BOWIE STATE UNIVERSITY

Department of Counseling

2022-2023 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 2022- 2023 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 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

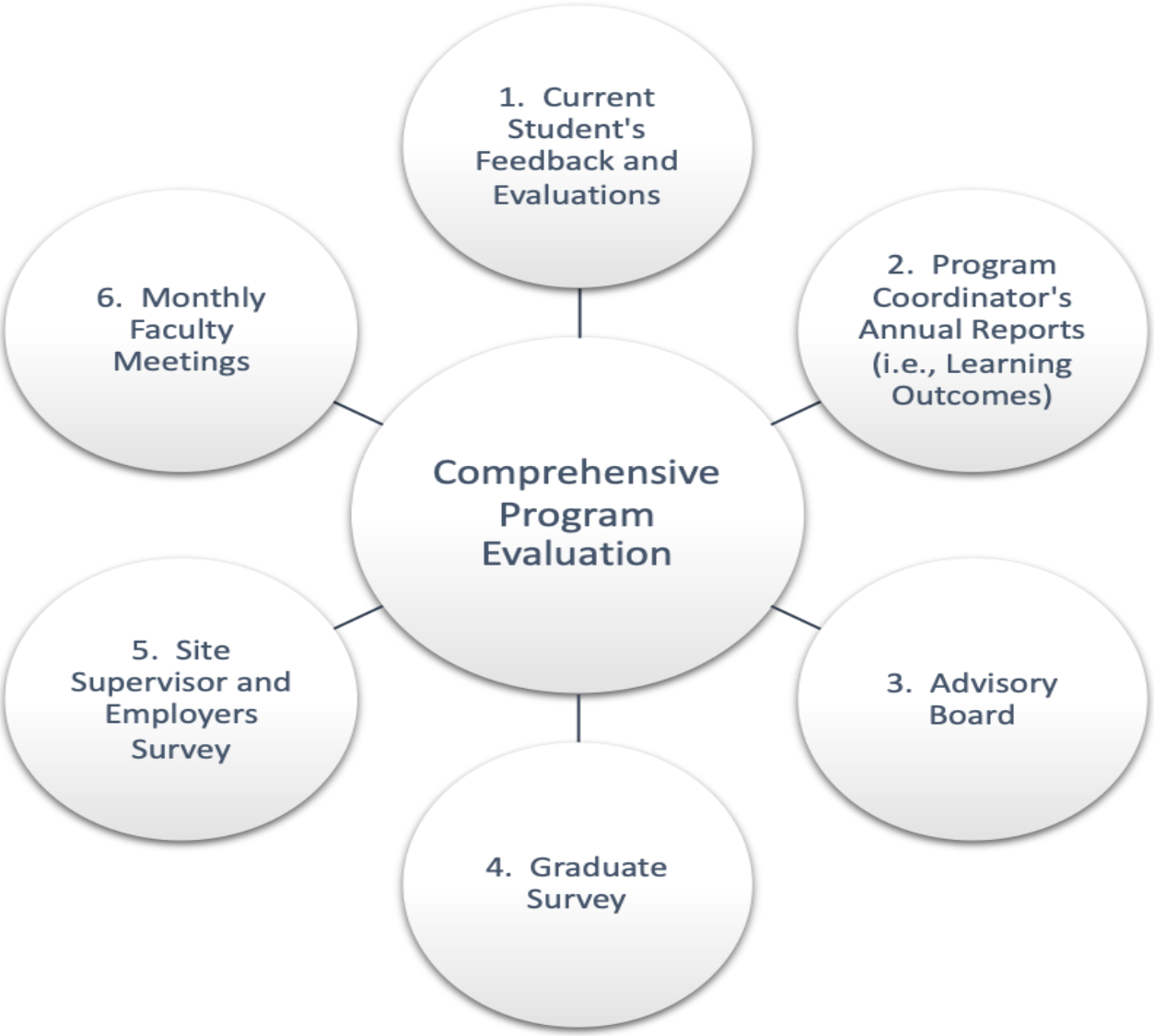
former graduates to provide their current employer contact information during their time of evaluation.

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

2022-2023

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. Marja Humphrey

Department Faculty with Primary SC (School Counseling) Affiliation

Dr. Nikki Ham
Dr. Cynthia Taylor

Department Faculty with Secondary SC Affiliation

Dr. Mark Bolden
Dr. Sade Dunn
Dr. Jake Johnson
Dr. Kimberly Mills
Dr. Otis Williams, III

Mission Statement

It is the Mission of the School Counseling program to prepare highly knowledgeable, skilled, and competent professional school counselors who are equipped to carry out the roles and responsibilities of professional school counselors who are endorsed by the American School Counseling Association, the Maryland State Department of Education and the Council of the Accreditation of Counseling Education and Related Programs. School Counselors will be skilled in understanding the needs of, and 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. 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.

School Counseling

Program Evaluation Results

1. Current Students' Feedback and Evaluations

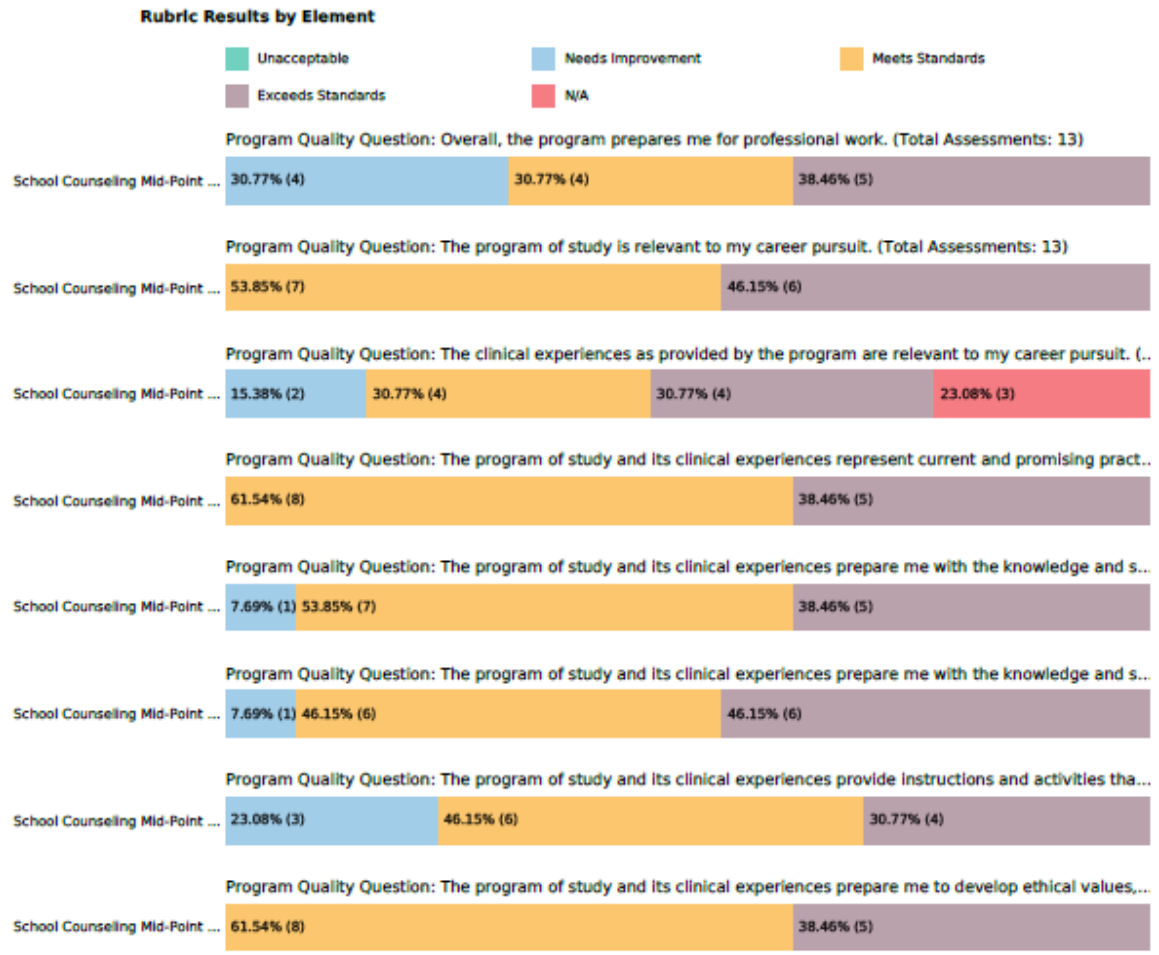
Mid-Point Program Evaluation

The *Midpoint Evaluation Survey* is administered to students midway through their Program of Study. Midpoint survey data was collected (Fall 2022, Spring 2023 and Summer 2023) 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. 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).

For Program Quality (measured by 13 items), the Fall 2022 mean score was 3.08, and the Summer 2023 mean score was 3.00. The average score for Professional Disposition (measured by 4 items) was 3.38 for Fall 2022 and 3.38 for Summer 2023. For Diversity Competencies and Practices (measured by 7 items), the mean score was 3.46 for Fall 2022 and 3.31 for Summer 2023.

School Counseling Midpoint Survey Fall 2022 to Summer 2023

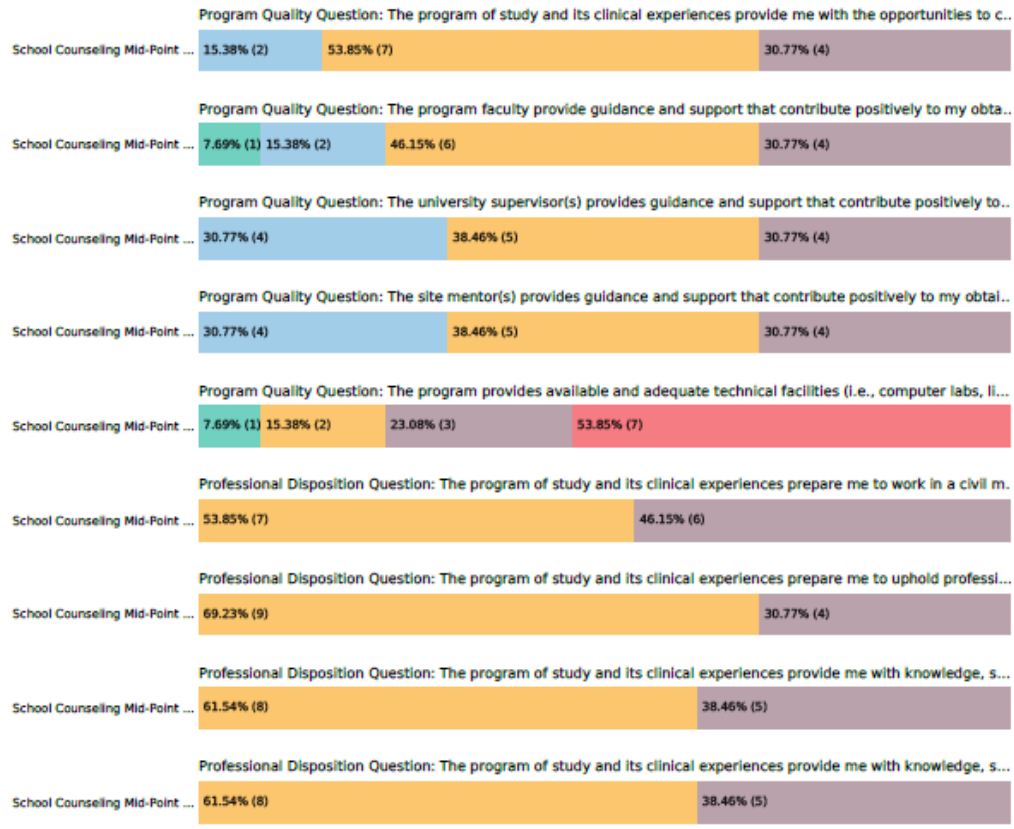
COE Program Mid-Point Survey Report
Generated by: Dawn Johnson-Tate 02/26/2024



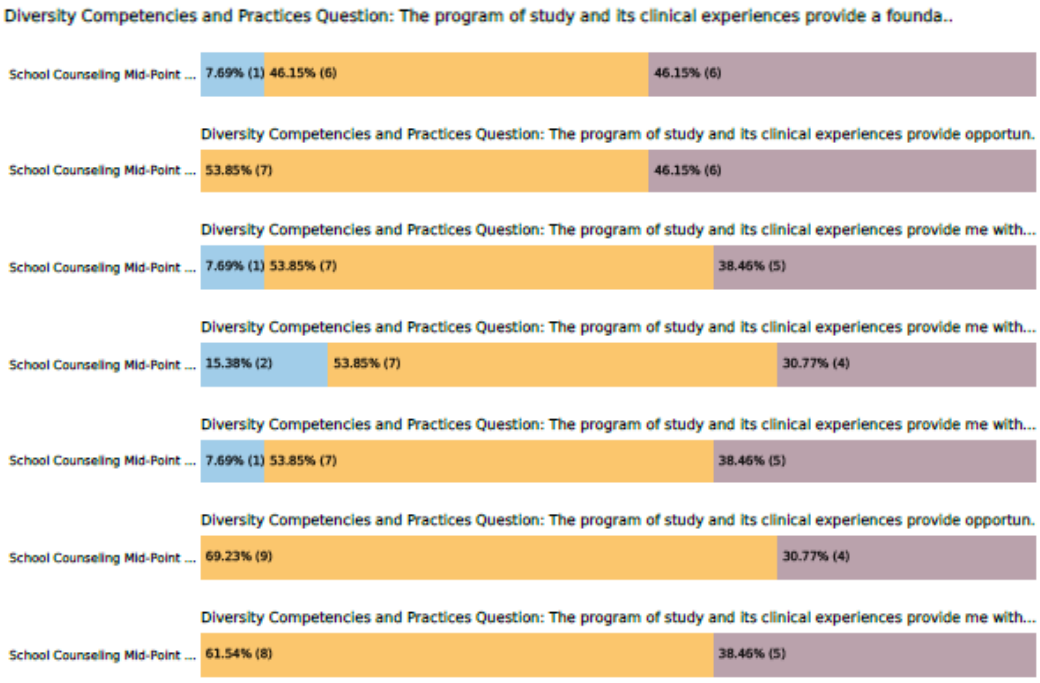
School Counseling Midpoint Survey Fall 2022 to Summer 2023

COE Program Mid-Point Survey Report

Generated by: Dawn Johnson-Tate 02/26/2024



School Counseling Midpoint Survey Fall 2022 to Summer 2023



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

One of the most helpful aspects of the program is its comprehensive curriculum and clinical experiences, which are highly relevant to the students' career pursuits and effectively prepare them for professional work in school counseling. The program's focus on current and promising practices, along with the opportunities it provides for collaboration with peers, faculty, and administrators, greatly enhances the students' professional competencies and development. Additionally, the program's emphasis on diversity and professionalism equips students with the necessary skills to create positive and inclusive learning environments for K-12 students.

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

Technical facilities like computer labs and libraries, where students gave mixed feedback, are among the things that make this program not to be helpful. Furthermore, there were a few individuals who believed that mentoring and guidance from university supervisors and site mentors should be bettered because they were inconsistent with what most of them (the students) expected. These areas therefore require improvement for every student to have equitable and sufficient resources as well as mentorship during their course of study.

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

To improve the program, students further recommend more availability of and access to technical facilities like computer labs and libraries to make sure that all students can use them effectively. Also, as identified in the midpoint survey, supervisors at university and site mentors could offer them more consistent guidance which is crucial for their professional growth. To help translate theory into practice, an ongoing mentorship system should be put in place. Moreover, enabling students to undertake practical real-world activities that involve interaction with others for future responsibilities.

Program Exit Evaluation

Program Exit data was collected from two students in the Fall 2022 and Spring 2023 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 15 graduates over these two semesters (11 who were female and 4 who were male, 12 who identified as African American, 2 as White and 1 as Latino).

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 3.33 for Fall 2022 and 3.60 for Spring 2023. For Professional Disposition (measured by 4 items) the average for Fall 2022 was 3.33 and 3.60 for Spring 2023. For Diversity Competencies and Practices (measured by 7 items) the mean for Fall 2022 was 3.17 and 3.80 for Spring 2023.

29 - PROGRAM QUALITY

Overall, the program prepares me for professional work.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The program of study is relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The clinical experiences as provided by the program are relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences represent current and promising practices in the professional field.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.17
Meets Expectations	(3)	3	50.00%		
Needs Improvement	(2)	1	16.67%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.17	0.75	3.00

29 - PROGRAM QUALITY

The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

29 - PROGRAM QUALITY

The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	1	16.67%		3.17
Meets Expectations	(3)	5	83.33%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.17	0.41	3.00

School Counseling Program Exit Survey Fall 2022-Professional Dispositions

30 - PROFESSIONAL DISPOSITIONS

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

30 - PROFESSIONAL DISPOSITIONS

The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

30 - PROFESSIONAL DISPOSITIONS

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

30 - PROFESSIONAL DISPOSITIONS

The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	33.33%		3.33
Meets Expectations	(3)	4	66.67%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.33	0.52	3.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	1	16.67%		
Meets Expectations	(3)	4	66.67%		3.00
Needs Improvement	(2)	1	16.67%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
6/9 (66.67%)	3.00	0.63	3.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	40.00%		
Meets Expectations	(3)	3	60.00%		3.40
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/9 (55.56%)	3.40	0.55	3.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		
Meets Expectations	(3)	2	40.00%		3.60
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/9 (55.56%)	3.60	0.55	4.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		
Meets Expectations	(3)	2	40.00%		3.60
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/9 (55.56%)	3.60	0.55	4.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	40.00%		
Meets Expectations	(3)	3	60.00%		3.40
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/9 (55.56%)	3.40	0.55	3.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	2	40.00%		
Meets Expectations	(3)	3	60.00%		3.40
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/9 (55.56%)	3.40	0.55	3.00

29 - PROGRAM QUALITY

Overall, the program prepares me for professional work.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The program of study is relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The clinical experiences as provided by the program are relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences represent current and promising practices in the professional field.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

29 - PROGRAM QUALITY

The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

School Counseling Program Exit Survey Spring 2023-Professional Dispositions

30 - PROFESSIONAL DISPOSITIONS

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

30 - PROFESSIONAL DISPOSITIONS

The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

30 - PROFESSIONAL DISPOSITIONS

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

30 - PROFESSIONAL DISPOSITIONS

The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	3	60.00%		3.60
Meets Expectations	(3)	2	40.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.60	0.55	4.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	4	80.00%		3.80
Meets Expectations	(3)	1	20.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.80	0.45	4.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	4	80.00%		3.80
Meets Expectations	(3)	1	20.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.80	0.45	4.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	4	80.00%		3.80
Meets Expectations	(3)	1	20.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.80	0.45	4.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	4	80.00%		3.80
Meets Expectations	(3)	1	20.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.80	0.45	4.00

31 - DIVERSITY COMPETENCIES AND PRACTICE

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Exceeds Expectations	(4)	4	80.00%		3.80
Meets Expectations	(3)	1	20.00%		
Needs Improvement	(2)	0	0.00%		
Unacceptable	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
5/6 (83.33%)	3.80	0.45	4.00

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?

