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	4	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
Total	16	0.00%	0.00%	12.50%	87.50%	0.00%	3.88	4	4	0.33

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 4 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	4	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4	4	0.43
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	4	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	4	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	4	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
Total	28	0.00%	0.00%	21.43%	78.57%	0.00%	3.79	4	4	0.41

Spring 2022

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 2 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study is relevant to my career pursuit.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The clinical experiences as provided by the program are relevant to my career pursuit.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences represent current and promising practices in the professional field.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12 student and/or client learning.	2	0.00%	0.00%	0.00%	50.00%	50.00%	4	4	N/A,4	0
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	2	0.00%	0.00%	0.00%	50.00%	50.00%	4	4	N/A,4	0
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
Total	26	0.00%	0.00%	23.08%	69.23%	7.69%	3.75	4	4	0.43

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 2 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
Total	8	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 2 Author Response(s)

Response Legend: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	2	0.00%	0.00%	0.00%	100.00%	0.00%	4	4	4	0
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	2	0.00%	0.00%	0.00%	50.00%	50.00%	4	4	N/A,4	0
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	2	0.00%	0.00%	50.00%	50.00%	0.00%	3.5	3.5	3,4	0.5
Total	14	0.00%	0.00%	35.71%	57.14%	7.14%	3.62	4	4	0.49

Three open- ended questions were included. It is important to note that although these questions were required, several students wrote “n/a” or “nothing” as their response. The points below are a summary of these responses.

What are the most helpful aspects of the program and/or experience?

Students identified the most helpful aspects of the program were related to the clinical course supervisors noting, they were able to collaborate, receive feedback, and ask questions from different perspectives. Students noted “The most helpful aspect able to ask questions and hear a different perspective especially with group supervision.”, and, “I enjoy being able to collaborate with the university supervisors and peers. Receiving that feedback has helped me improve in the areas of diagnosis and the resources that have been provided have been extremely useful.” In addition, students noted enjoying learning about

alternative counseling methods and techniques outside of their textbooks. Students noted “The most helpful aspects are learning about a plethora of therapeutic orientations and techniques outside of the traditional textbook techniques. These include research and seminars on the use of psilocybin and MDMA, as well as, African centered techniques. “

What are the least helpful aspects of the program and/or experience?

Students identified that overall they found most aspects of the program and/or experiences helpful.

What are the additional comments and or recommendations that you would like to share with us?

An additional comment a student noted was “I would suggest having more immersive experiences during class time. These could include students participating as clients in mock sessions, etc. It can be modeled like it is in the group counseling class when students participate in a group”.

2. Student Learning Outcomes

Taskstream Data (Signature Assignments)

Student learning outcomes are measured in each of the Common Core and Program Specific courses that are aligned to CACREP Standards. In order to “meet expectations,” students must score 80% on the assignment. On average, students “met expectations” on all the standards except the following:

Fall 2021

Assessment	Course	Score
Formative Evaluations	MHCO 836	3.0 out of 4.0
Social Justice Presentation	COUN 633	3.21 out of 4.0
Mental Health Presentation	MHCO 744	2.98 out of 4.0

Spring 2022

Semester	Course	Score
Formative Evaluations	MHCO 836	3.0 out of 4.0
Investigative Paper	MHCO 700	2.53 out of 4.0
Capstone Project	MHCO 861	3.12 out of 4.0

Mental Health Counseling Program Data (Signature Assignments) Fall 2021 Data

<p>Report: Summary of Performance for Authors in DRF: Graduate Mental Health - Fall 2021</p> <p>Report Generated by <u>Taskstream</u></p> <p>Program: Graduate Mental Health - Fall 2021</p> <p>DRF template: Graduate Mental Health - Fall 2021</p> <p># Authors : 89 Authors matched search criteria</p> <p>Report Generated : Thursday, February 09, 2023</p>
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Transition 1: Admission

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 502: Common Core Final Exam Access : None	0 of 0 (0%)		
MHCO 671 Clinic Creation Access : Subset	12 of 15 (80%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
EDUC 507: Case Study Access : Subset	10 of 12 (83%)	Avg. = 3.21/4 (80%) Median <= 3.25 Std. Dev. = 0.47	
COUN 633: Social Justice Access : Subset	7 of 13 (54%)	Avg. = 3.14/4 (79%) Median <= 3.20 Std. Dev. = 0.22	
COUN 608: Group Presentation Access : Subset	1 of 2 (50%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
COUN 608: Personality Test Paper Access : Subset	10 of 10 (100%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
COUN 734: Class Presentation Access : Subset	5 of 12 (42%)	Avg. = 3.80/4 (95%) Median <= 3.80 Std. Dev. = 0.10	
COUN 780: Article Critique Access : Subset	11 of 11 (100%)	Avg. = 3.95/4 (99%) Median <= 4.00 Std. Dev. = 0.10	
COUN 706: Prog. Evaluation Proposal Access : Subset	9 of 9 (100%)	Avg. = 3.37/4 (84%) Median <= 3.48 Std. Dev. = 0.50	
COUN 731: Group Report Access : Subset	8 of 12 (67%)	Avg. = 3.65/4 (91%) Median <= 3.60 Std. Dev. = 0.21	
COUN 730: Class Presentation Access : None	0 of 0 (0%)		
COUN 610: Final Exam (Do Not Use) Access : None	0 of 0 (0%)		
COUN 610: Final Exam Access : Subset	0 of 16 (0%)		

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
MHCO 744: Mental Health Presentation Access : Subset	6 of 15 (40%)	Avg. = 2.98/4 (74%) Median <= 3.13 Std. Dev. = 0.84	
COUN 732 Access : None	0 of 0 (0%)		
COUN 762 Access : None	0 of 0 (0%)		
MHCO 836: PROGRAM MID-POINT SURVEY Access : Subset	2 of 3 (67%)	Avg. = 2.92/4 (73%) Median <= 2.92 Std. Dev. = 0.00	
MHCO 836: Practicum Evaluation Access : Subset	3 of 3 (100%)	Avg. = 3.00/4 (75%) Median <= 3.00 Std. Dev. = 0.00	
MHCO 836: Practicum Evaluation Access : Subset	3 of 3 (100%)	Avg. = 3.31/4 (83%) Median <= 2.97 Std. Dev. = 0.60	
MHCO 799: CPCE Access : Subset	5 of 7 (71%)	Avg. = 83.40/130 (64%) Median <= 84.00 Std. Dev. = 19.14	

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
MHCO 858: PROGRAM EXIT SURVEY Access : Subset	4 of 4 (100%)	4 Met / 0 Not Met Median = N/A Std. Dev. = N/A	
MHCO 700: Investigative Paper Access : Subset	13 of 14 (93%)	Avg. = 3.28/4 (82%) Median <= 3.20 Std. Dev. = 0.25	
MHCO 775 Access : None	0 of 0 (0%)		
MHCO 833 Access : None	0 of 0 (0%)		
MHCO 858: Formative I Access : Subset	4 of 4 (100%)	Avg. = 3.57/4 (89%) Median <= 3.58 Std. Dev. = 0.46	
MHCO 858: Summative I Access : Subset	4 of 4 (100%)	Avg. = 3.82/4 (96%) Median <= 3.92 Std. Dev. = 0.25	
MHCO 806: Formative II Access : Subset	9 of 10 (90%)	Avg. = 3.22/4 (81%) Median <= 3.24 Std. Dev. = 0.04	
MHCO 806: Summative II Access : Subset	7 of 10 (70%)	Avg. = 3.21/4 (80%) Median <= 3.19 Std. Dev. = 0.05	
MHCO 806: Professional Portfolio Access : Subset	6 of 10 (60%)	Avg. = 3.31/4 (83%) Median <= 3.33 Std. Dev. = 0.15	
MHCO 806: Case Study Access : Subset	9 of 10 (90%)	Avg. = 3.50/4 (88%) Median <= 3.50 Std. Dev. = 0.22	
MHCO 806: Video Access : Subset	0 of 10 (0%)		
MHCO 861: Capstone Project Access : Subset	11 of 11 (100%)	Avg. = 3.79/4 (95%) Median <= 4.00 Std. Dev. = 0.30	
MHCO 801: Capstone Project Access : None	0 of 0 (0%)		

Spring 2022 Data

<p>Report: Summary of Performance for Authors in DRF: Graduate Mental Health - Spring 2022</p> <p>Report Generated by <u>Taskstream</u></p> <p>Program: Graduate Mental Health - Spring 2022</p> <p>DRF template: Graduate Mental Health - Spring 2022</p> <p># Authors : 64 Authors matched search criteria</p> <p>Report Generated : Thursday, February 09, 2023</p>
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Transition 1: Admission