As in previous years, students said that the faculty and Internship were the most helpful aspects of the program. One quote summarizes this well: “The professors are always willing to help.” (Fall 2022) “They prepare you for real life experiences by giving you real life situations.” (Spring 2023)

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

One student cited the difficulty in receiving an answer via email. “Email was the main form of communication due to distance learning.” (Fall 2022)

"There is nothing I would change.” (Spring 2023)

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

All students responded with “N/A” to this question. (Fall 2022)

All respondents answered “nothing.” (Spring 2023)

2. Student Learning Outcomes Data (Signature Assignments)

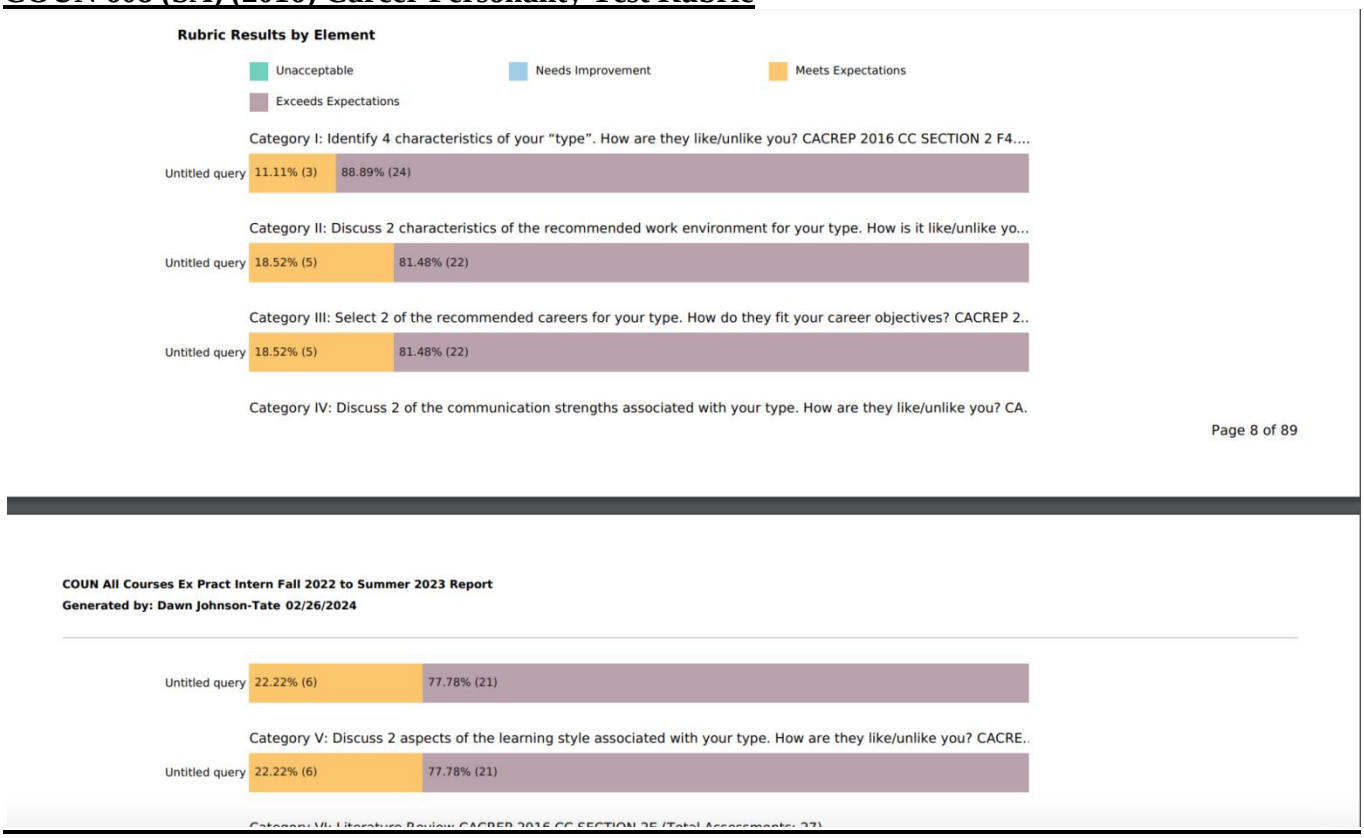
Student learning outcomes are measured in each of the Common Core and Program Area courses that are aligned to CACREP Standards. In order to "meet expectations," students must score 80% (3.2 out of 4.0) on the assignment. On average, students "met expectations" on all the standards, except Program Evaluation in the following; COUN 861 Capstone Project course in Fall 2022 (3.86 out of 4.0), COUN 706 Introduction to Research course in Fall 2022 (3.52 out of 4.0) and Spring 2023 (3.62 out of 4.0). The COUN 836 Summative Practicum course in Fall 2022 (3.50 out of 4.0) and Spring 2023 (3.45 out of 4.0).

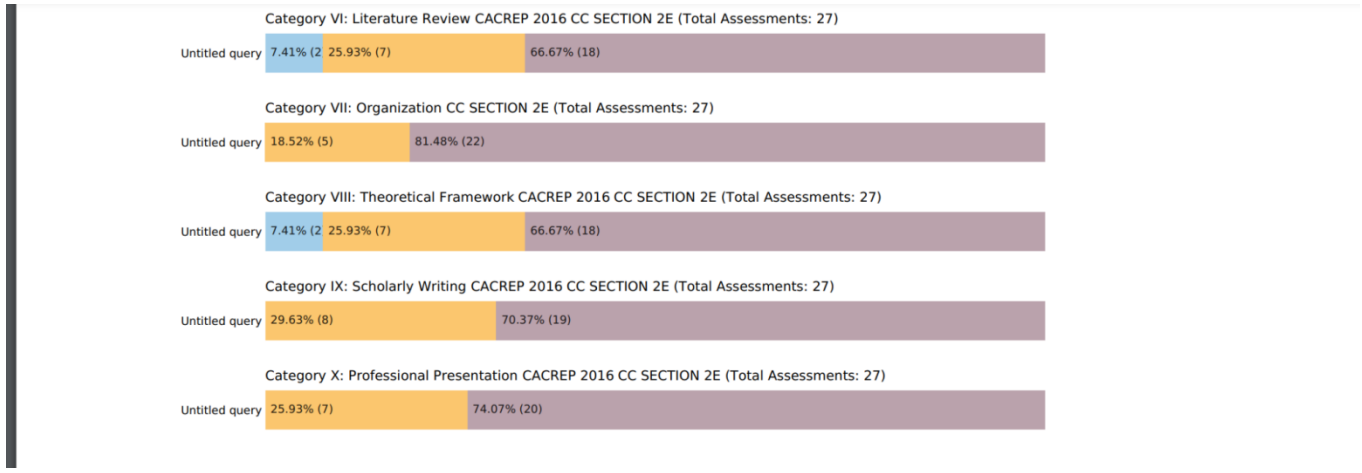
Assessment	Course	Score	Semester
Class Presentation	COUN 734	2.99 out of 4.0	Fall 2022
Formative Evaluations	MHCO 836	2.39 out of 4.0	Fall 2022, Spring 2023
Formative Evaluation	MHCO 858	3.02 out of 4.0	Fall 2022, Spring 2023
Summative Evaluation	MHCO 858	3.07 out of 4.0	Fall 2022, Spring 23, Summer 2023

COUN 502 (SA) (2016) Final Exam Rubric

COUN 603 (SA) (2016) Rubric

COUN 608 (SA) (2016) Career Personality Test Rubric

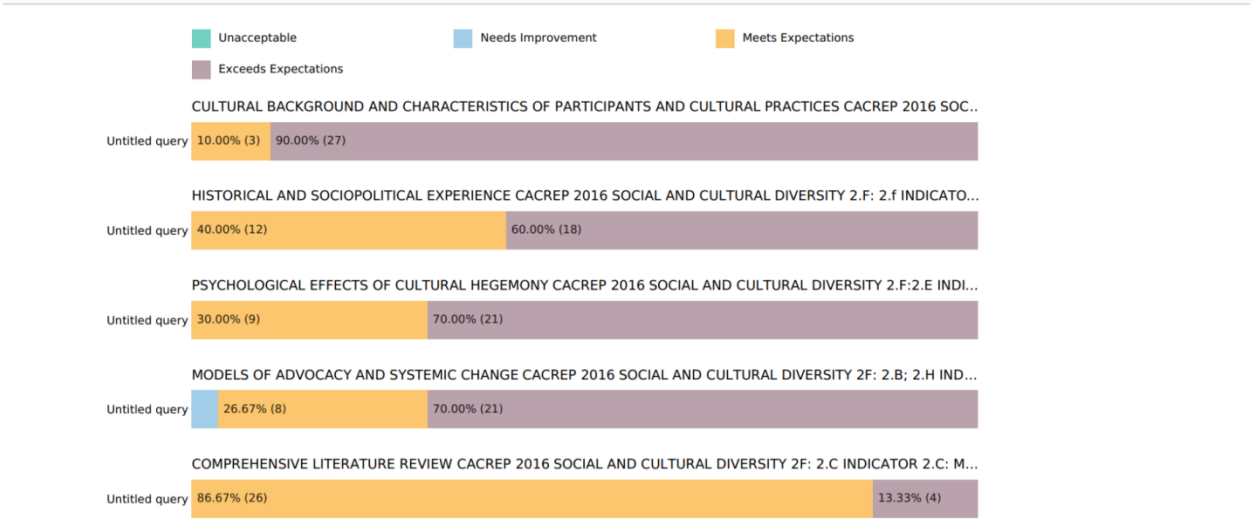




COUN 610 (SA) (2016) Assessment Assignment Rubric

No data available

COUN 633 (SA) (2016) Social Justice Presentation Rubric



COUN 702 (SA) (2016) Rubric

COUN 706 (SA) (2016) Program Evaluation Proposal Rubric

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COUN All Courses Ex Pract Intern Fall 2022 to Summer 2023 Report
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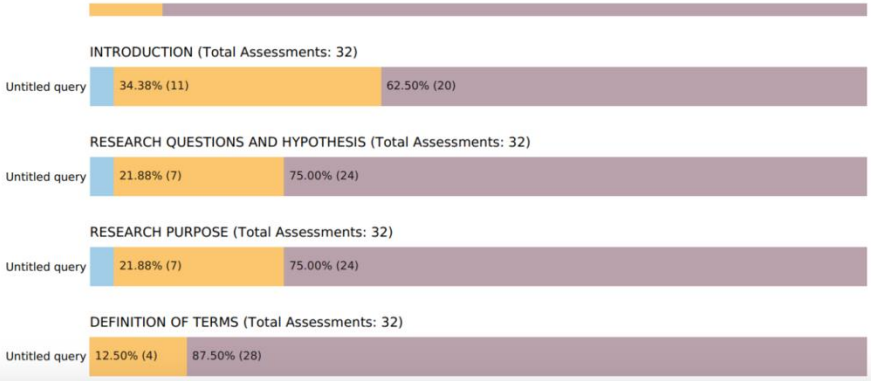

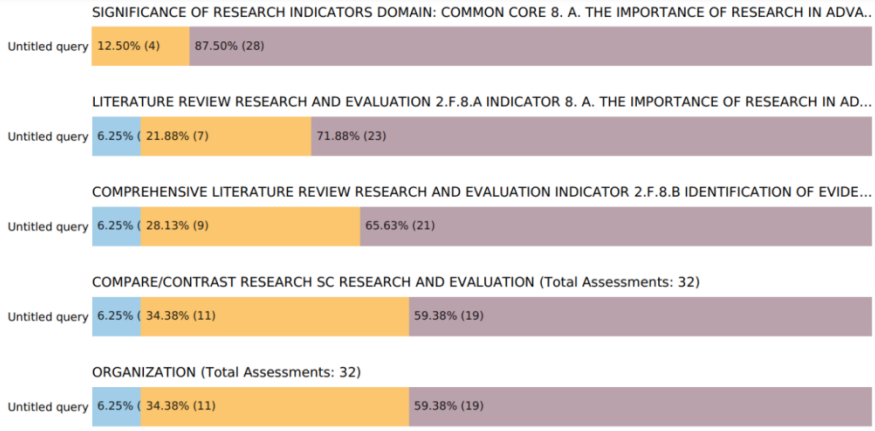
SIGNIFICANCE OF RESEARCH INDICATORS DOMAIN: COMMON CORE 8. A. THE IMPORTANCE OF RESEARCH IN ADVA..
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87.50% (28)
LITERATURE REVIEW RESEARCH AND EVALUATION 2.F.8.A INDICATOR 8. A. THE IMPORTANCE OF RESEARCH IN AD...
Untitled query
6.25% (
21.88% (7)
71.88% (23)
COMPREHENSIVE LITERATURE REVIEW RESEARCH AND EVALUATION INDICATOR 2.F.8.B IDENTIFICATION OF EVIDE...
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28.13% (9)
65.63% (21)
COMPARE/CONTRAST RESEARCH SC RESEARCH AND EVALUATION (Total Assessments: 32)
Untitled query
6.25% (
34.38% (11)
59.38% (19)
ORGANIZATION (Total Assessments: 32)
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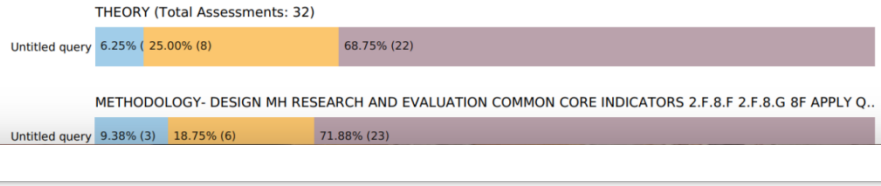
6.25% (
34.38% (11)
59.38% (19)


THEORY (Total Assessments: 32)
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25.00% (8)
68.75% (22)
METHODOLOGY- DESIGN MH RESEARCH AND EVALUATION COMMON CORE INDICATORS 2.F.8.F 2.F.8.G 8F APPLY Q..
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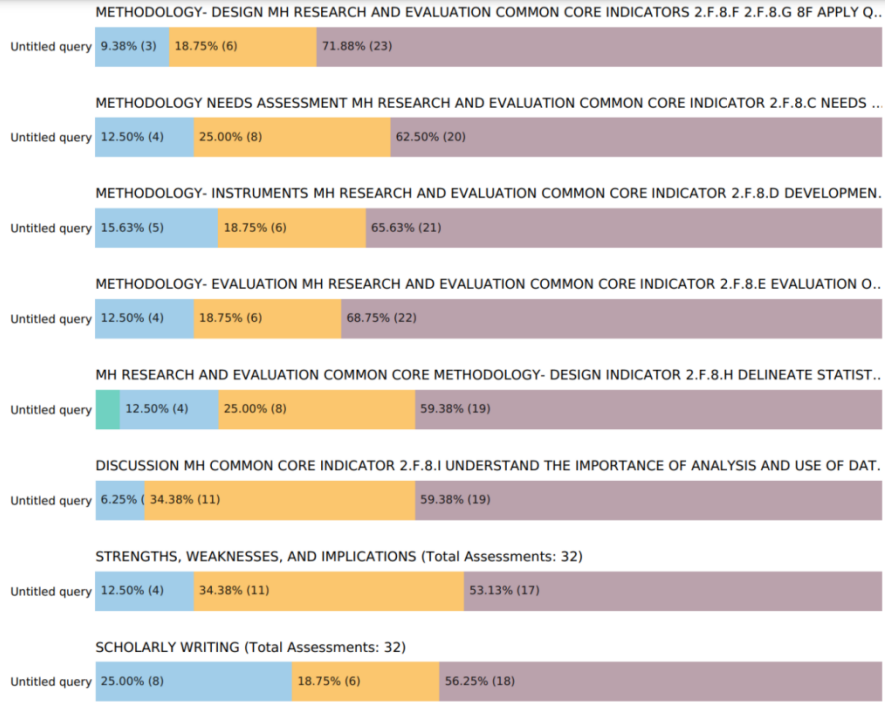
18.75% (6)
71.88% (23)


METHODOLOGY- DESIGN MH RESEARCH AND EVALUATION COMMON CORE INDICATORS 2.F.8.F 2.F.8.G 8F APPLY Q..
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71.88% (23)
METHODOLOGY NEEDS ASSESSMENT MH RESEARCH AND EVALUATION COMMON CORE INDICATOR 2.F.8.C NEEDS ..
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METHODOLOGY- INSTRUMENTS MH RESEARCH AND EVALUATION COMMON CORE INDICATOR 2.F.8.D DEVELOPMEN.
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68.75% (22)
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25.00% (8)
59.38% (19)
DISCUSSION MH COMMON CORE INDICATOR 2.F.8.I UNDERSTAND THE IMPORTANCE OF ANALYSIS AND USE OF DAT.
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34.38% (11)
59.38% (19)
STRENGTHS, WEAKNESSES, AND IMPLICATIONS (Total Assessments: 32)
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SCHOLARLY WRITING (Total Assessments: 32)
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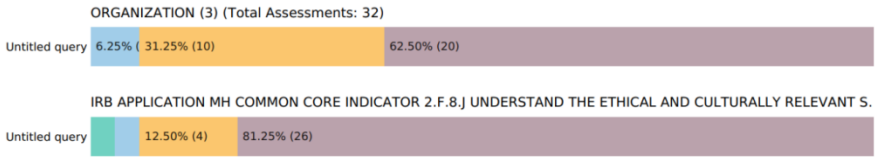
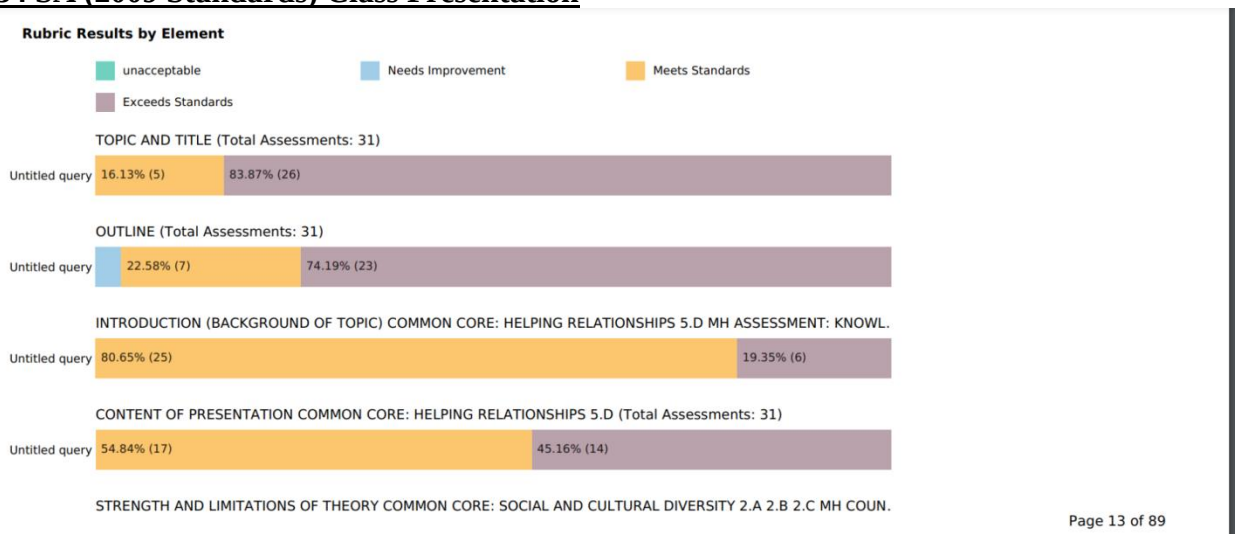


COUN 731 (SA) (2016) Group Proposal Rubric

No data available

COUN 734 SA (2009 Standards) Class Presentation



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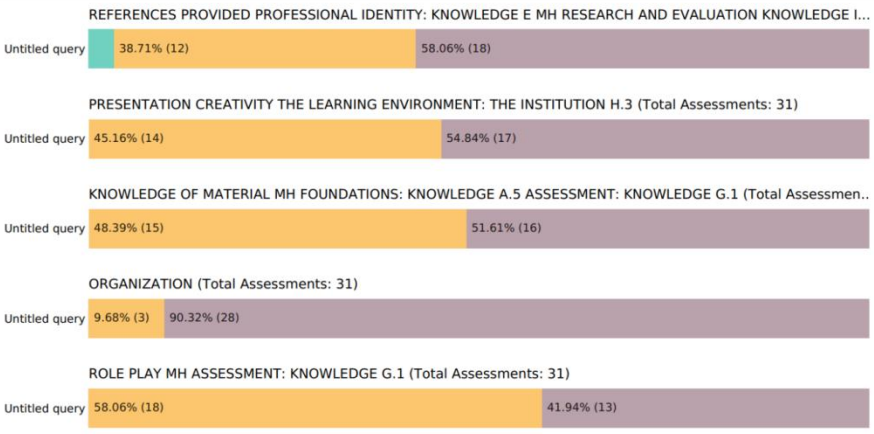
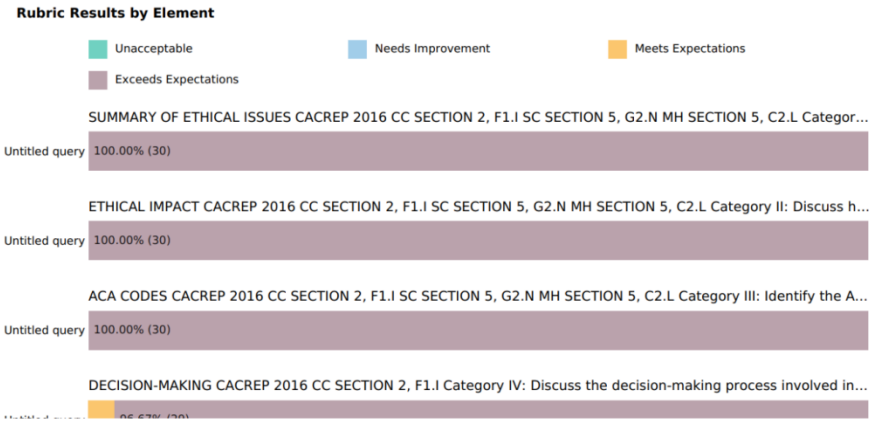
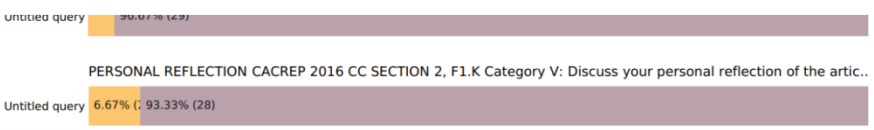
COUN All Courses Ex Pract Intern Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024

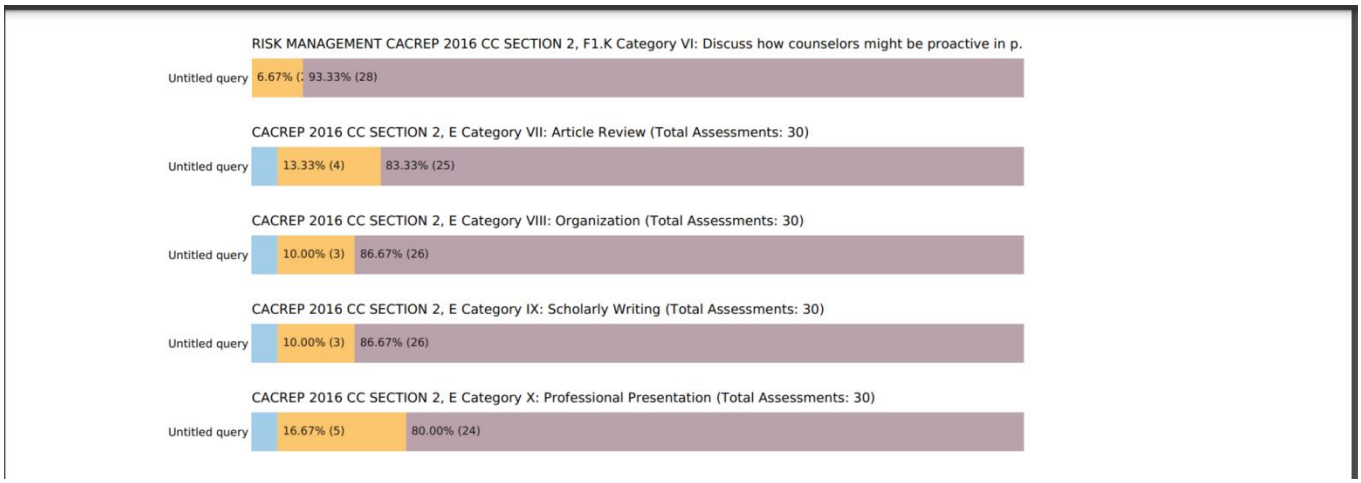


Element	Query	unacceptable	Needs Improvement	Meets Standards	Exceeds Standards	Mean	Stdev
TOPIC AND TITLES:1	Untitled query	0.00% (0)	0.00% (0)	16.13% (5)	83.87% (26)	3.00	0
OUTLINES:1	Untitled query	0.00% (0)	3.23% (1)	22.58% (7)	74.19% (23)	2.97	0.18

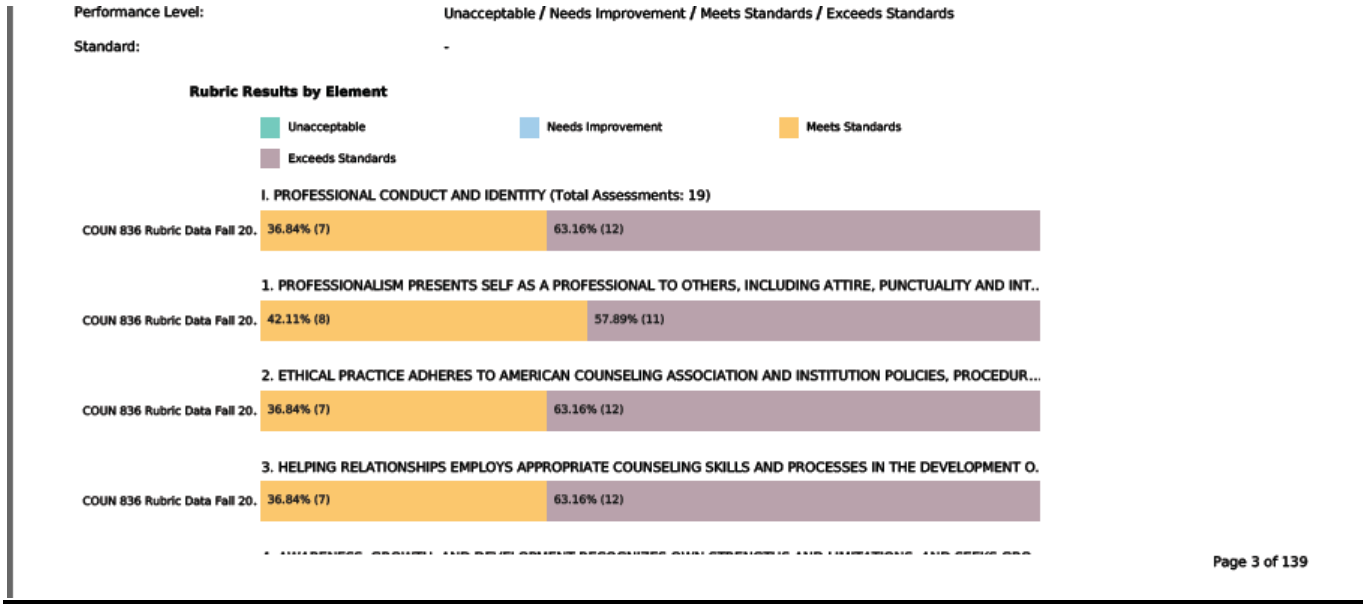
COUN 780 (SA) (2016) Legal Critique Rubric



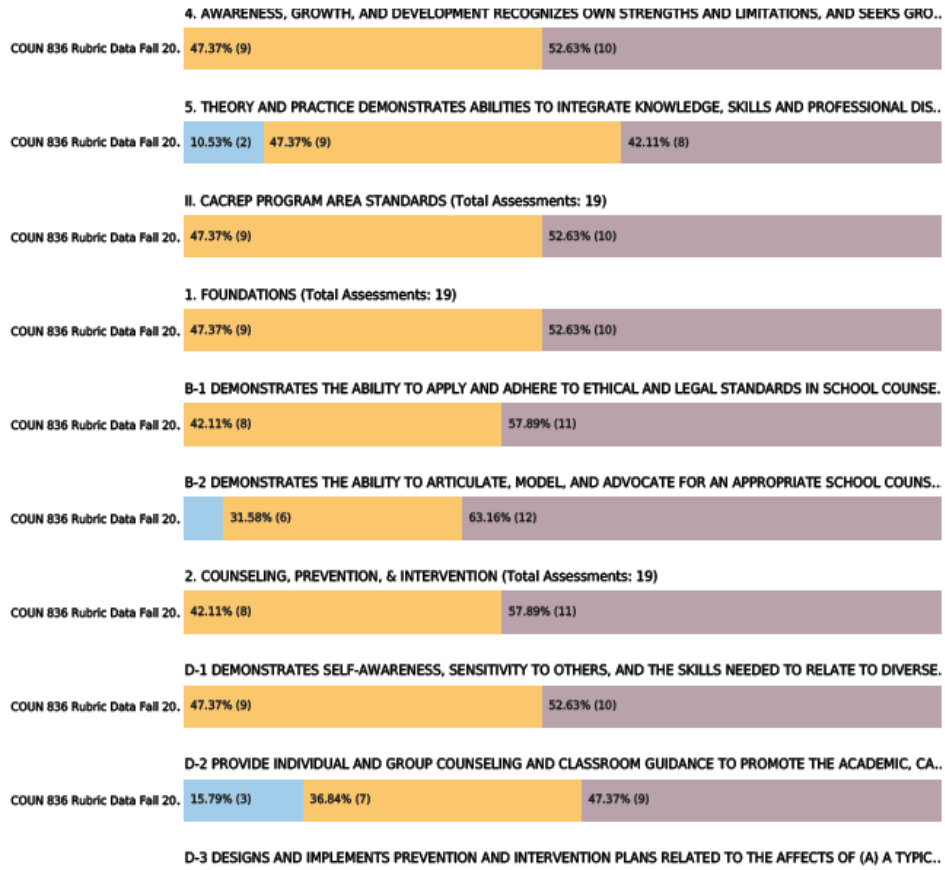




COUN 836: Formative (Midterm) Practicum Evaluation



COUN 836 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024



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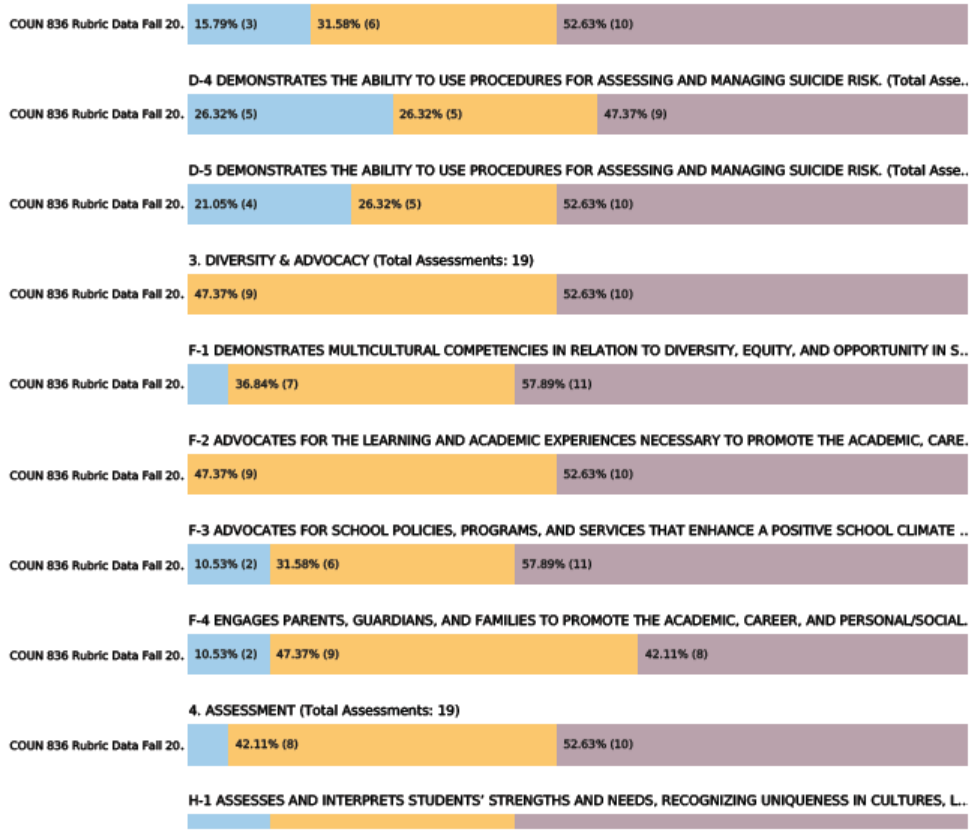

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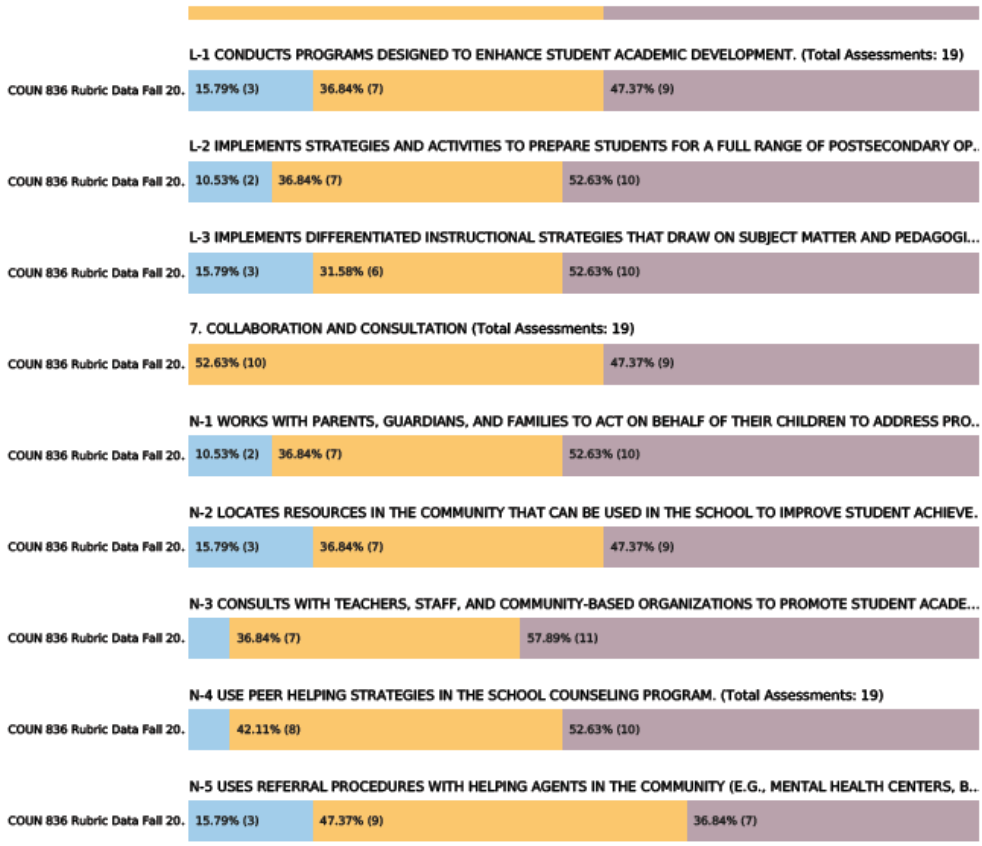

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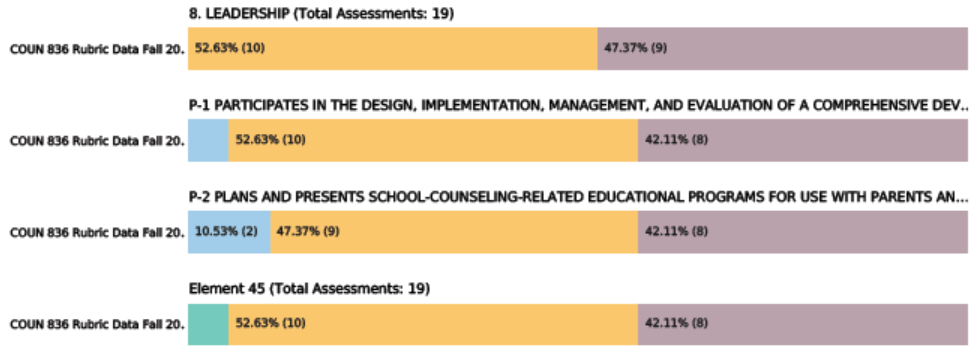
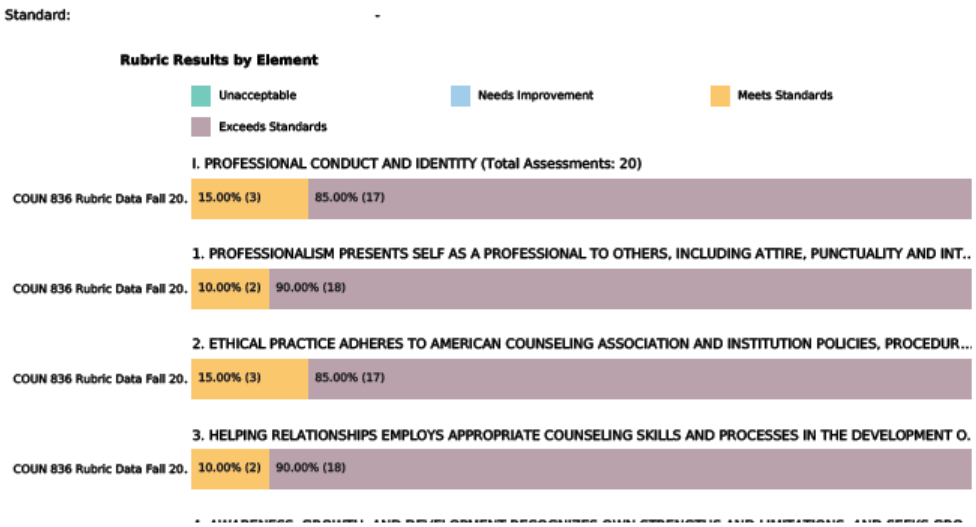


COUN 836: Summative (Final) Practicum Evaluation



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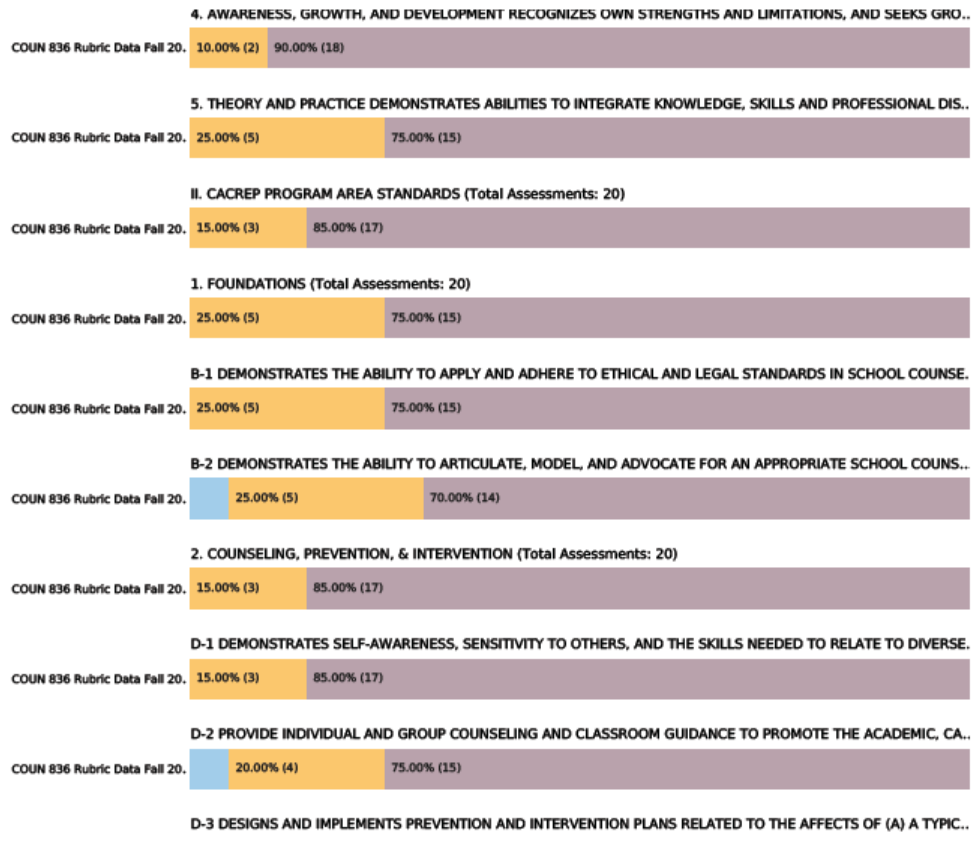