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 502: Common Core Final Exam Access : None	0 of 0 (0%)		
MHCO 671 Clinic Creation Access : Subset	10 of 10 (100%)	Avg. = 3.90/4 (98%) Median <= 4.00 Std. Dev. = 0.32	
EDUC 507: Case Study Access : Subset	6 of 8 (75%)	Avg. = 3.48/4 (87%) Median <= 3.75 Std. Dev. = 0.46	
COUN 633: Social Justice Access : Subset	9 of 9 (100%)	Avg. = 3.89/4 (97%) Median <= 4.00 Std. Dev. = 0.20	
COUN 608: Group Presentation Access : Subset	8 of 8 (100%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
COUN 608: Personality Test Paper Access : Subset	7 of 7 (100%)	Avg. = 3.90/4 (98%) Median <= 4.00 Std. Dev. = 0.19	
COUN 734: Class Presentation Access : Subset	12 of 12 (100%)	Avg. = 3.73/4 (93%) Median <= 3.70 Std. Dev. = 0.09	
COUN 780: Article Critique Access : Subset	8 of 8 (100%)	Avg. = 3.71/4 (93%) Median <= 3.85 Std. Dev. = 0.35	
COUN 706: Prog. Evaluation Proposal Access : Subset	4 of 6 (67%)	Avg. = 3.37/4 (84%) Median <= 3.31 Std. Dev. = 0.21	
COUN 731: Group Report Access : Subset	4 of 6 (67%)	Avg. = 3.80/4 (95%) Median <= 4.00 Std. Dev. = 0.40	
COUN 730: Class Presentation Access : None	0 of 0 (0%)		
COUN 610: Final Exam Access : Subset	7 of 7 (100%)	Avg. = 3.20/4 (80%) Median <= 3.20 Std. Dev. = 0.87	
COUN 610: Final Exam (Do Not USE) Access : Subset	0 of 1 (0%)		

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
MHCO 744: Mental Health Presentation Access : Subset	3 of 7 (43%)	Avg. = 3.79/4 (95%) Median <= 3.75 Std. Dev. = 0.19	
COUN 732 Access : None	0 of 0 (0%)		
COUN 762 Access : None	0 of 0 (0%)		
MHCO 836: PROGRAM MID-POINT SURVEY Access : Subset	0 of 13 (0%)		
MHCO 836: Practicum Evaluation Access : Subset	13 of 13 (100%)	Avg. = 3.00/4 (75%) Median <= 3.00 Std. Dev. = 0.16	
MHCO 836: Practicum Evaluation Access : Subset	12 of 13 (92%)	Avg. = 3.65/4 (91%) Median <= 3.95 Std. Dev. = 0.44	
MHCO 799: CPCE Access : Subset	0 of 13 (0%)		

Transition 4: Program Exit

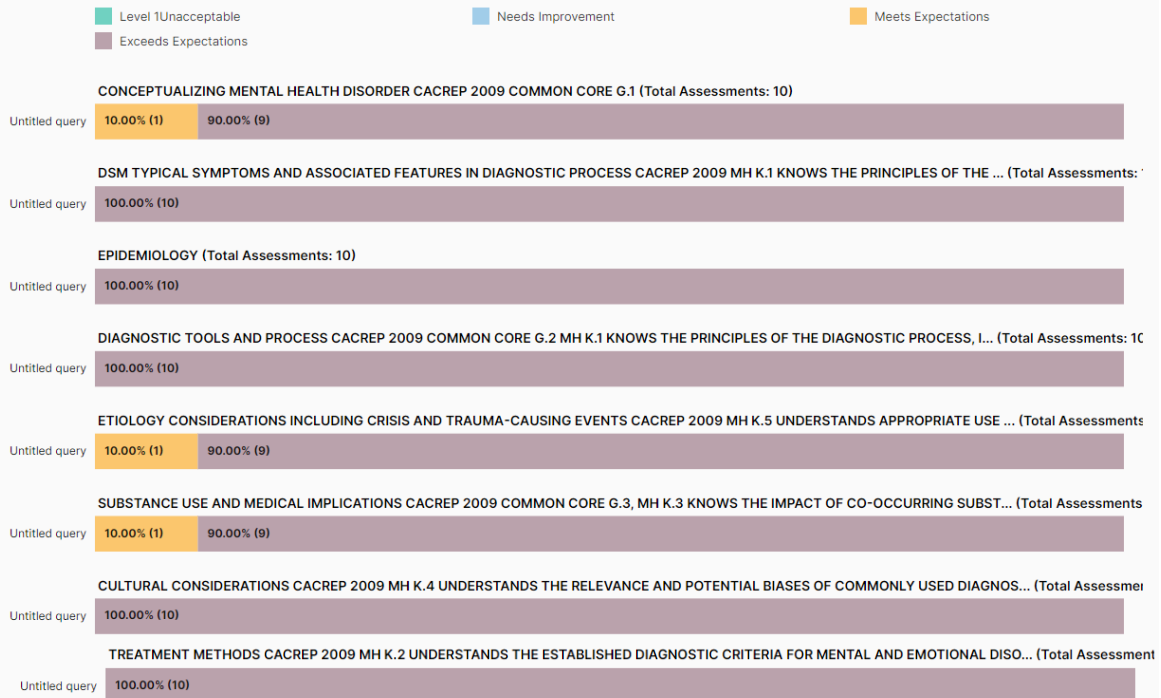
Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
MHCO 858: PROGRAM EXIT SURVEY Access : Subset	2 of 4 (50%)	2 Met / 0 Not Met Median = N/A Std. Dev. = N/A	
MHCO 700: Investigative Paper Access : Subset	6 of 6 (100%)	Avg. = 2.53/4 (63%) Median <= 2.60 Std. Dev. = 0.80	
MHCO 775 Access : None	0 of 0 (0%)		
MHCO 833 Access : None	0 of 0 (0%)		
MHCO 858: Formative I Access : Subset	2 of 4 (50%)	Avg. = 3.88/4 (97%) Median <= 3.88 Std. Dev. = 0.02	
MHCO 858: Summative I Access : Subset	2 of 4 (50%)	Avg. = 3.97/4 (99%) Median <= 3.97 Std. Dev. = 0.00	
MHCO 806: Formative II Access : Subset	5 of 5 (100%)	Avg. = 3.83/4 (96%) Median <= 3.89 Std. Dev. = 0.13	
MHCO 806: Summative II Access : Subset	4 of 5 (80%)	Avg. = 3.94/4 (98%) Median <= 3.95 Std. Dev. = 0.01	
MHCO 806: Professional Portfolio Access : Subset	5 of 5 (100%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
MHCO 806: Case Study Access : Subset	4 of 5 (80%)	Avg. = 4.00/4 (100%) Median <= 4.00 Std. Dev. = 0.00	
MHCO 806: Video Access : Subset	0 of 5 (0%)		
MHCO 861: Capstone Project Access : Subset	3 of 3 (100%)	Avg. = 3.12/4 (78%) Median <= 3.18 Std. Dev. = 0.10	
MHCO 801: Capstone Project Access : None	0 of 0 (0%)		

Summer 2022 Data

MHCO 744 SA Mental Health Presentation Fall 2018-2009 Standards

Group By Element Level

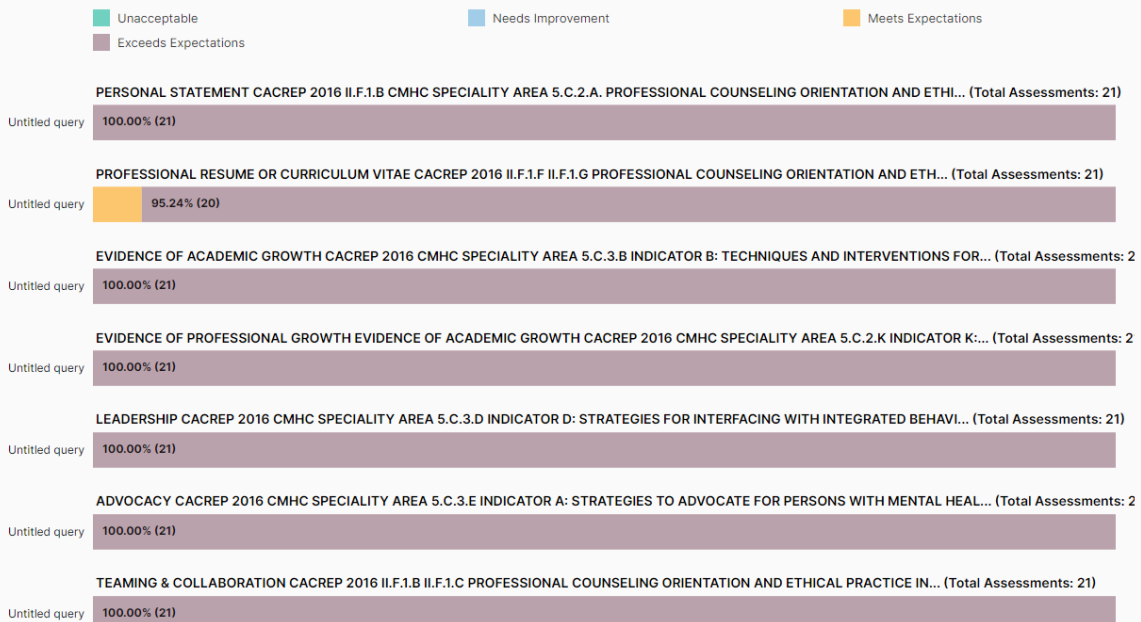
Rubric Results by Element

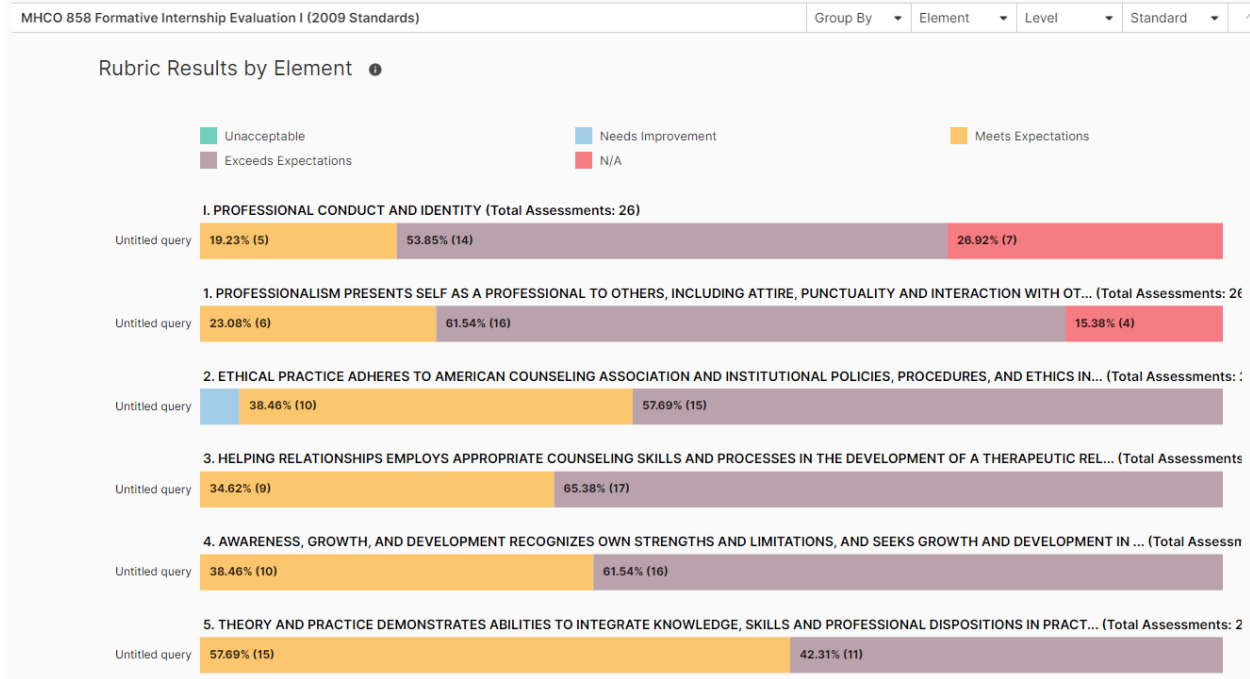
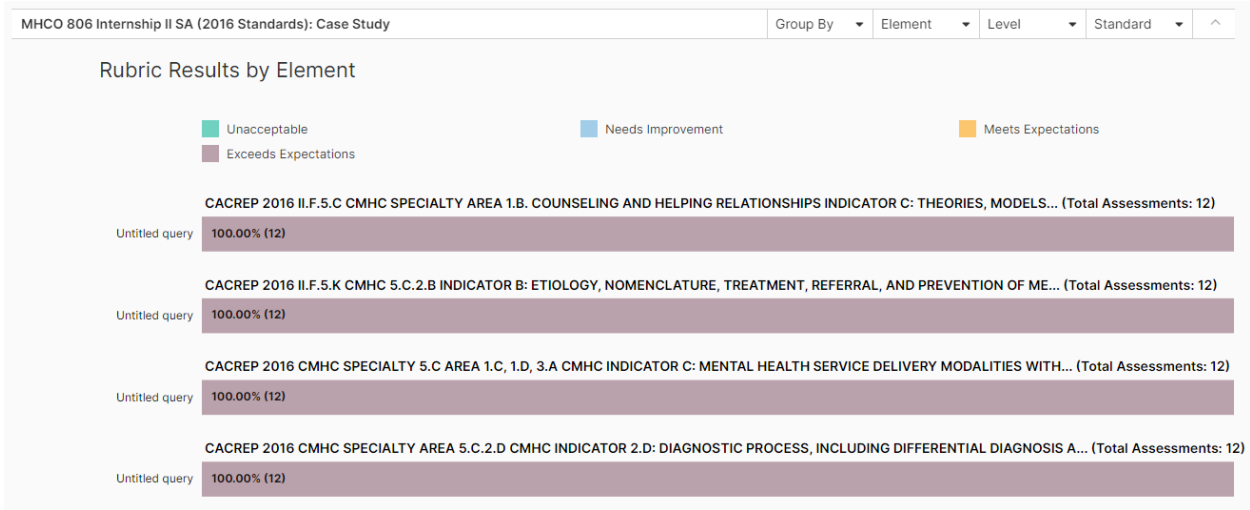
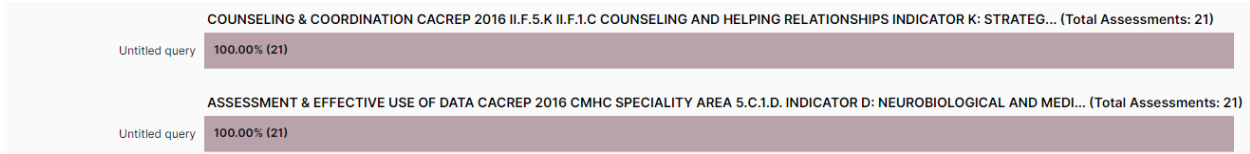


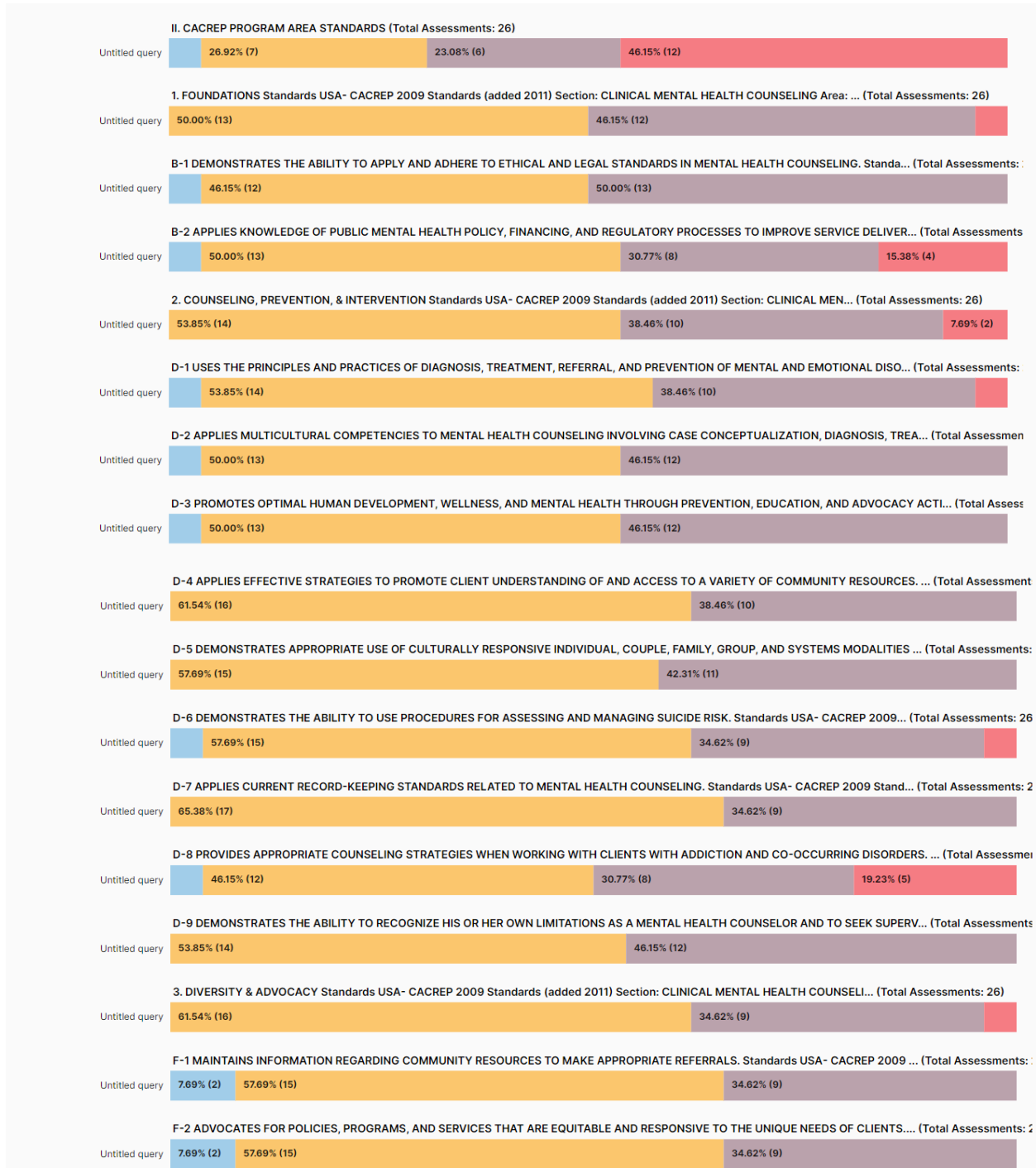
MHCO 806 Portfolio SA Rubric (2016 Standards)