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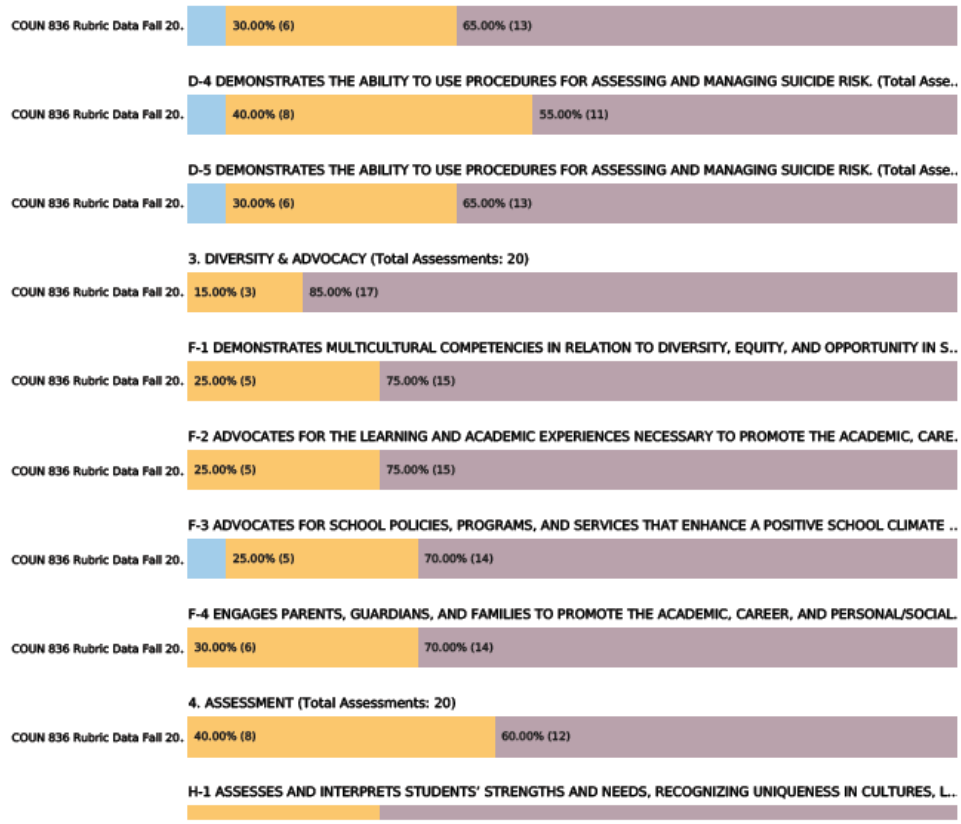

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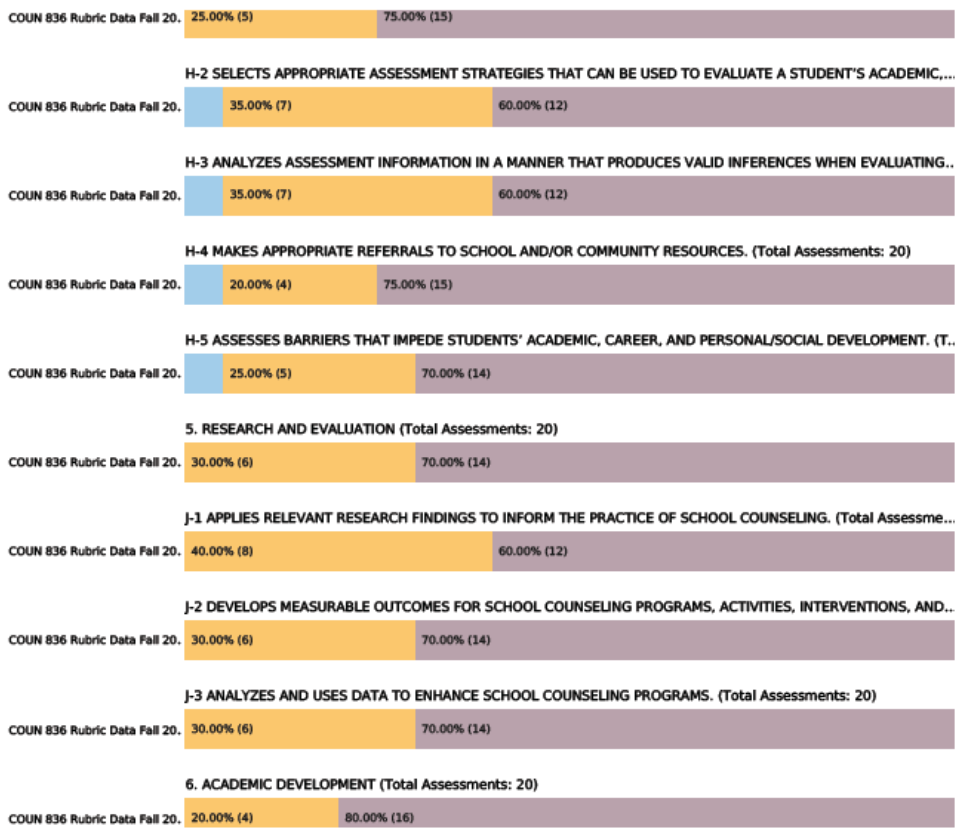

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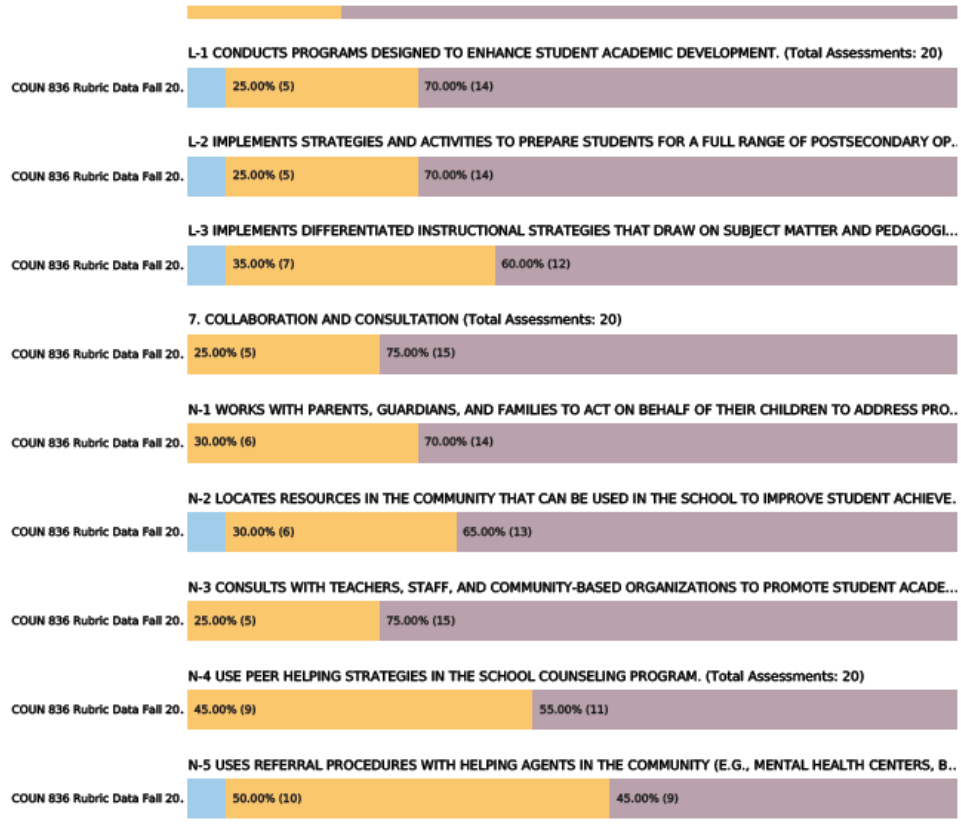

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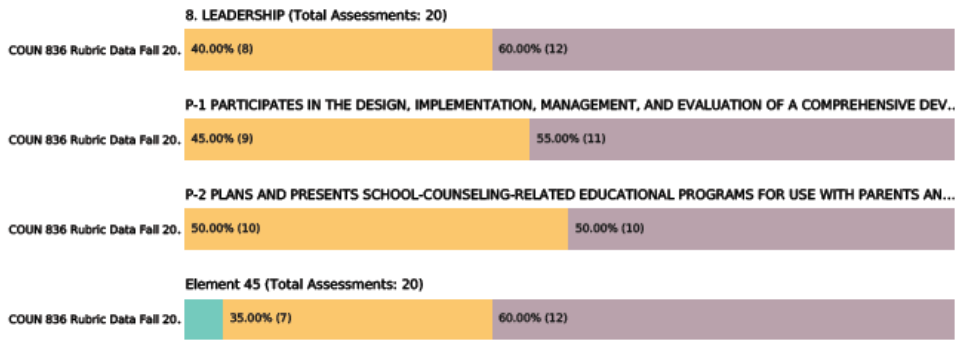
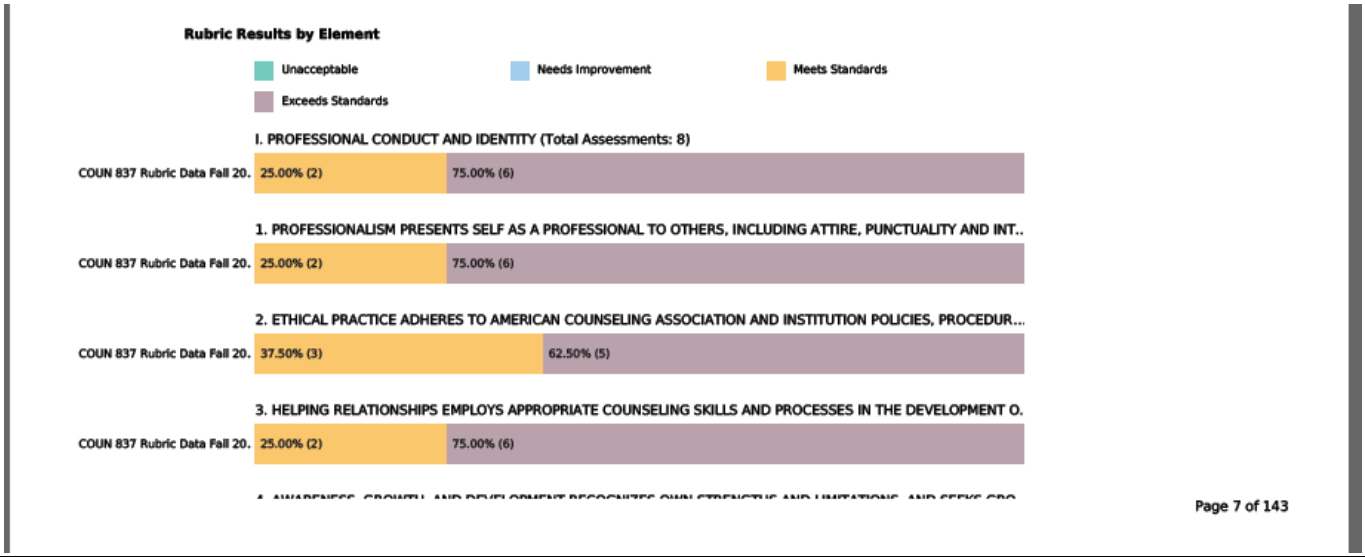
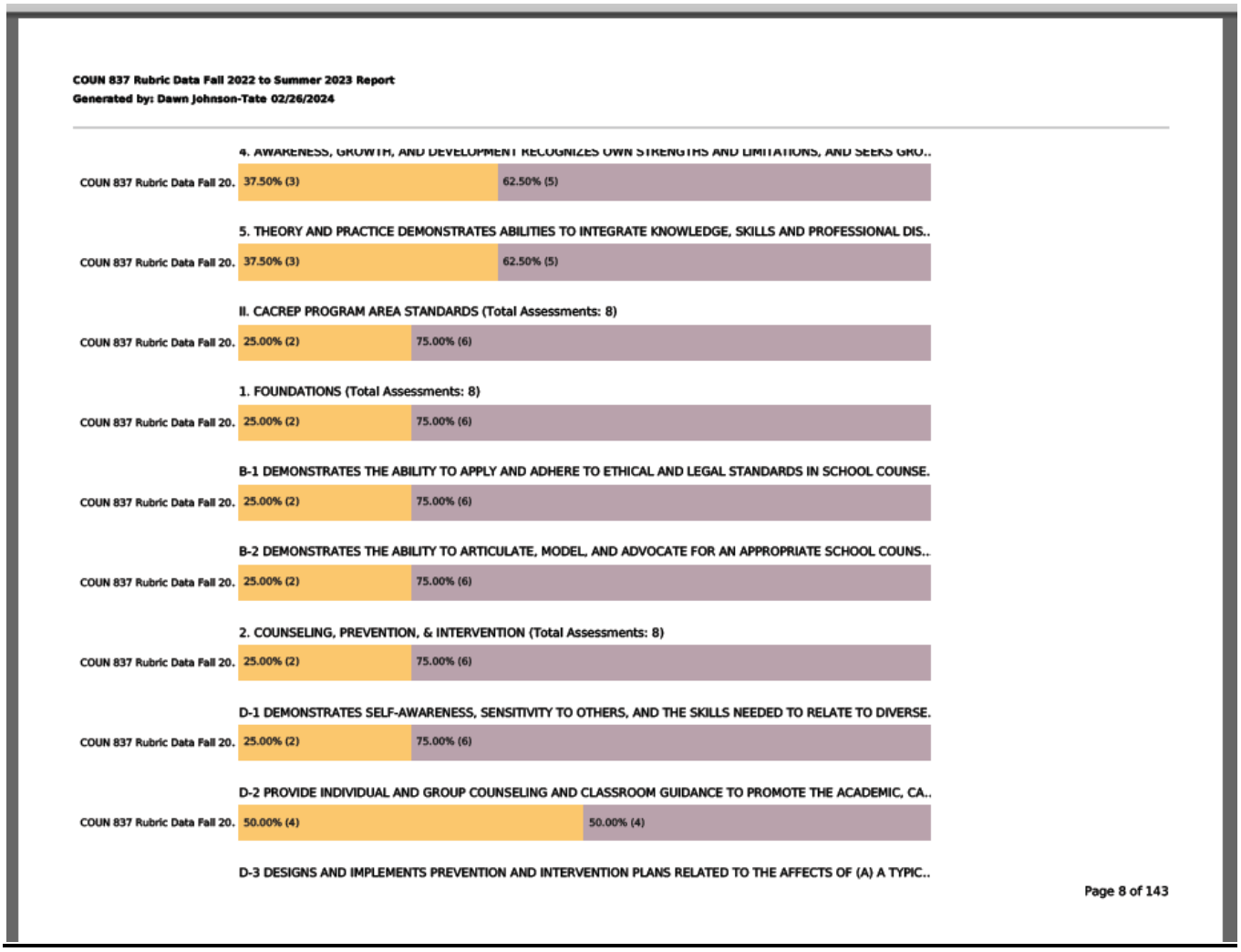


COUN 837: Formative (Midterm) Internship Evaluation





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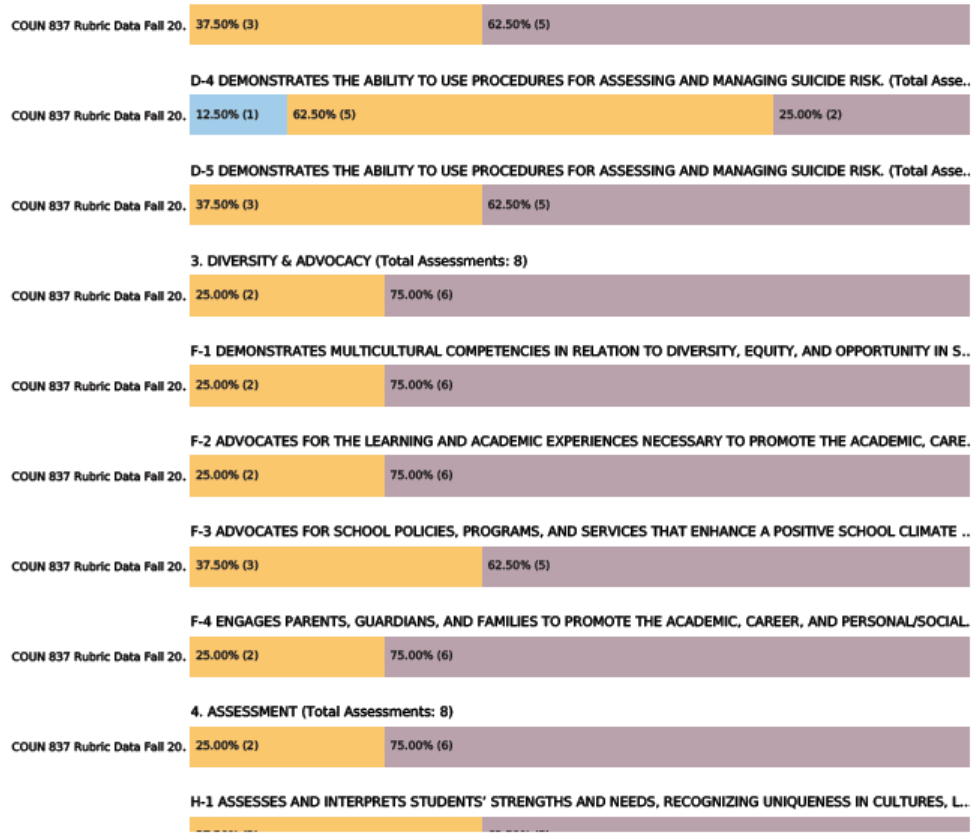

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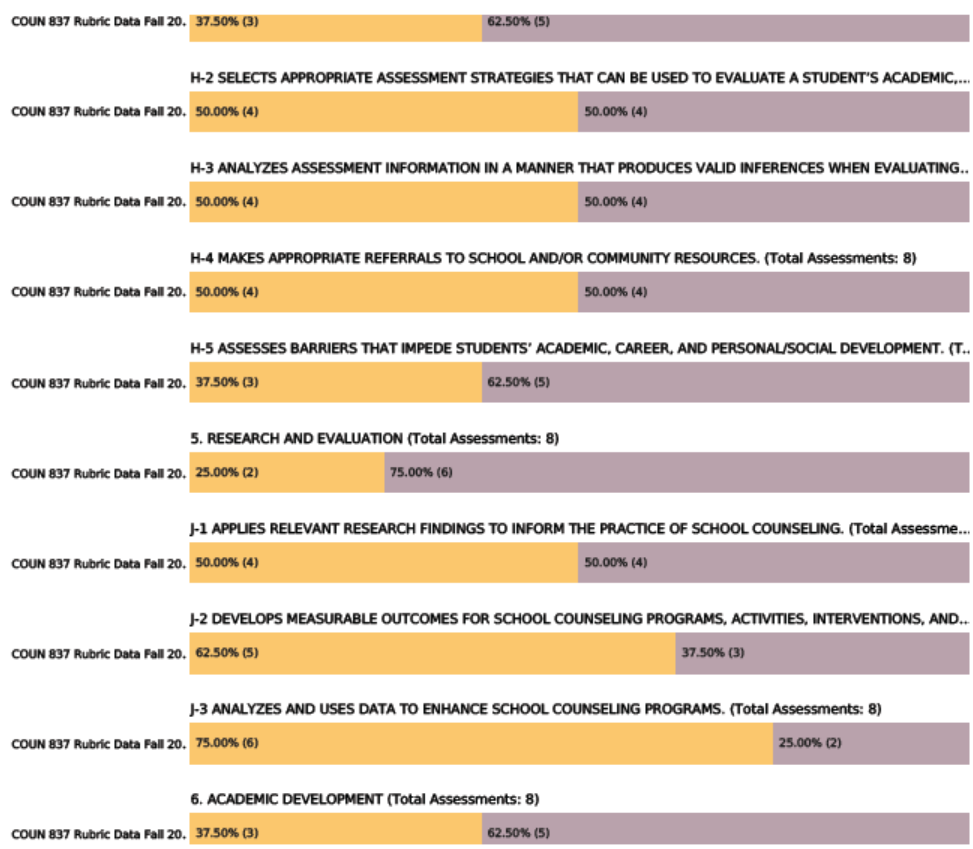

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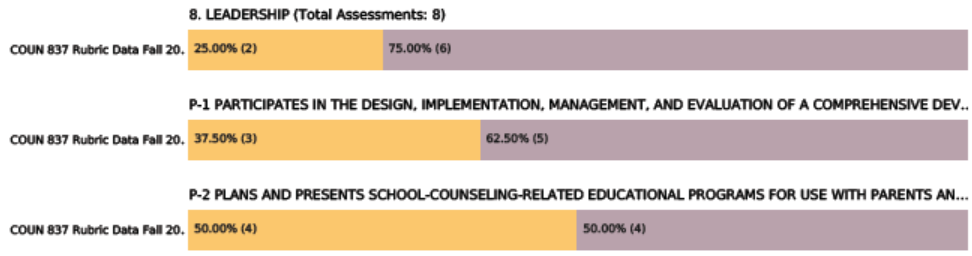