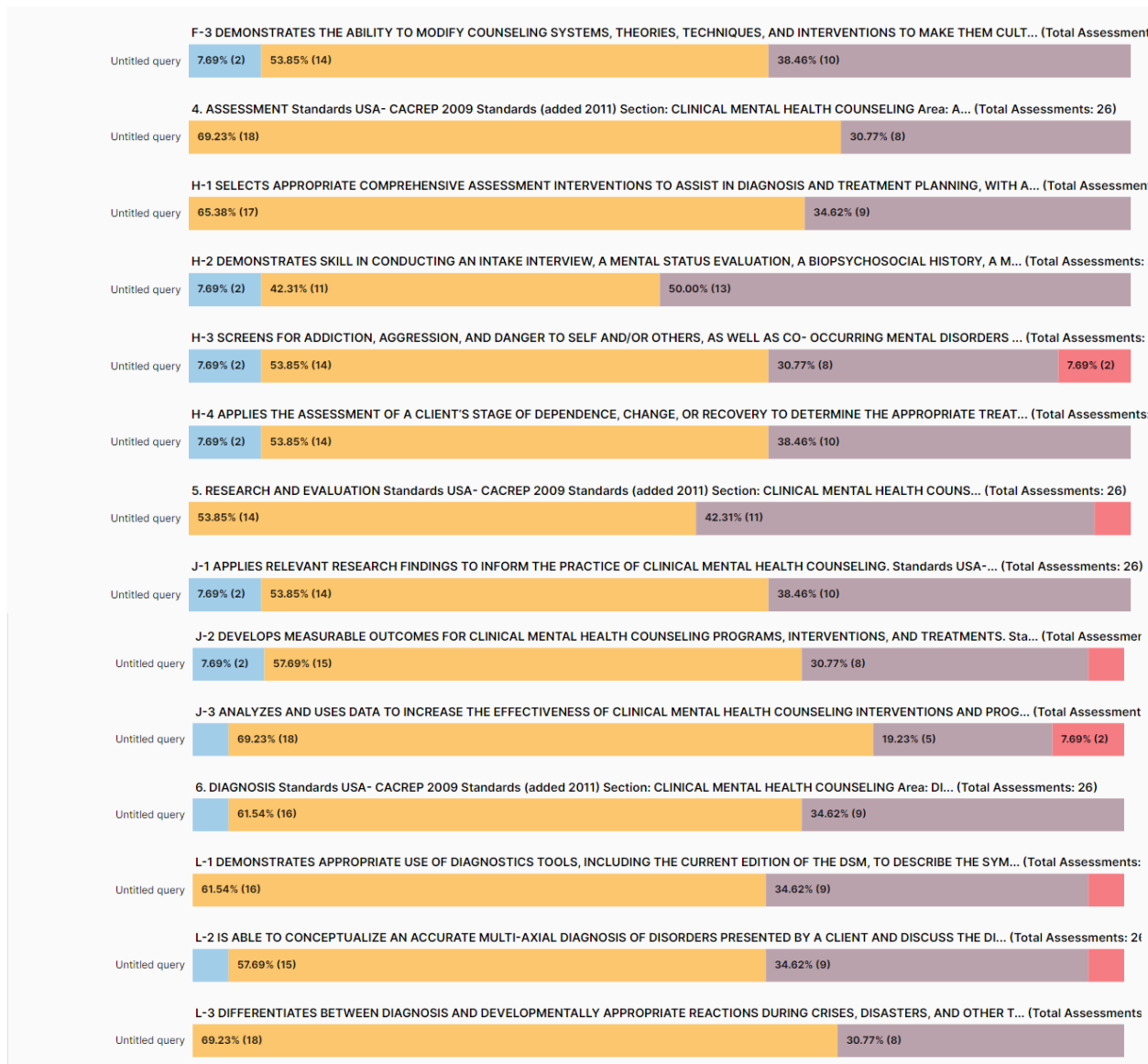
Group By Element Level Standard

Rubric Results by Element

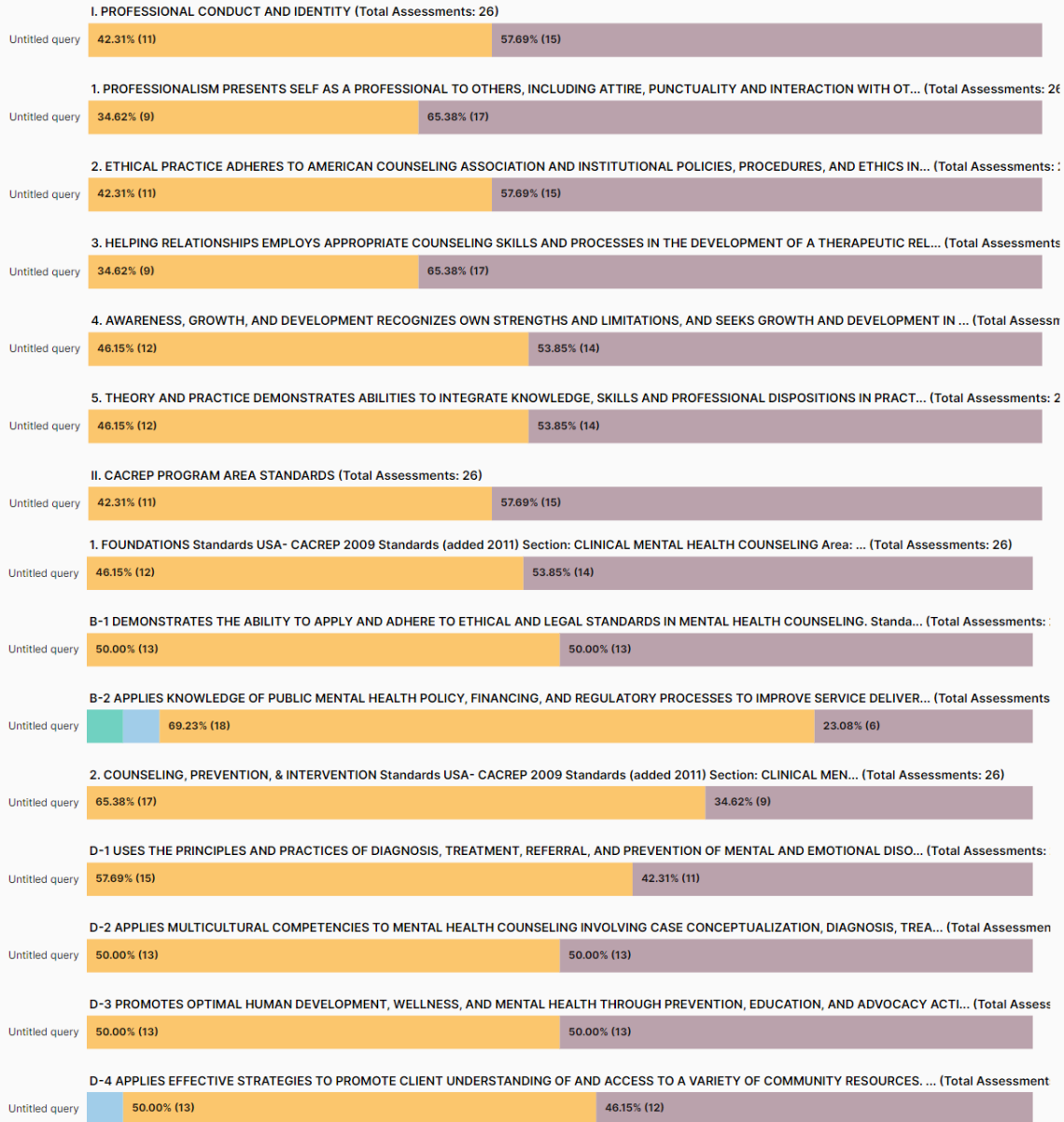
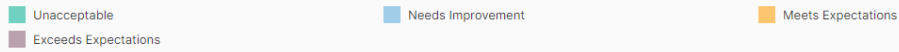


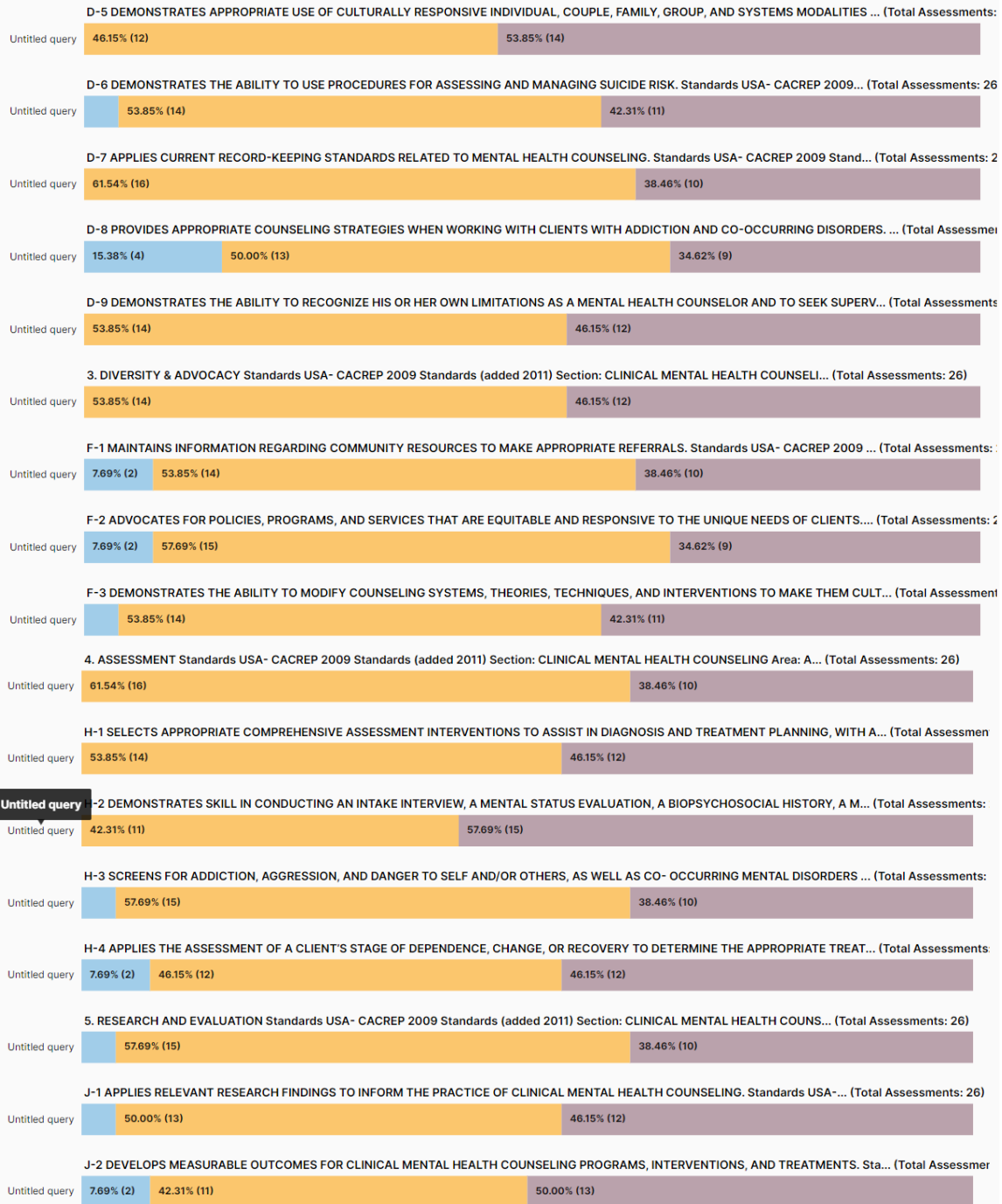


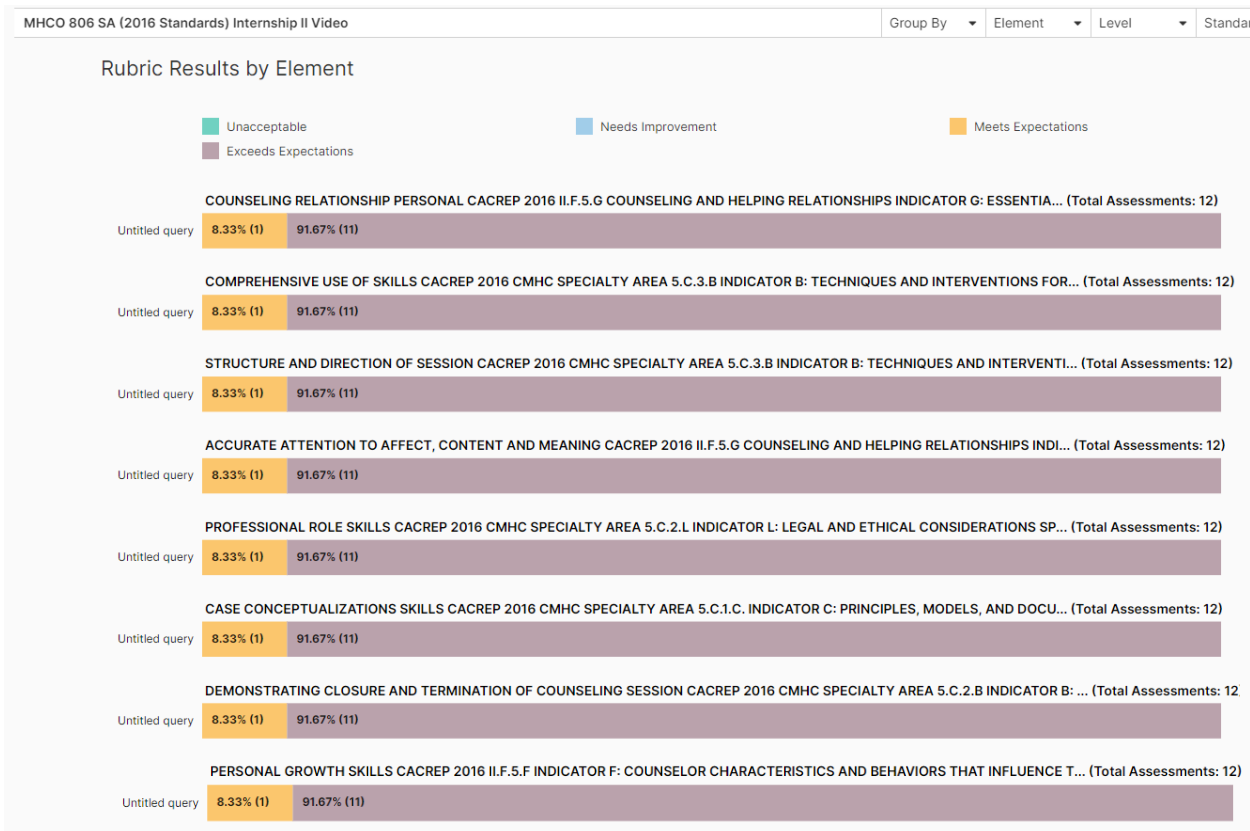
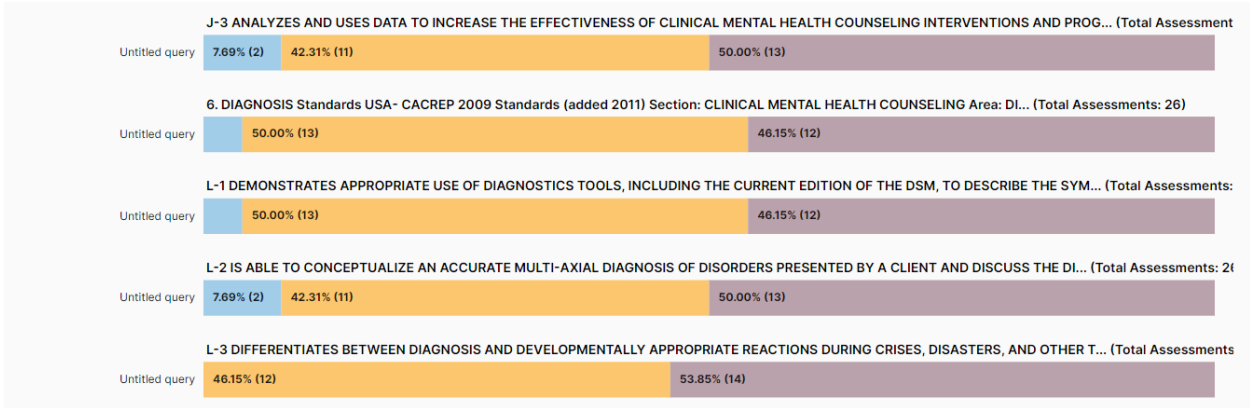