Element	Query	Unacceptable	Needs Improvement	Meets Standards	Exceeds Standards	Mean	Stdev
I. PROFESSIONAL CONDUCT AND IDENTITY	COUN 837 Rubric Data Fall 2022 to Summer 2023	0.00% (0)	0.00% (0)	25.00% (2)	75.00% (6)	3.75	0.46
1. PROFESSIONALISM PRESENTS SELF AS A PROFESSIONAL TO OTHERS, INCLUDING ATTIRE, PUNCTUALITY AND INTERACTION WITH OTHERS.	COUN 837 Rubric Data Fall 2022 to Summer 2023	0.00% (0)	0.00% (0)	25.00% (2)	75.00% (6)	3.75	0.46

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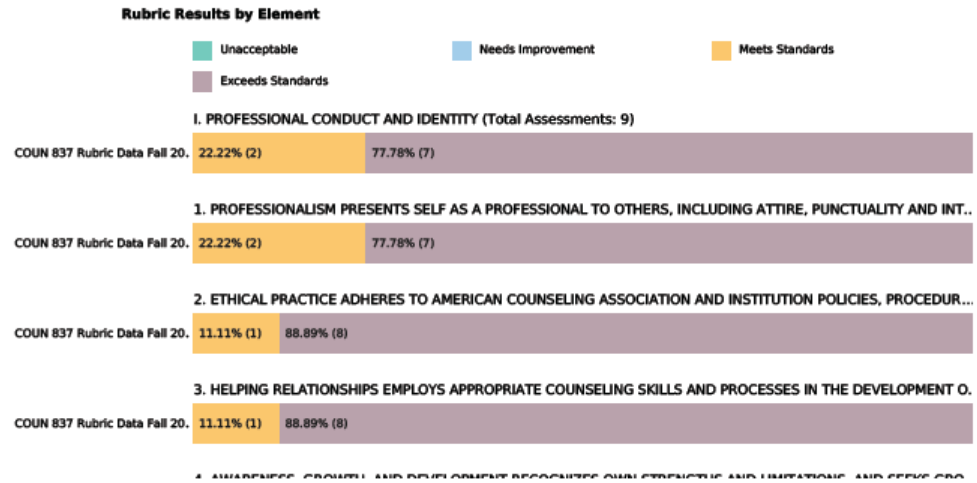
COUN 837: Summative (Final) Internship Evaluation (



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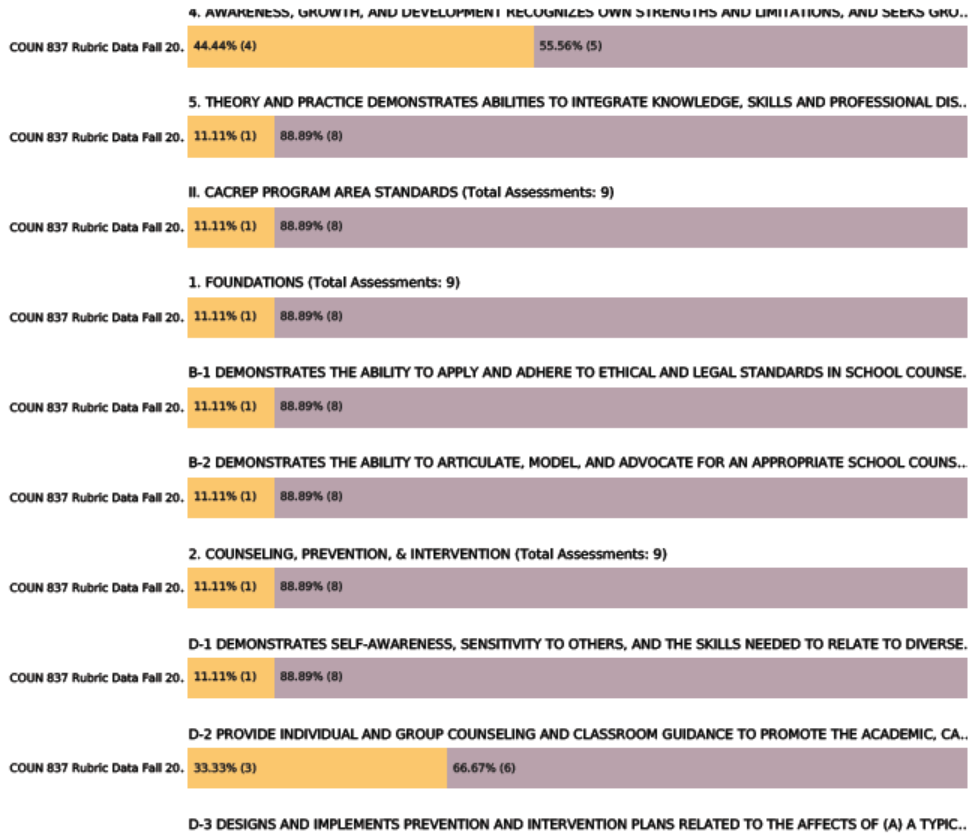

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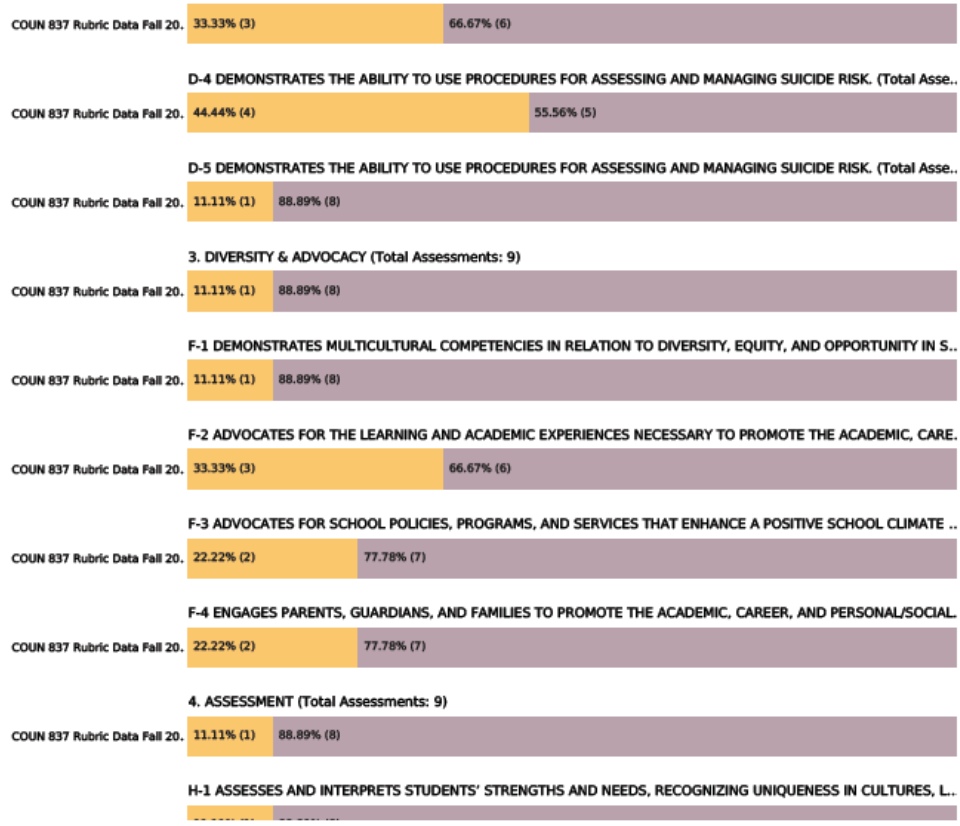

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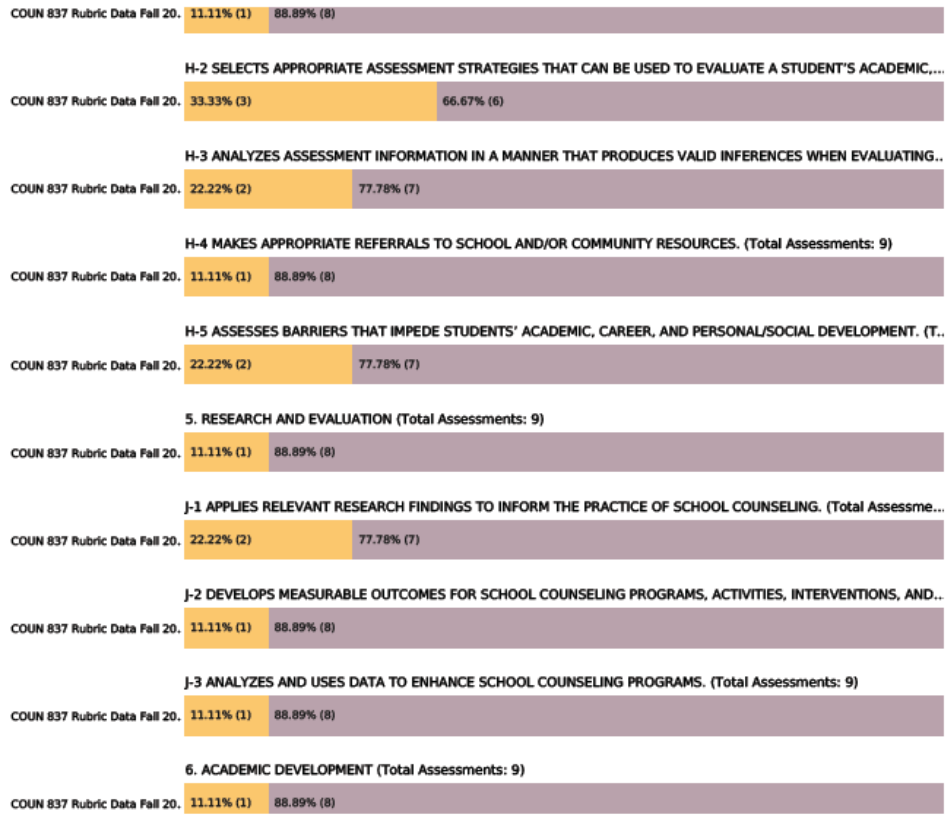

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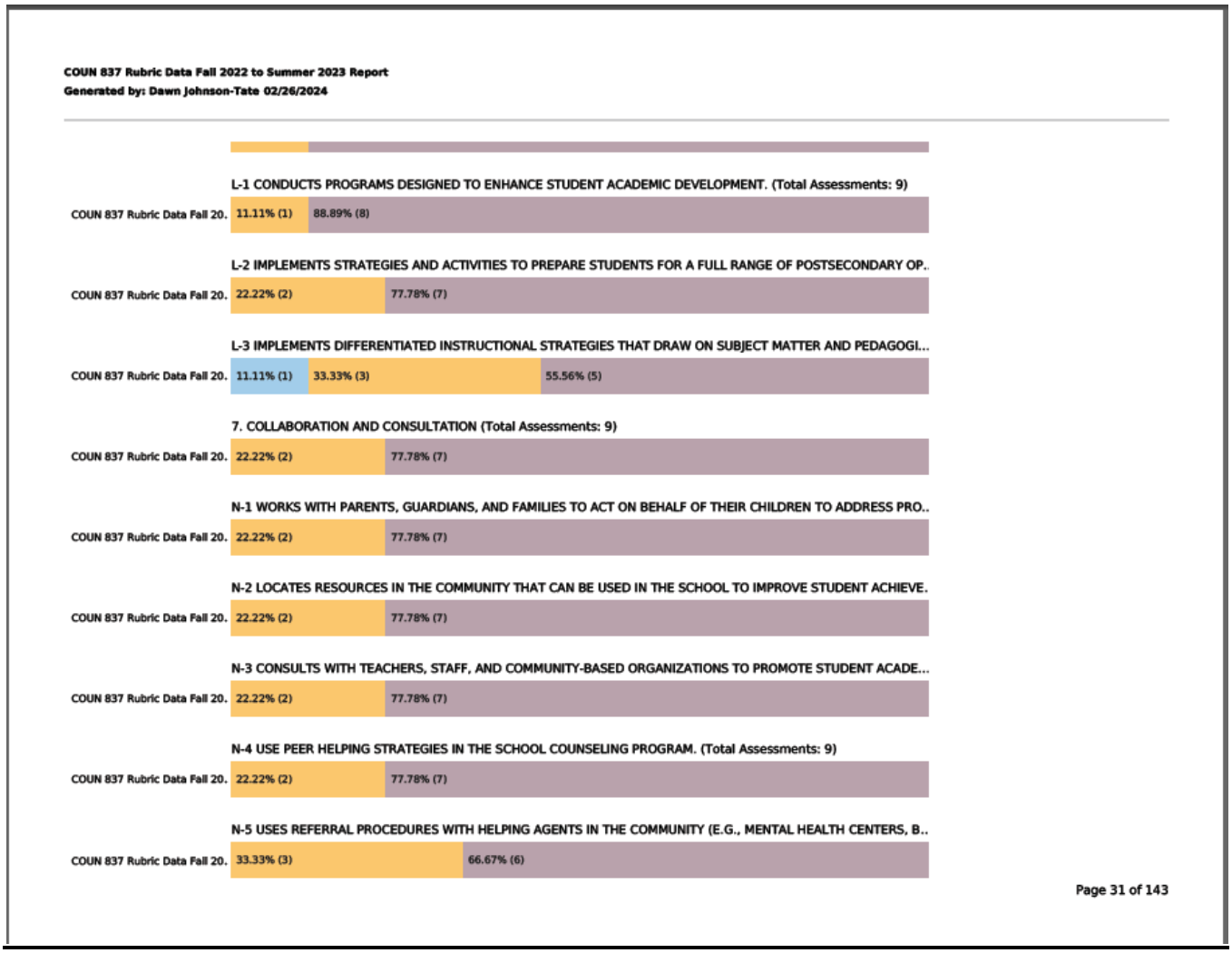
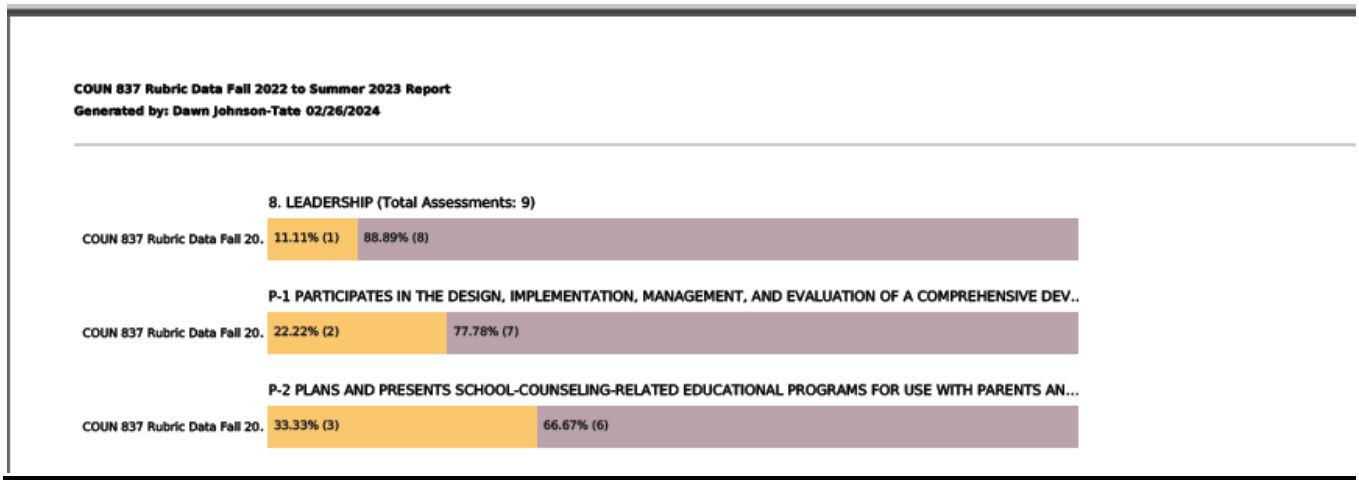




COUN 840 (SA) (2016) Rubric

Counselor Preparation Comprehensive Examination (CPCE)
School Counseling had three participants complete the Fall 2022 CPCE with a pass rate of 66.67% (two out of three passed). The mean for the School Counseling candidates' scores was 72.67.

Four School Counseling students completed the CPCE in Spring 2023. The pass rate was 100% (four out of four).

Four School Counseling participants completed the CPCE in Summer 2023. The pass rate was 100% (four out of four). The mean for the School Counseling candidates' scores was 80.

Consistently over the 2022-2023 academic year, the three lowest scoring areas were: Social and Cultural Diversity, Assessment and Testing, and Counseling and Helping Relationships.

National Counselor Examination (NCE)
In Fall 2022, two School Counseling students completed the NCE. Of the two, one (50%) passed the exam.
In Spring 2023, two School Counseling students completed the NCE. Of the two, one (50%) 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 Spring 2023 board meeting, three alumni attended, as did two current students. One suggestion was made that we expand the field experiences to require students to work at each level (elementary, middle and high school) as well as perhaps to have some field experience earlier in the program.

4. Graduate Surveys

During fall 2020, one student completed the Graduate Survey. During the spring 2021, one student completed the Graduate Survey. The demographics included one African American male for fall 2020, and one African American female for spring 2021. Each participant answered nine questions that were used to assess their experiences with course instruction and five questions that were used to assess their experience of the overall training program.

Fall 2020

The respondent reported the Department of Counseling at Bowie State University prepared him very well for his current position.

Rated extremely effective: professional identity as a counselor, foundational counseling skills, ethical and legal issues in counseling, group counseling and group work, social and cultural development.

Rated very effective: counseling theories, human growth and development, career development, research and program evaluation

Rated somewhat effective: crisis management skills Rated excellent: overall quality of the program, impact of the program in building peer network and peer support, faculty members knowledge of subject area, and quality of sites available for practicum and internship experiences

Rated good: overall quality of classroom instruction

Spring 2021

The respondent reported the Department of Counseling at Bowie State University prepared her extremely well for her current position.

Rated extremely effective: professional identity as a counselor, foundational counseling skills, ethical and legal issues in counseling, group counseling and group work, social and cultural development, counseling theories, human growth and development, career development, research and program evaluation, and crisis management skills

Rated excellent: overall quality of the program, quality of sites for field-based practicum and internship experiences, faculty members' knowledge of subject matter

Rated good: overall quality of classroom instruction

Rated fair: the program in helping her build peer networks and utilize peer support

5. Site Supervisor and Employer Survey

Site Supervisor Survey-

In Fall 2020, 18 surveys were emailed out for practicum and internship site supervisors; 11 out of 11 internship site supervisors responded, 7 out of 7 site supervisors responded for the mid-point evaluation and 5 out of 7 site supervisors responded for the summative evaluation. Overall, the feedback and comments were positive. Specific areas needing improvement included: (a) Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts; (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) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

Employer Survey

In previous years, alumni have said they do not wish for the program to contact their employers. We are developing an alternative to the traditional employer survey used in the past. There are several methods of informal feedback gained through our partnerships with local public school systems as well as consultation with other local counselor training programs.

6. Monthly Faculty Meetings

Department meetings are held in-person on 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.

Program meetings are held via Zoom on the last Monday of each month during the academic year (September-May). As standing agenda items, faculty discuss the program of study, student concerns, upcoming professional development opportunities, applicants and admissions procedures, and any other relevant program information. The meetings are also an opportunity to brainstorm, problem-solve, and collaborate for the benefit of students and faculty welfare.

Program Modifications

2022-2023

1. The School Counseling Program Coordinator position shifted from Dr. Cynthia Taylor to Dr. Marja Humphrey.
2. The textbook for the Practicum course was updated and the change was implemented in the Spring 2023 semester. The new text was chosen to provide a more thorough review of the professional school counselor role and relevant exercises for counselors-in-training.
3. The Program of Study was updated to include the CACREP-mandated 60 hours. The additional 12 credit hours consist of the four courses required for licensure in the State of Maryland (Family Counseling, Drug & Alcohol Counseling, Psychodynamics of Psychopathology [DSM-5], and Advanced Techniques in Psychotherapy). This choice was consistent with what is needed in the field. This new, expanded Program of Study was effective for students July 1, 2023.
4. In March 2023, Dr. Nikki Ham (PI) was notified she was awarded a United States Department of Education grant. This grant established the Ujima Center for School Counseling Scholars at Bowie State University. This grant supports roughly 20 students per semester with tuition, book stipends, professional development trainings, professional organization memberships, and conference travel funds.
5. Review the results of signature assignments and make appropriate updates.
6. Continue to communicate with school districts to ensure that our course work and field experiences are preparing students to perform all appropriate functions of a professional school counselor.

2021-2022

1. Faculty take advantage of workshops, trainings, and conferences related to school counseling, especially with our professional organizations.
2. The Clinical Director of Field Placement continues to be instrumental with strengthening our partnerships with school districts in Maryland, particularly with the counties surrounding our campus where most of our students are placed.

2020-2021

Please note that the 2020-2021 academic year was conducted 100% virtually due to the COVID-19 pandemic. This significant shift impacted how courses were delivered in the virtual classroom, as well as the field experience for Practicum and Internship students. In an unprecedented move to accommodate the virtual environment, CACREP allowed for students to carry over hours from Practicum to Internship.

1. Program of Study Sequence
   a. Students identified the sequence of courses within the program of study was a challenge to take courses due to course offering.
   b. Faculty will review this sequence in School Counseling program meetings
   c. The faculty will review this sequence with the advisee.
2. Course Offerings
   a. Students noted, there should be more information regarding courses that are offered in the winter and summer session, faculty will explore the possibility to offer more courses for winter and summer sessions.
   b. The Department of Counseling will send a survey to graduate students to identify the requested courses to offer in the winter and summer session.
   c. The Department of Counseling will work collaboratively to offer courses in the winter and summer sessions.
3. Signature Assignment
   a. The signature assignment, Program evaluation in COUN 706, scored significantly low. Faculty that teach the course will discuss the course, and identify which standards are graded lower than others.
4. Areas of instructions
   a. Students rated three areas of instruction as particularly low in the program: Career Counseling & Development, Crisis Management, and Group Counseling. Faculty that teach 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.
5. Clinical Experience
   a. Site supervisors rated our students needing improvement the following areas: (a) Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts; (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) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. Faculty will review the program expectations to see email

b. Students in the Practicum course write a Personal Growth Paper at the end of the experience documenting how they have seen their skills develop as an emerging professional school counselor. They use their weekly journals and discussion posts to help write this final paper chronicling all they have learned during the Practicum experience.
c. Assessing and managing suicide risk is discussed during the first class meeting for Practicum students. This was a modification based on the feedback from site supervisors. This topic is revisited several times throughout the semester as students encounter this situation at their sites and receive additional training through their school systems to familiarize themselves with the county specific emergency procedures.

2019-2020

Program Modifications

The current modifications addressed feedback from the aforementioned data sources.

1. Improved Interview Questions/Rubric. The School Counseling program strengthened the interview process by modifying the interview questions. The revised interview questions assess the applicant's academic standards and essential counseling characteristics such as social-emotional qualities, multicultural awareness, and the ability to utilize a non-judgmental approach to working with children and their families.

2. 2016 CACREP Standards. Initiated the update of syllabus and curriculum to align with 2016 CACREP standards.

3. Revised Comprehensive Examination Review. A CPCE study session was initiated for the Summer 2019 exam. Both the School Counseling and Mental Health Counseling programs conducted the CPCE study session together. However, in fall 2019, in an effort to improve the review sessions, the Department contracted a professional CPCE consultant to conduct the sessions. In addition to the faculty facilitating a review session, the Department partnered with the Graduate Student Association (GSA) to contract two consultants to provide two other workshops, respectively.

4. Establishment of BSU Chapter -Maryland School Counseling Association (MSCA). (BSU-MSCA) is the first and only chapter of the Maryland School Counselor Association. It was created to establish a network of support for school counseling students attending Bowie State University by providing professional and leadership development, outreach, and advocacy. The organization host a series of events to promotes excellence in the profession of school counseling and fosters the full potential of school counseling students.

5. Annual Student Information Session. The Department initiated an annual student information (advisement) session for all students. This is a mandatory session, in addition to the university-wide student orientation session each semester. During this time, the Department covers information, such as Program of Study, CACREP Accreditation Requirements, Comprehensive Examination, Practicum/ Internship Requirements, Advancement to Candidacy, TaskStream, National Counselors Examination (NCE), etc.

6. Department Facebook Page. In August 2020, the department launched its new Facebook page. The page serves as a platform where current students and alumni can communicate, share, and network about topics related to counseling. Participants post announcements, pictures, events, activities, professional opportunities, etc. The social media medium also helps to promote professional identity, mentoring, and employment. With currently 247 members, about half are program alumni.

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. Kimberly Mills

Department Faculty with Primary MHCO Affiliation

Dr. Sade Dunn
Dr. Mark Bolden
Dr. Jake Johnson
Dr. Brittany Williams
Dr. Otis Williams III

Department Faculty with Secondary MHCO Affiliation

Dr. Marja Humphrey
Dr. Cynthia Taylor
Dr. Nikki Ham

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 students midway through their Program of Study. Midpoint survey data was collected (Fall 2022) in the Practicum course. This course is typically taken at 30 credit hours. Five students were enrolled in the course, three students completed (Response rate 60%). Three in total completed the Mid- point survey, including 3 females, 1 White, 1 Hispanic. 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 3.73. The average score for Professional Disposition (measured by 4 items) was 4. For Diversity Competencies and Practices (measured by 7 items), the mean score was 3.85.

Spring 2023 Mid-Point survey not completed due to error in assessment system.

6 - Program Quality					
Overall, the program prepares me for professional work.					
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**	**Means**
Unacceptable	(1)	0	0.00%		3.67
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	1	33.33%		
Exceeds Expectation	(4)	2	66.67%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question
Response Rate			**Mean**	**STD**	**Median**
3/5 (60.00%)			3.67	0.58	4.00

6 - Program Quality					
The program of study is relevant to my career pursuit.					
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**	**Means**
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

6 - Program Quality

The program of study is relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

6 - Program Quality

The program of study is relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

6 - Program Quality

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	2	66.67%		
Not Applicable	(0)	1	33.33%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

6 - Program Quality

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	2	66.67%		
Not Applicable	(0)	1	33.33%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

6 - Program Quality

The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		3.67
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	1	33.33%		
Exceeds Expectation	(4)	2	66.67%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	3.67	0.58	4.00

6 - Program Quality

The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.

Response Option	Weight	Frequency	Percent	Percent Responses	Means

Unacceptable	(1)	0	0.00%		
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	1	33.33%		
Exceeds Expectation	(4)	2	66.67%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	3.67	0.58	4.00

6 - Program Quality

The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

6 - Program Quality

The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

6 - Program Quality

The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		
(2)	0	0.00%			

6 - Program Quality

The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	1	33.33%		
Exceeds Expectation	(4)	2	66.67%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	3.67	0.58	4.00

6 - Program Quality

The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		

Needs Improvement				
Meets Expectation				
Exceeds Expectation				
Not Applicable				
Response Rat				
3/5 (60.00%)				
Needs Improvement				
Meets Expectation	(3)	1	33.33%	
Exceeds Expectation	(4)	2	66.67%	
Not Applicable	(0)	0	0.00%	

0 25 50 100 Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	3.67	0.58	4.00

7 - Professional Dispositions

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		

0 25 50 100 Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

7 - Professional Dispositions

The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		

0 25 50 100 Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

7 - Professional Dispositions

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		3.67
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	1	33.33%		
Exceeds Expectation	(4)	2	66.67%		
Not Applicable	(0)	0	0.00%		

0 25 50 100 Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	3.67	0.58	4.00

7 - Professional Dispositions

The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

8 - Diversity Competencies And Practices

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

8 - Diversity Competencies And Practices

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

8 - Diversity Competencies And Practices

The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

8 - Diversity Competencies and Practices

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		
Needs Improvement	(2)	1	33.33%		3.00
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	1	33.33%		
Not Applicable	(0)	1	33.33%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	3.00	1.41	3.00

8 - Diversity Competencies And Practices

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

8 - Diversity Competencies and Practices

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

8 - Diversity Competencies And Practices

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.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Unacceptable	(1)	0	0.00%		4.00
Needs Improvement	(2)	0	0.00%		
Meets Expectation	(3)	0	0.00%		
Exceeds Expectation	(4)	3	100.00%		
Not Applicable	(0)	0	0.00%		
				0 25 50 100	Question

Response Rate	Mean	STD	Median
3/5 (60.00%)	4.00	0.00	4.00

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

Students identified the most helpful aspects of the program were consistent support through most faculty, promoting ethics and diversity. One student said, "I really loved most of the professors and their expertise".

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

Students identified the least helpful aspects of the program were the discussing realistic expectations for practicum/internship hours/experience during the orientation.

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

None

Program Exit Survey

Exit data was collected from the three semesters (Fall 2022 through Summer 2023) in Internship II course. This course is taken as one of the last in the Program of Study. There were 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.

Metal Health Program Exit Survey Fall 2022-Summer 2023

Survey Questions: Response Rate Overall 10/10 (100%)

Program Quality Questions

Overall, the program prepares me for professional work.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.70
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study is relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The clinical experiences as provided by the program are relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences represent current and promising practices in the professional field.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	6	60.00%	3.6
Meets Standards	(3)	4	40.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	5	50.00%	3.5
Meets Standards	(3)	5	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	6	60.00%	3.6
Meets Standards	(3)	4	40.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	

N/A	(0)	0	0.00%

The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.6
Meets Standards	(3)	2	20.00%	
Needs Improvement	(2)	1	10.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	8	80.00%	3.8
Meets Standards	(3)	2	20.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	8	80.00%	3.8
Meets Standards	(3)	2	20.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

Professional Disposition Questions

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7

Meets Standards	(3)	3	30.00%
Needs Improvement	(2)	0	0.00%
Unacceptable	(1)	0	0.00%
N/A	(0)	0	0.00%

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	6	60.00%	3.6
Meets Standards	(3)	4	40.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

Diversity Competencies and Practices Questions

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	6	60.00%	3.6

Meets Standards	(3)	4	40.00%
Needs Improvement	(2)	0	0.00%
Unacceptable	(1)	0	0.00%
N/A	(0)	0	0.00%

The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	7	70.00%	3.7
Meets Standards	(3)	3	30.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

Mental Health Counseling Midpoint Survey Spring 2023

Survey Questions: Response Rate Overall 6/7 (85.71%) - Spring 2023

Program Quality Questions

Overall, the program prepares me for professional work.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	4	66.00%	3.50
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	1	17.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study is relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	5	83.00%	3.8
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The clinical experiences as provided by the program are relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	4	67.00%	3.7
Meets Standards	(3)	2	33.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences represent current and promising practices in the professional field.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	2	33.00%	3.3
Meets Standards	(3)	4	67.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	2	33.00%	3.2
Meets Standards	(3)	3	50.00%	
Needs Improvement	(2)	1	17.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	3	50.00%	3
Meets Standards	(3)	2	33.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	1	17.00%	

The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	1	17.00%	3.2
Meets Standards	(3)	5	83.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	3	50.00%	3.5

Meets Standards	(3)	3	50.00%
Needs Improvement	(2)	0	0.00%
Unacceptable	(1)	0	0.00%
N/A	(0)	0	0.00%

The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	3	50.00%	3.5
Meets Standards	(3)	3	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	4	67.00%	3.2
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	1	17.00%	

The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	4	67.00%	3.2
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	1	17.00%	

The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	3	50.00%	3
Meets Standards	(3)	2	33.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	

N/A	(0)	1	17.00%	

The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	3	50.00%	3
Meets Standards	(3)	2	33.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	1	17.00%	3.31

Professional Disposition Questions

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	3	50.00%	3.5
Meets Standards	(3)	3	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	5	83.00%	3.8
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	5	83.00%	3.8
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	5	83.00%	3.8
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

Diversity Competencies and Practices Questions

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	5	83.00%	3.8
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	3	50.00%	3.5
Meets Standards	(3)	3	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	5	83.00%	3.8
Meets Standards	(3)	1	17.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	4	67.00%	3.7
Meets Standards	(3)	2	33.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	3	50.00%	3.5
Meets Standards	(3)	3	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	4	67.00%	3.7
Meets Standards	(3)	2	33.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	4	67.00%	3.7
Meets Standards	(3)	2	33.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

Mental Health Counseling Midpoint Survey Summer 2023

Survey Questions: Response Rate Overall 4/4 (100.00%) - Summer 2023

Program Quality Questions

Overall, the program prepares me for professional work.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	2.75
Meets Standards	(3)	3	75.00%	
Needs Improvement	(2)	1	25.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study is relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	1	25.00%	3
Meets Standards	(3)	2	50.00%	
Needs Improvement	(2)	1	25.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The clinical experiences as provided by the program are relevant to my career pursuit.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	2	50.00%	3.5
Meets Standards	(3)	2	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences represent current and promising practices in the professional field.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	2.75
Meets Standards	(3)	3	75.00%	
Needs Improvement	(2)	1	25.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	3
Meets Standards	(3)	4	100.00%	
Needs Improvement	(2)	0	0.00%	

Unacceptable	(1)	0	0.00%
N/A	(0)	0	0.00%

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	1.5
Meets Standards	(3)	0	0.00%	
Needs Improvement	(2)	3	75.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	1	25.00%	

The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	1	25.00%	3.25
Meets Standards	(3)	3	75.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	1	25.00%	3.25
Meets Standards	(3)	3	75.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	3
Meets Standards	(3)	4	100.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	2.75
Meets Standards	(3)	3	75.00%	
Needs Improvement	(2)	1	25.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	3
Meets Standards	(3)	4	100.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	1	25.00%	3.25
Meets Standards	(3)	3	75.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	3
Meets Standards	(3)	4	100.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	2.92

Professional Disposition Questions

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	3
Meets Standards	(3)	4	100.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	3
Meets Standards	(3)	4	100.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	1	25.00%	3.25
Meets Standards	(3)	3	75.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	0	0.00%	3
Meets Standards	(3)	4	100.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

Diversity Competencies and Practices Questions

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	1	25.00%	3.25
Meets Standards	(3)	3	75.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	2	50.00%	3.5
Meets Standards	(3)	2	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	2	50.00%	3.5
Meets Standards	(3)	2	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	2	50.00%	3.25
Meets Standards	(3)	1	25.00%	
Needs Improvement	(2)	1	25.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.

Response Option	Weight	Frequency	Percent	Mean

Exceeds Standards	(4)	2	50.00%	3.5
Meets Standards	(3)	2	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	2	50.00%	3.5
Meets Standards	(3)	2	50.00%	
Needs Improvement	(2)	0	0.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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.

Response Option	Weight	Frequency	Percent	Mean
Exceeds Standards	(4)	2	50.00%	3.25
Meets Standards	(3)	1	25.00%	
Needs Improvement	(2)	1	25.00%	
Unacceptable	(1)	0	0.00%	
N/A	(0)	0	0.00%	

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?

The feedback highlights that the professors and faculty are the most valuable aspects of the program. Professors are described as helpful, eager to teach, and readily available for advising. Faculty members are passionate, knowledgeable, supportive, and instrumental in ensuring student success. Their real-world clinical experience enriches the learning process, and they create a supportive atmosphere where students feel empowered to complete sessions and generate materials.

Internship and practicum experiences are also emphasized as crucial components of the program. These hands-on experiences allow students to apply classroom knowledge to real-life situations, building confidence and practical skills. The opportunity to work one-on-one with clients during internships and receive feedback and direction during practicum courses is particularly valued.

The clinical experiences at internship sites are considered highly beneficial, providing essential practical exposure.
Course content and assignments are appreciated for their practical application. The psychopharmacology class, in particular, is highlighted for its usefulness in understanding the medications used to treat clients. Assignments that require up-to-date peer-reviewed research are also valued, as they keep students informed about the latest developments in the field. The courses are designed to prepare students for licensure exams and clinical practice, with practical assignments like creating treatment plans and conducting sessions contributing significantly to their learning.

The program fosters a supportive learning environment, with encouragement from both fellow students and professors. Critical thinking, non-conformist thinking, and multicultural competency are strongly encouraged. The availability of resources and effective communication about program updates are also beneficial. Overall, the program is structured to ensure student success, with additional supervision and a list of internship sites providing further advantages. The supportive and encouraging environment from faculty and peers is crucial for students' successful completion of the program.

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

The feedback reveals several common topics concerning areas for improvement in the program. There were issues with the overwhelming nature of internship sites, especially when dealing primarily with substance abuse clients and lacking peer support. The need for more modern therapy modalities, as opposed to strictly classic ones, was highlighted, along with a better focus on applying discussed topics to prepare for practicum and internship courses. The hybrid format was frequently mentioned as a necessity, given the difficulty of attending in-person classes due to work and traffic. Overall, while the program was largely seen as positive and supportive, these specific areas were identified as needing improvement.

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

The feedback from students reveals several common areas for improvement in the program. Firstly, there is a desire for certain classes, such as the African theories class, to be moved earlier in the curriculum to better support practicum and internship experiences. Students also emphasized the need for more lessons on work-life balance and negotiating compensation post-graduation, along with a greater focus on diversity and inclusion in client populations. Suggestions for more hands-on preparation, including role-playing and deliberate practice, were common to help build confidence in students' skills. Overall, while students appreciated the supportive and knowledgeable faculty, they felt that addressing these areas could significantly enhance the program's effectiveness.