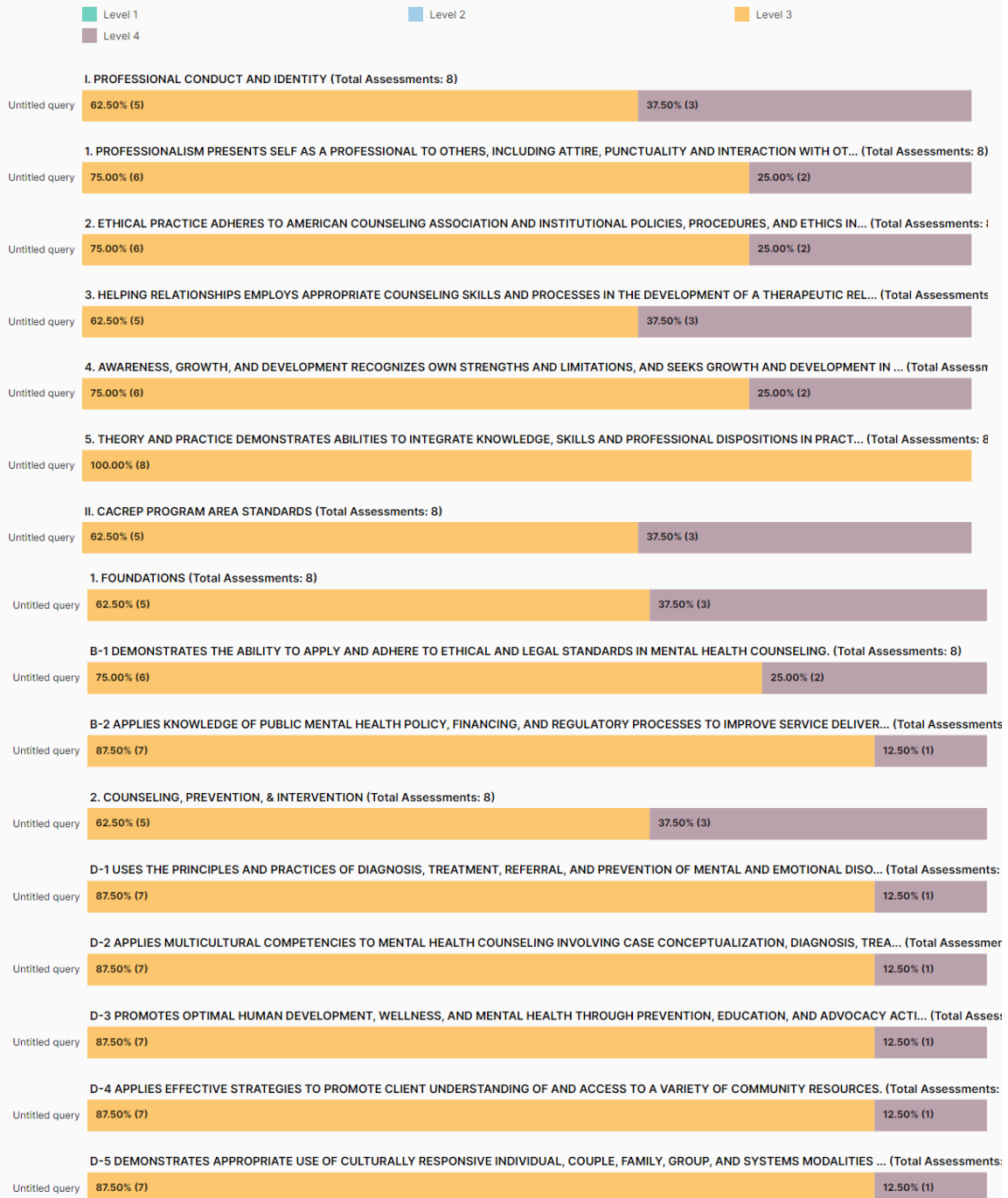
Rubric Results by Element

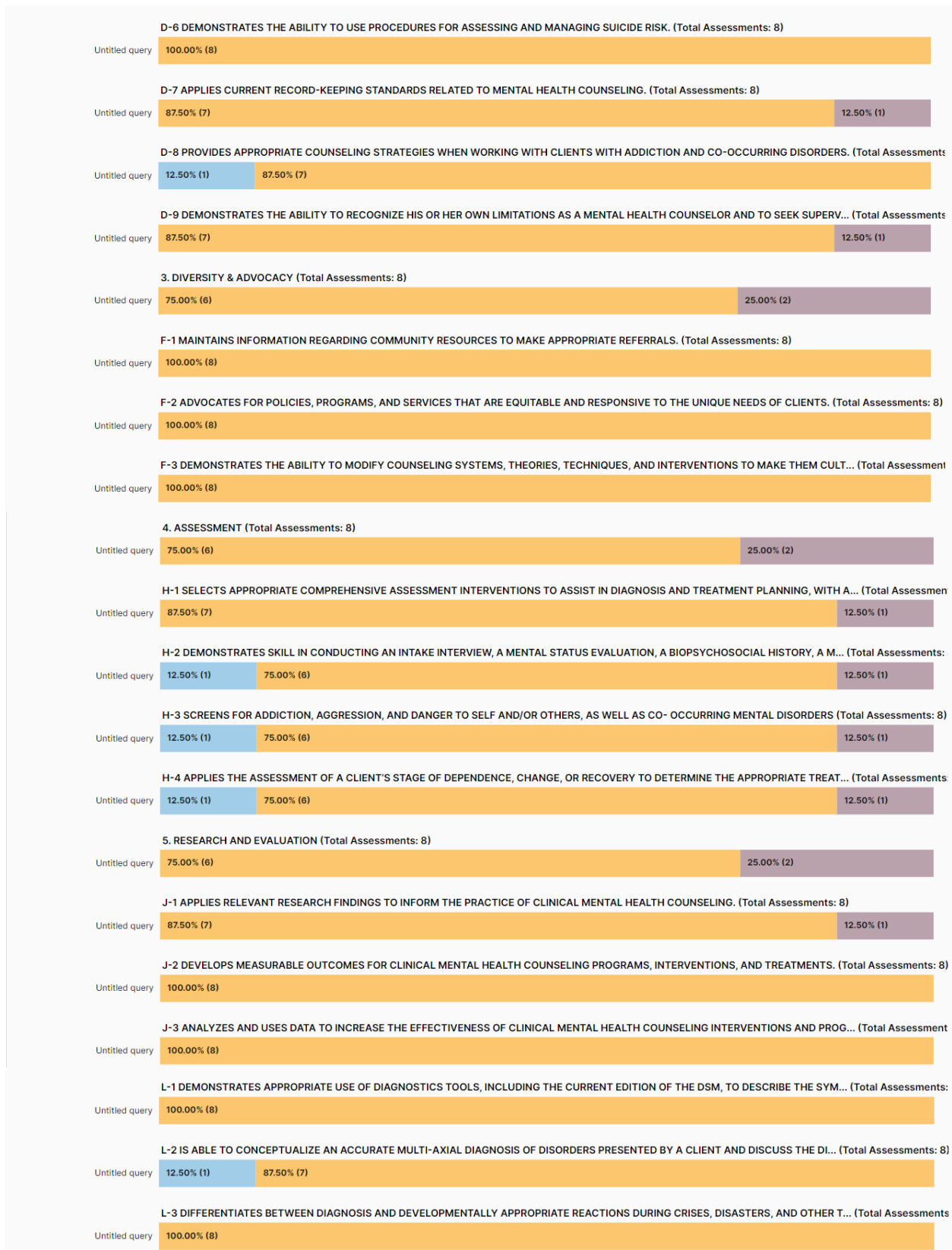




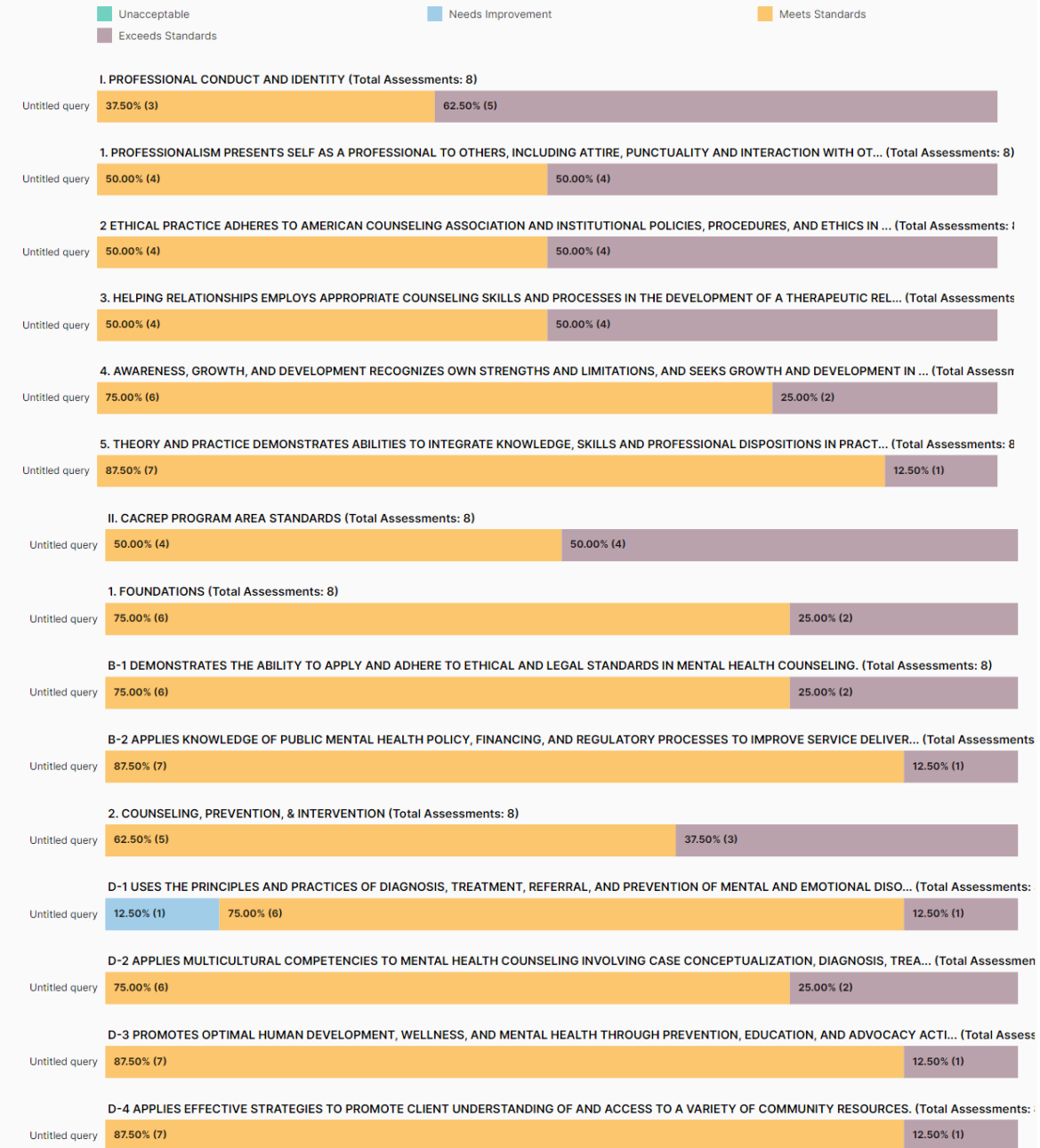


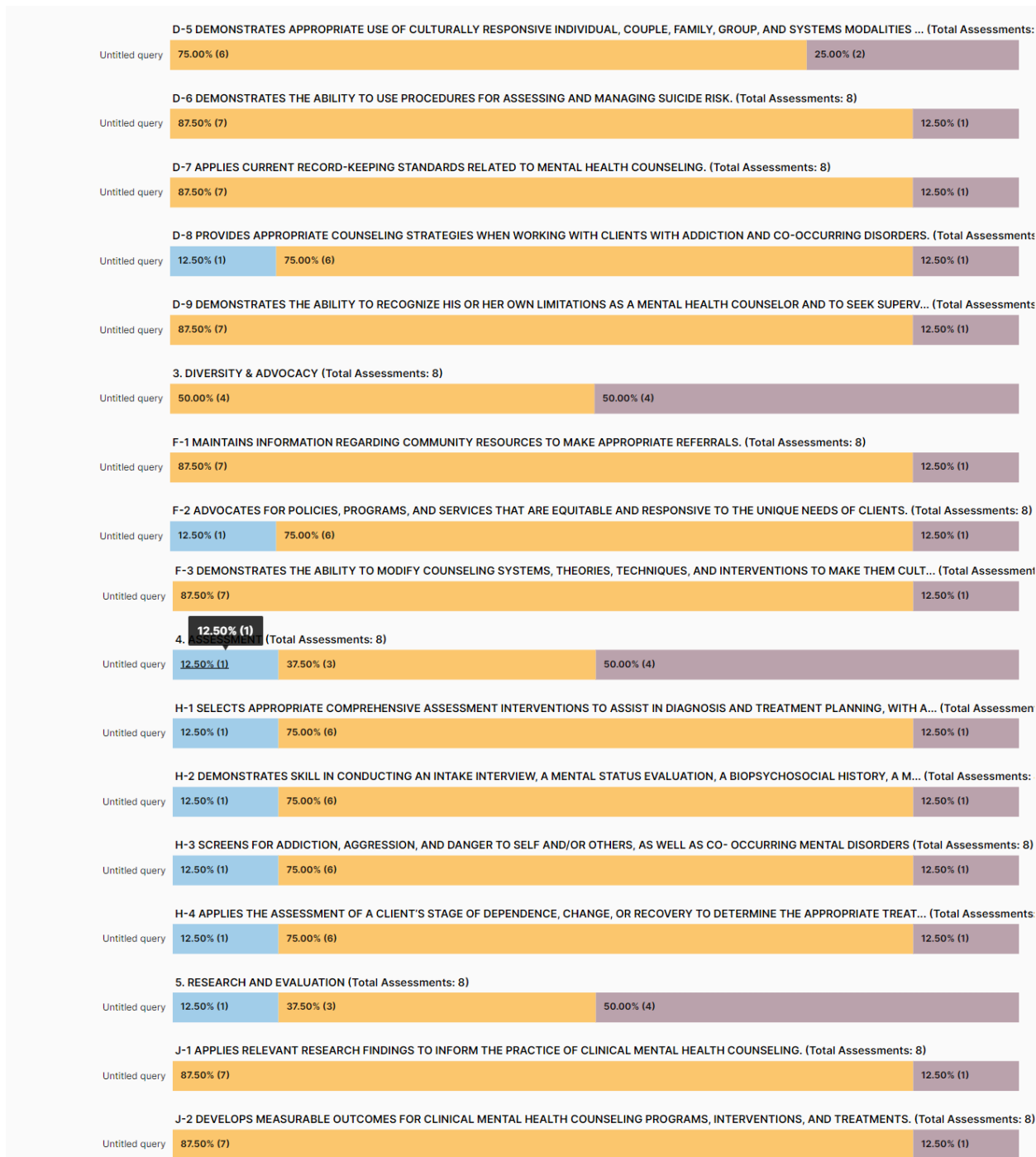
Rubric Results by Element

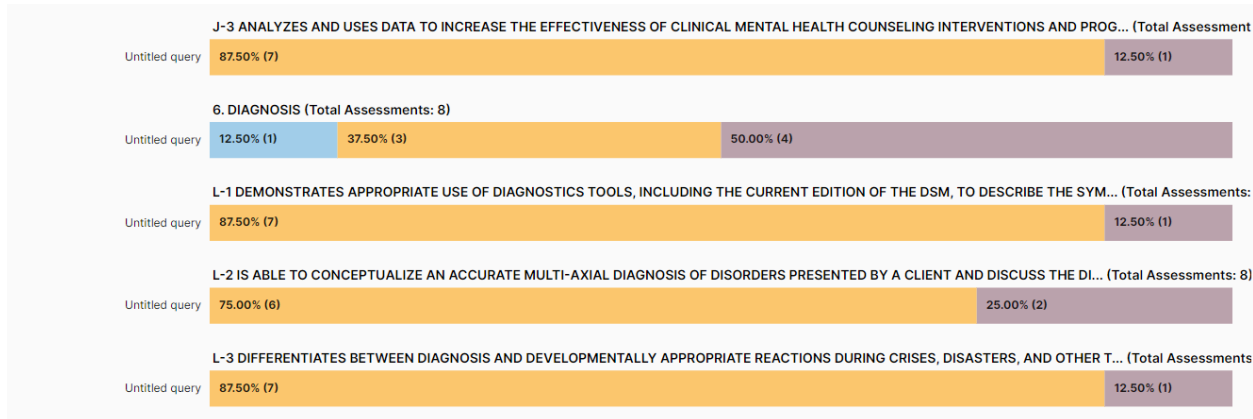




Rubric Results by Element







Counselor Preparation Comprehensive Examination (CPCE)

In fall 2021, seven Mental Health Counseling students completed the CPCE. Of the seven, six (100%) passed the exam with a median of 111.21. On average, students performed within one standard deviation of the national mean on all eight standard areas.

In spring 2022, eight Mental Health students completed the CPCE. Of the eight, seven (87.5%) who took the exam passed with a median of 110.14.

In summer 2022, three mental health students completed the CPCE. Of the three, 3 (100%) passed the exam, with a mean score of 89.

National Counselor Examination (NCE)

During 2021-2022, 15 Mental Health Counseling students completed the NCE. Of the 15, 14 (93%) passed the exam.

3. Advisory Board

Advisory Board Stakeholders composed of faculty members in the Department of Counseling students, alumni, site supervisors, administrators, and the campus community met on November 18th, 2021. Board members discussed the CACREP mid-cycle and annual reports, program changes/improvements, clinical training, CPCE test preparation, and course evaluations. Feedback was offered during the meeting and an evaluation was provided post-meeting to capture additional responses and suggestions.

Both alumni and students in the Mental Health program highlighted the expertise and knowledge of faculty and expressed appreciation for the variety of courses. In their coursework, students would like a greater focus on topics such as case conceptualization and family therapy. For clinical experiences, students also requested that specific practicum/internship sites are more thoroughly reviewed. School counseling students and alumni both noted the supportiveness of the varied course assignments and ability to have responsive advisement and clinical supervision.

Community stakeholders value the strong partnerships among faculty and clinical supervisors. They report that the program’s strong curriculum produces quality graduates. School counseling professionals would like students to have more specific training in the ASCA model.

Post-Meeting Evaluation

Faculty members would like to see more support and recognition from the university. Alumni communicated a desire to connect with other graduates to establish a supportive, networking community.

Recommendations for future advisory board meetings include inviting more first year students to attend and those preparing for the comprehensive exam. Organizational suggestions include being able to review the agenda in advance and providing specific topics in order to provide more feedback during the session.

4. Graduate Surveys

One Year

Five graduates from 2020-2021 completed the survey (N=20), with a response rate of 25%. The demographics included three students who identified as female and two as male. All of the graduates were African-American. The participants answered 9 questions that were used to assess their experiences with course instruction and 5 questions that were used to assess their experience of the overall training program.

Overall, 100% (N=5) of our mental health graduates who responded to the survey are employed. 80% are employed as mental health counselors/therapists. Below is how our graduates rated the program, areas related to program objectives, quality of classroom, quality field based practicum and internship, faculty subject matter, and impact the program had in building peer networks and utilizing peer support.

The overall quality of the program was	Count	Percentage
Excellent	3	60.00%
Good	1	20.00%
Fair	1	20.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

In terms of the ten areas, we assessed related to program objectives, we have listed them based on highest area of effectiveness to lowest using the below table:

1. Ethical and legal issues in counseling
2. Social and Cultural Development
3. Counseling theories
4. Group Counseling and Group Work
5. Research and Program Evaluation
6. Foundational counseling skills (*Tie with # 6, 7, 8*)
7. Human Growth and Development (*Tie with # 6, 7, 8*)
8. Career Development (*Tie with # 6, 7, 8*)
9. Professional identity as a counselor
10. Crisis Management Skills

Please rate the following CACREP Core areas and Others:	Total	Extremely Effective	Very Effective	Somewhat Effective	Not So Effective	Not at All Effective	Blank (Did not answer)
		Distribution %					
Professional identity as a counselor	5	40.00%	40.00%	0.00%	20.00%	0.00%	0.00%
Foundational counseling skills	5	40.00%	20.00%	40.00%	0.00%	0.00%	0.00%
Ethical and legal issues in counseling	5	100.0%	0.00%	0.00%	0.00%	0.00%	0.00%
Counseling Theories	5	60.00%	40.00%	0.00%	0.00%	0.00%	0.00%
Human Growth and Development	5	40.00%	20.00%	40.00%	0.00%	0.00%	0.00%

Career Development	5	40.00%	20.00%	40.00%	0.00%	0.00%	0.00%
Group Counseling and Group Work	5	60.00%	20.00%	0.00	0.00%	20.00%	0.00%
Research and Program Evaluation	5	40.00%	0.00%	40.00%	20.00%	0.00%	0.00%

Social and Cultural Development	5	80.00%	0.00%	20.00%	0.00%	0.00%	0.00%
Crisis Management Skills	5	40.00%	0.00%	40.00%	40.00%	0.00%	0.00%

What was the overall quality of classroom instruction?	Count	Percentage
Excellent	2	50.0%
Good	2	50.0%
Fair	1	20.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

What was the overall quality of sites available for field based practicum and internship experience?	Count	Percentage
Excellent	1	20.00%
Good	2	50.0%
Fair	1	20.00%
Poor	1	20.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

Faculty members knowledge of subject matter	Count	Percentage
Excellent	4	80.00%
Good	1	20.00%
Fair	0	0.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

How impactful was the program in helping you build peer networks and utilize peer support?	Count	Percentage
Excellent	2	50.0%
Good	2	50.0%

Fair	1	20.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

5. Site Supervisor and Employer Survey Site Supervisor Survey

Of the 35 surveys emailed out, nine site supervisors responded, a 25% response rate. Site supervisors noted several areas of improvement for the program such as utilization of the DSM, focus on social issues and how they are tied into an individual's mental status and resources, development of treatment plans, understanding of psychopharmacological medications, and how to approach placement as a job professionally.

Site supervisors noted several strengths of the program such as preparing students to learn and apply classwork in the field, eager to learn, “well versed and capable of providing efficient services”, and “Staff members are always available for questions or consultations regarding the student.”

Specific areas needing improvement included: (a) Prepare students to know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (3.11 out of 4.0), (b) Prepare students to demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (2.87 out of 4.0), and (c) Prepare students to utilize evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (3.0 out of 4.0).

Employer Survey

Of the one survey emailed out (N=1), none of the employers responded.

5. Monthly Faculty Meetings

Department meetings are held the first Thursday of each month. As standing agenda items throughout the year, faculty discussed CACREP, Comprehensive Examination, curriculum offerings, student dispositions, and policy and procedures. Considerable discussion was devoted to converting from continuing to support academic learning in online/virtual learning and returning to campus in person teaching Fall 2022. In addition, topics also surrounded: department name change, continuing Taskstream assignments are submitted or an incomplete is given, submitting rubrics to CAAR, starting the CACREP self-study, staff and faculty search and start dates, discussing student dispositions, reports of committees within university, and college, approval of changing the attempts student are given to take COMPS from 2 to 3 attempts. Department meetings are also an opportunity to process informal feedback and information from classroom dialogues, emails, and advisement sessions.

In addition to department meetings, program meetings are held on a monthly basis. During program meetings topics were discussed such as ensuring CACREP standards are reflected in syllabi and assignments, changes to the program of study to reflect graduate and student feedback, update to clinical and clinical mental health handbook, completing CAAR Taskstream surveys for data, clarifying clinical course requirements, challenges and dispositions of students, and a possible doctoral program.

2020- 2021 Program Modifications (Previous Year)

1. **Graduate Survey:** Alumni rated three areas of instruction as particularly low in the program: Career Counseling & Development, Crisis Management, and Group Counseling.
 - a. **Program Modification(s)** – Faculty that teaches those courses will discuss the course and identify which standards within the rubric are graded lower than others. Additionally, there is the development of a trauma counseling course that will offer a knowledge base of crisis management.
2. **Graduate Survey:** The alumni surveys for the academic school year response rate were low.
 - a. **Program Modification(s)** – Faculty will collaborate with students who are leaving the program to engage them. The program started collecting students' personal emails to send the survey in order to increase the response rate.

2021-2022 Program Modifications (Current Year)

1. **Mid-point survey:** Feedback given reflected two areas that did not meet the 80% threshold:

The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs (3.0 out of 4.0) and the program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings (3.45 out of 4.0).

- a. **Possible Program Modification(s)** – Faculty will review sites to identify diversity areas current sites reflect.
2. **Program Annual Report/Student Learning Outcomes:** The Practicum formative and summative evaluation scores were low again throughout the academic year. Developmentally, students in Practicum may score low since this is students' initial supervised counseling practicum experience.
 - a. **Possible Program Modification(s)** – Faculty will include discussions to identify specific standards that were scored lower and develop a plan within the curriculum.
3. **Advisory Board:** At our Fall 2021 advisory board meeting stakeholders reported wanting a greater focus on topics such as case conceptualization and family therapy in course work. For clinical experiences, students also requested that specific practicum/internship sites are more thoroughly reviewed. Lastly, alumni communicated a desire to connect with other graduates to establish a supportive, networking community.
 - a. **Possible Program Modification(s)** – Faculty will add case study conceptualization assignments to class and assignments. The Director of Training has met with sites to discuss expectations of students and site supervisors. In addition, students are now required to submit their site information within the first two weeks.
4. **Graduate Survey/Employer:** The alumni surveys for the academic school year response rate continue to be low for the second year. In addition, the following areas assessed scored low: Foundational counseling skills (*Tie with # 6, 7, 8*), Human Growth and Development (*Tie with # 6, 7, 8*), Career Development (*Tie with # 6, 7, 8*), Professional identity as a counselor, and Crisis Management Skills. In addition, survey response rates were low again for the graduate and employer survey.
 - a. **Possible Program Modification(s)** – A new course, Trauma and Crisis Counseling is being developed and will be offered to students beginning Spring 2023. This course offers a knowledge base of crisis management.
5. **Site Supervisor Surveys:** The site survey response was low, 25%, this is reflective of previous years. Open comments reflected several areas of improvement for the program such as utilization of the DSM, focus on social issues and how they are tied into an individual's mental status and resources, development of treatment plans, understanding of psychopharmacological medications, and how to approach placement as a job professionally. Lastly, site supervisors rated our students low in three areas: (1) Prepare students to know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (3.11 out of 4.0), (2) Prepare students to demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (2.87 out of 4.0), and (3) Prepare students to utilize evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (3.0 out of 4.0). Last year, #2 was a concern site supervisors reported in the survey.
 - a. **Possible Program Modification(s)** – Faculty will review these standards and identify methods to include these standards within the curriculum/assignments.

6. **Graduate Survey & Advisory Board:** Lastly, alumni communicated a desire to connect with other graduates to establish a supportive, networking community.
 - a. **Possible Program Modification(s)** – The program will identify ways to engage alumni on a regular basis.