2.Student Learning Outcomes

Student Learning and Licensure Data (Signature Assignments)

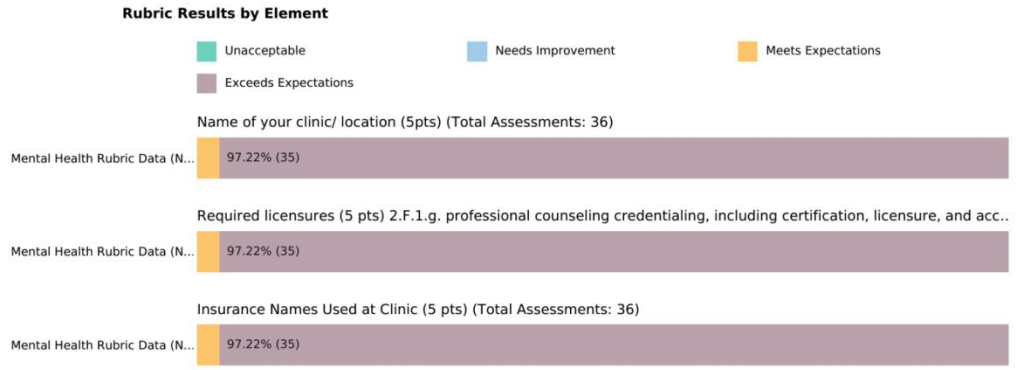
Student learning outcomes are measured in each of the Common Core and Program Specific courses that are aligned to CACREP Standards. In order to "meet expectations," students must score 80% on the assignment. On average, students "met expectations" on all the standards except the following:

AY22-23

Assessment	Course	Score	Semester
Class Presentation	COUN 734	2.99 out of 4.0	Fall 2022
Formative Evaluations	MHCO 836	2.39 out of 4.0	Fall 2022, Spring 2023
Formative Evaluation	MHCO 858	3.02 out of 4.0	Fall 2022, Spring 2023
Summative Evaluation	MHCO 858	3.07 out of 4.0	Fall 2022, Spring 23, Summer 2023

Fall 2022 Data

MHCO 671 (SA) (2016) PowerPoint Class Group Presentation MH Clinic



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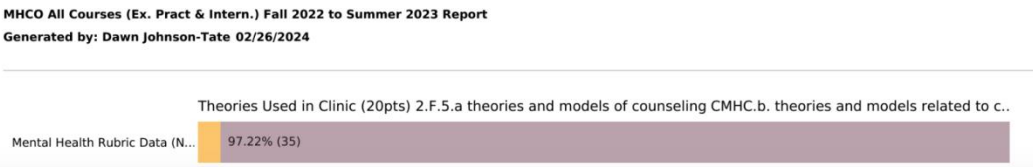
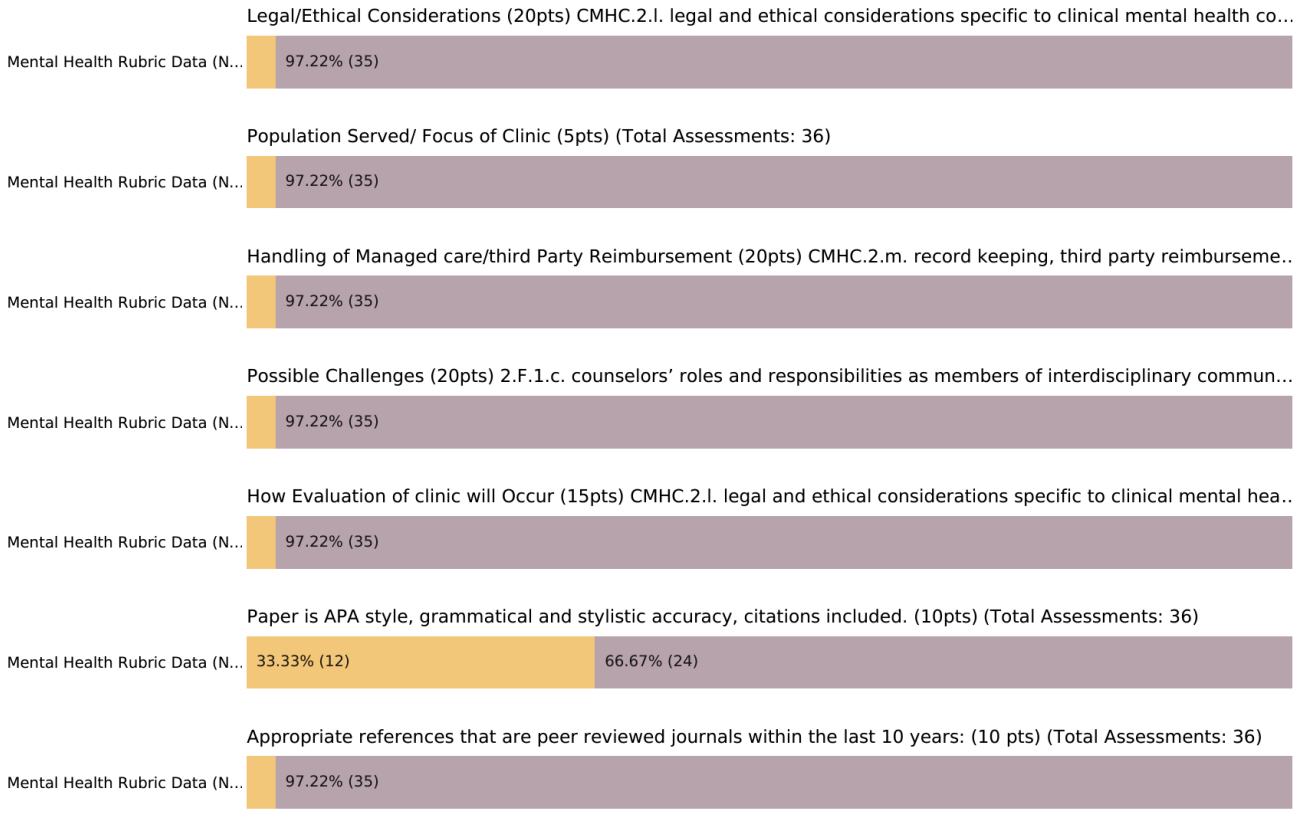
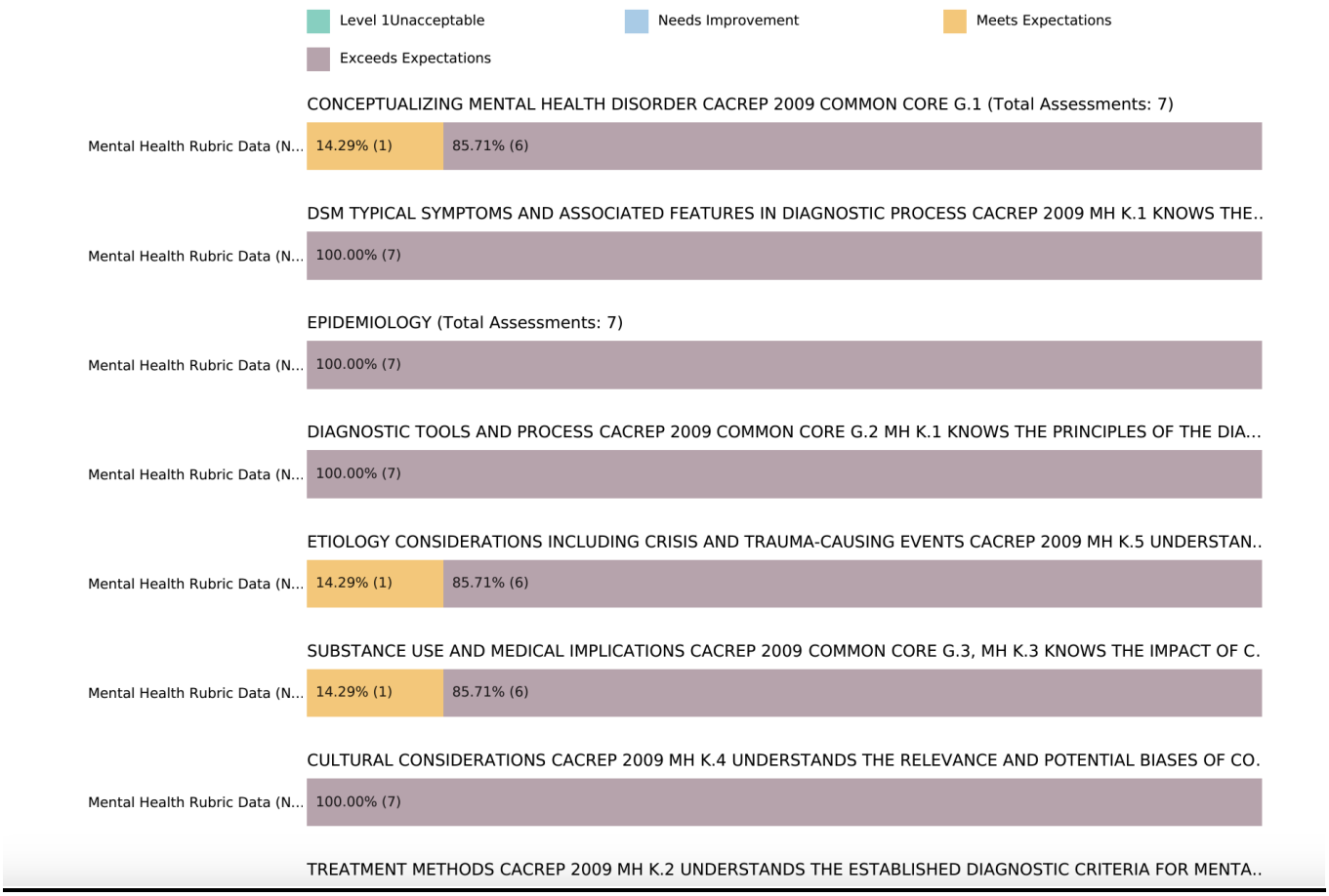
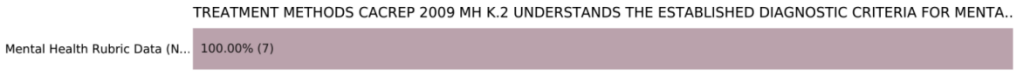



Legal/Ethical Considerations (20pts) CMHC.2.l. legal and ethical considerations specific to clinical mental health co...
Mental Health Rubric Data (N...
97.22% (35)
Population Served/ Focus of Clinic (5pts) (Total Assessments: 36)
Mental Health Rubric Data (N...
97.22% (35)
Handling of Managed care/third Party Reimbursement (20pts) CMHC.2.m. record keeping, third party reimburseme..
Mental Health Rubric Data (N...
97.22% (35)
Possible Challenges (20pts) 2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary commun...
Mental Health Rubric Data (N...
97.22% (35)
How Evaluation of clinic will Occur (15pts) CMHC.2.l. legal and ethical considerations specific to clinical mental hea..
Mental Health Rubric Data (N...
97.22% (35)
Paper is APA style, grammatical and stylistic accuracy, citations included. (10pts) (Total Assessments: 36)
Mental Health Rubric Data (N...
33.33% (12)
66.67% (24)
Appropriate references that are peer reviewed journals within the last 10 years: (10 pts) (Total Assessments: 36)
Mental Health Rubric Data (N...
97.22% (35)

MHCO 744 Mental Health Presentation





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MHCO 801 (SA) (2009) Capstone Project Rubric

MHCO All Courses (Ex. Pract & Intern.) Fall 2022 to Summer 2023 Report
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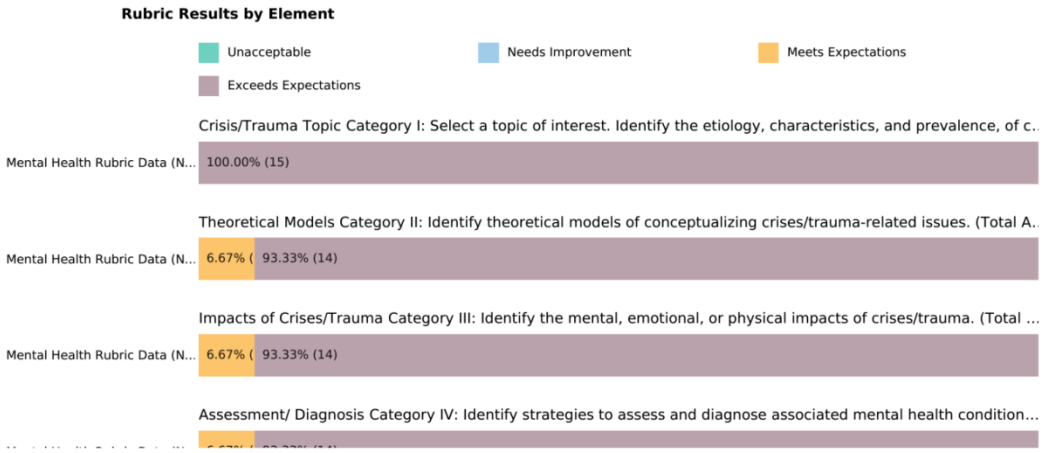
MHCO All Courses (Ex. Pract & Intern.) Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024

MHCO 701 Trauma/Crisis Specialization Project Rubric



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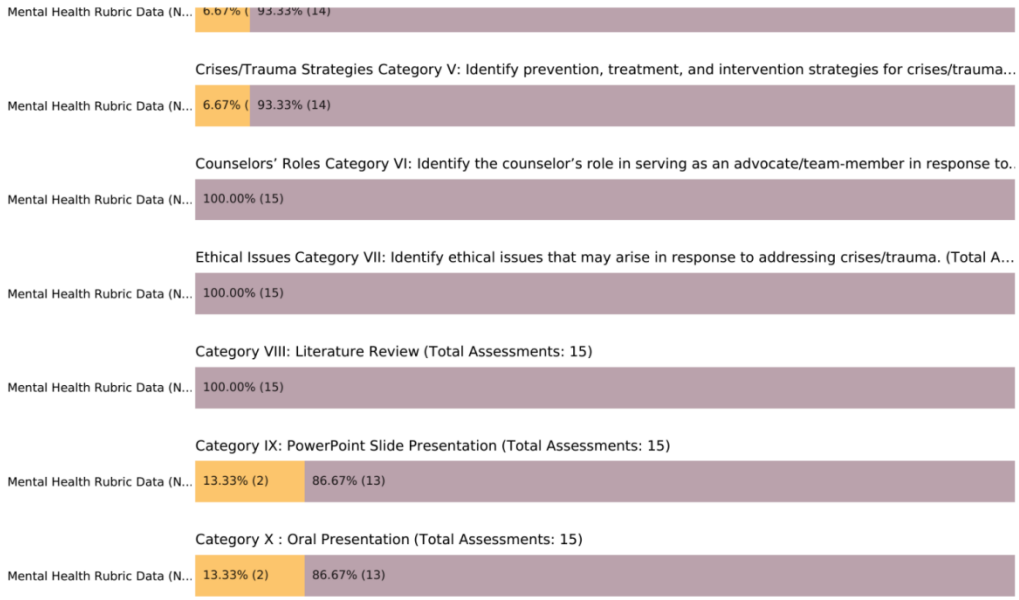
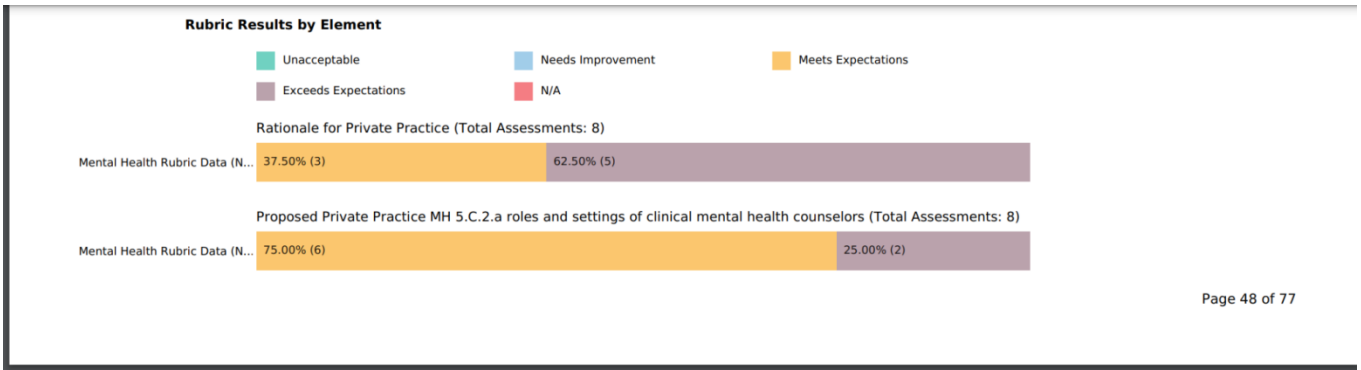


MHCO 700 (SA) (2016) Private Practice Proposal - Summer 2023



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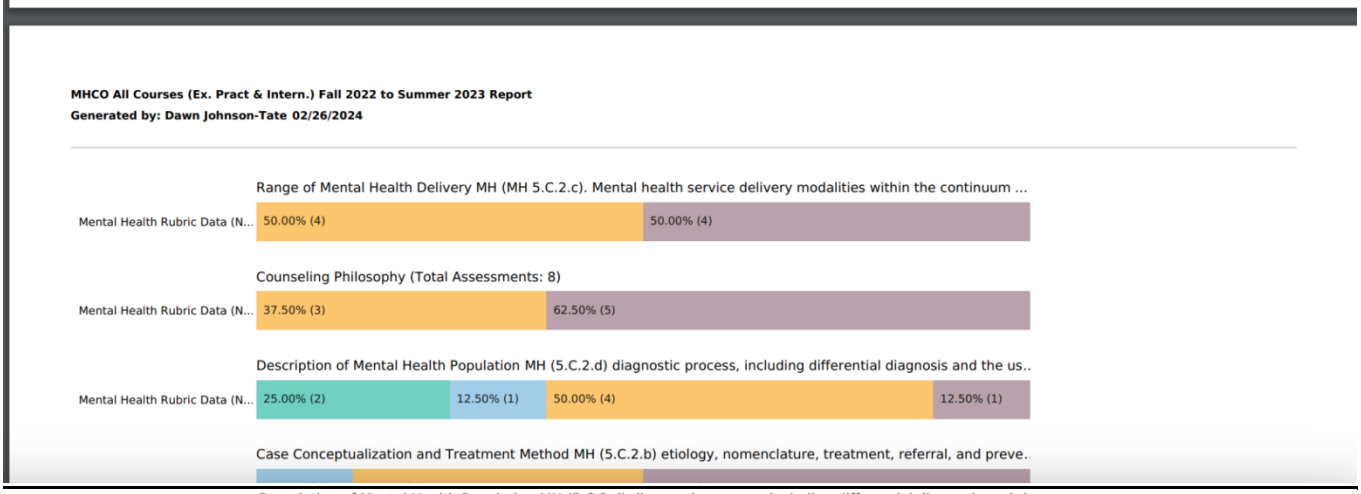

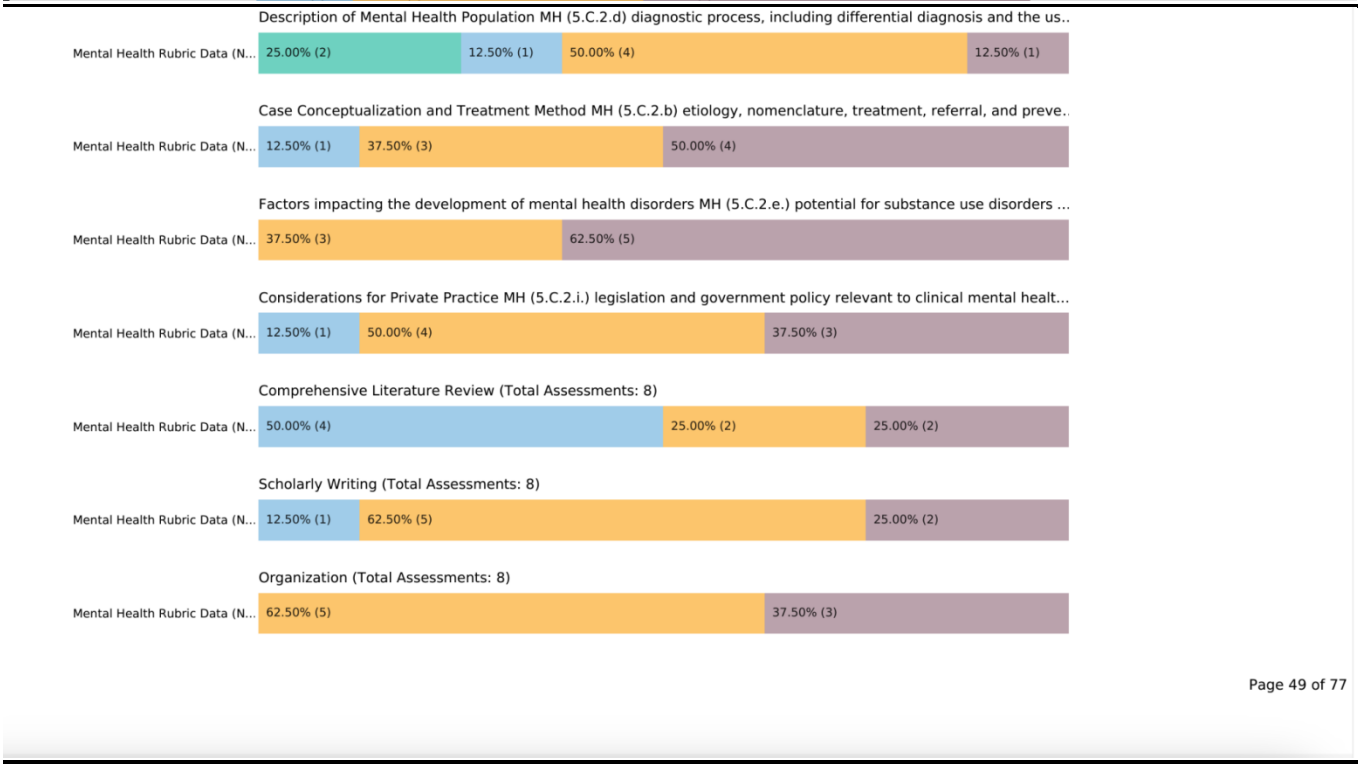

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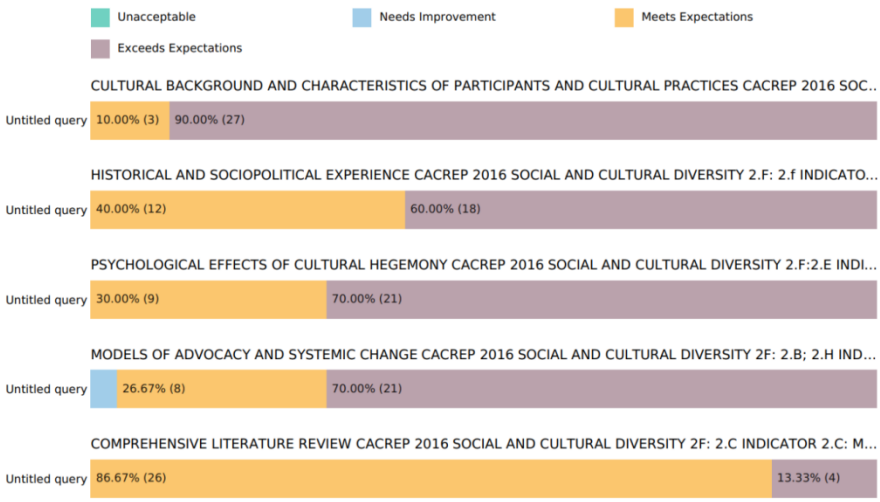
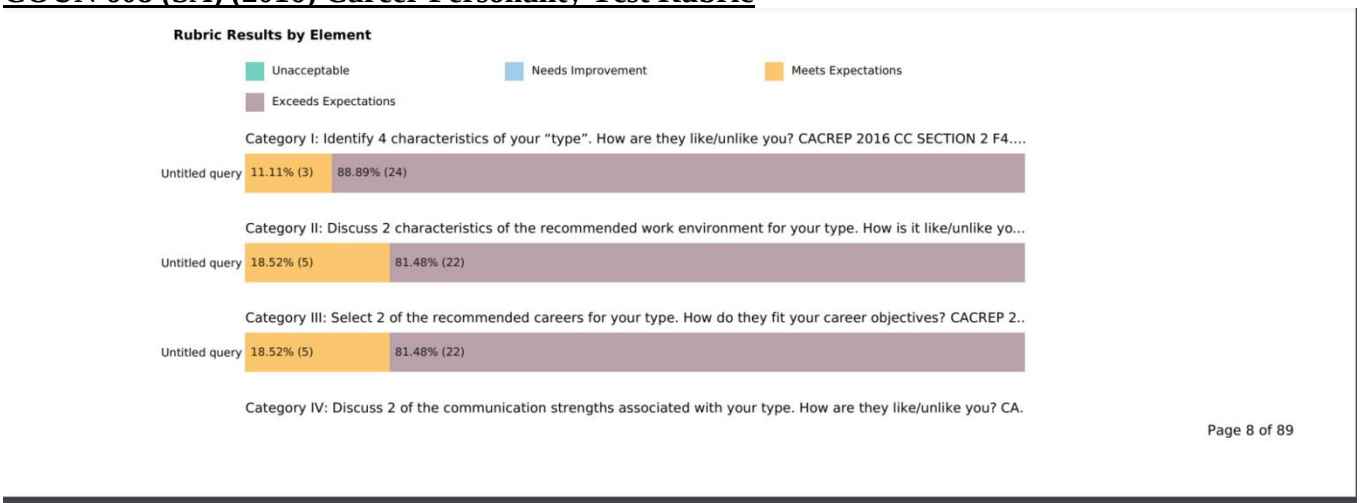
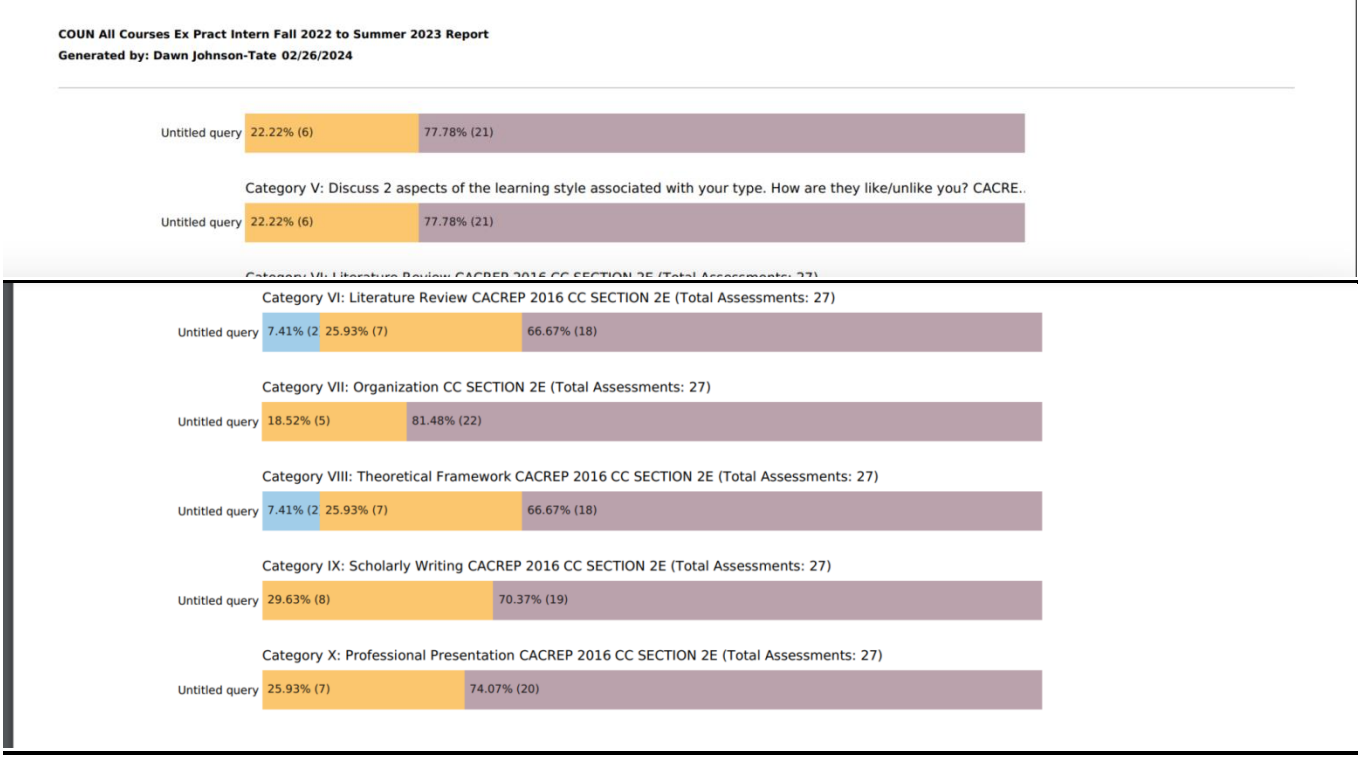
COUN 633 (SA) (2016) Social Justice Presentation Rubric

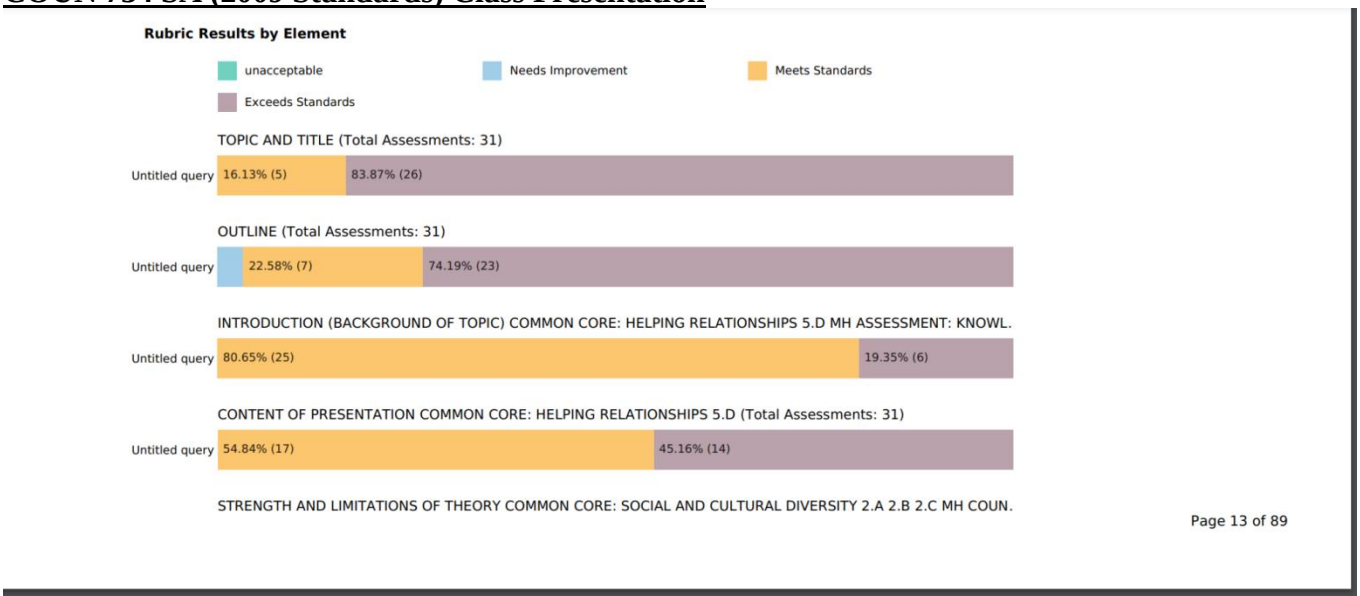


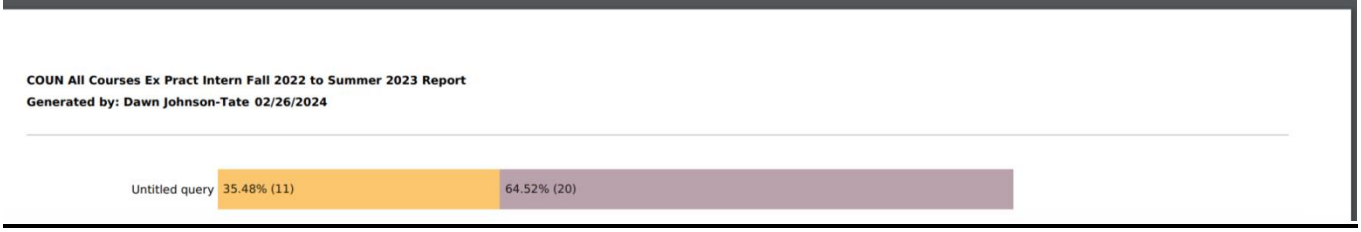
COUN 608 (SA) (2016) Career Personality Test Rubric

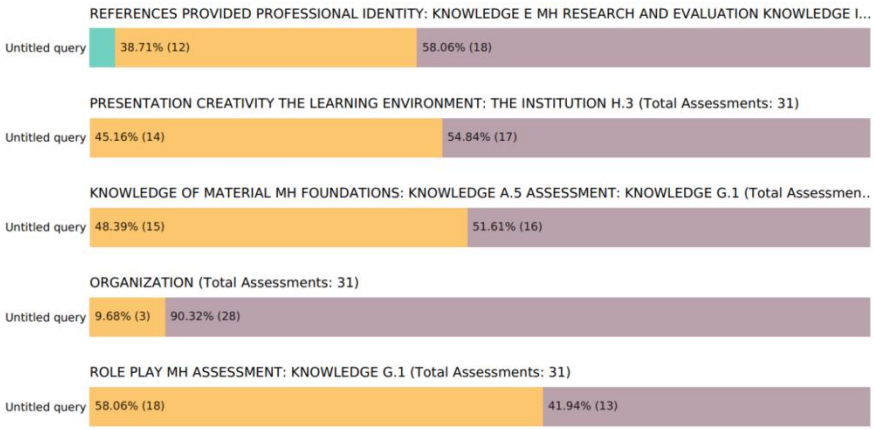




COUN 734 SA (2009 Standards) Class Presentation



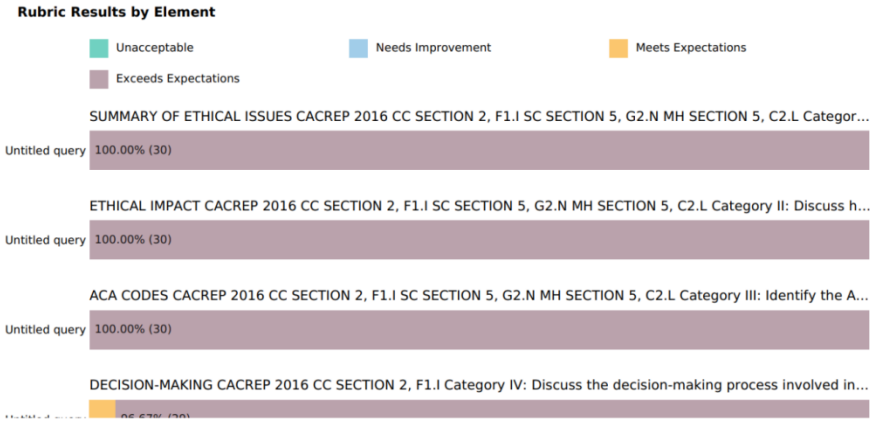




Element	Query	unacceptable	Needs Improvement	Meets Standards	Exceeds Standards	Mean	Stdev
TOPIC AND TITLES:1	Untitled query	0.00% (0)	0.00% (0)	16.13% (5)	83.87% (26)	3.00	0
OUTLINES:1	Untitled query	0.00% (0)	3.23% (1)	22.58% (7)	74.19% (23)	2.97	0.18

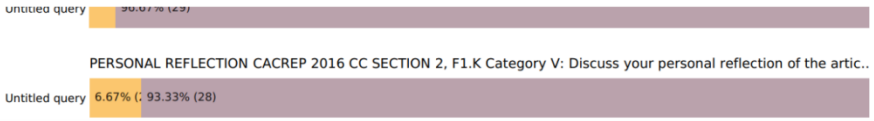
Page 14 of 89

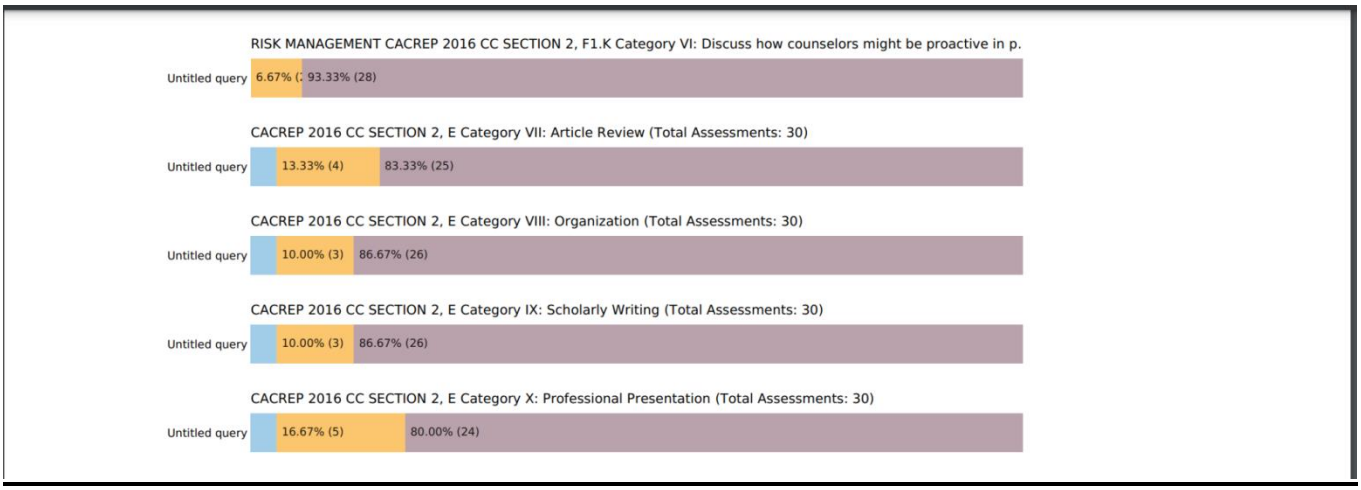
COUN 780 (SA) (2016) Legal Critique Rubric



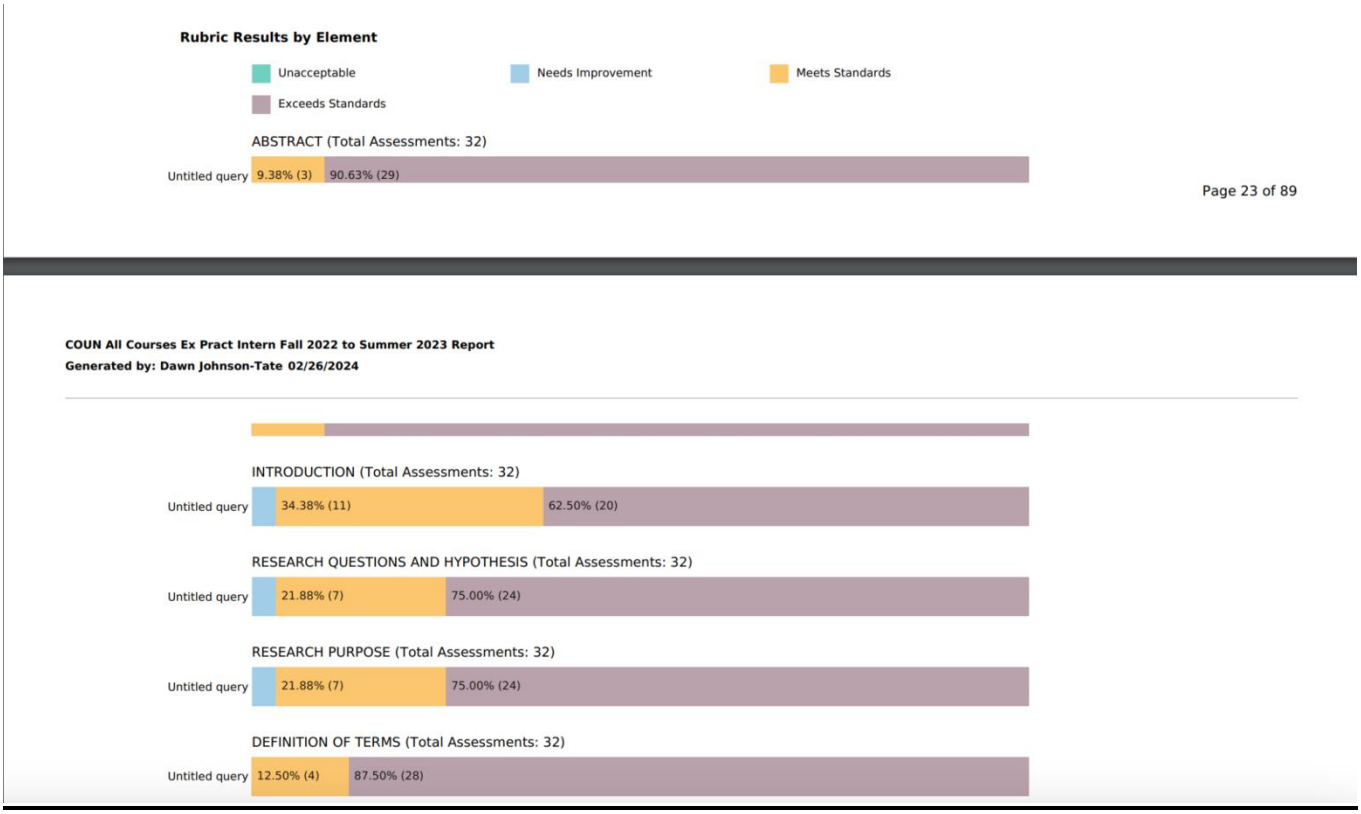
Page 18 of 89

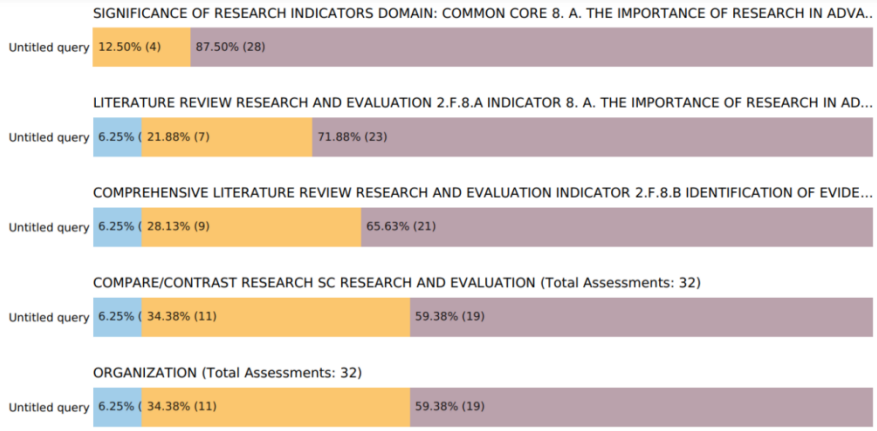
COUN All Courses Ex Pract Intern Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024



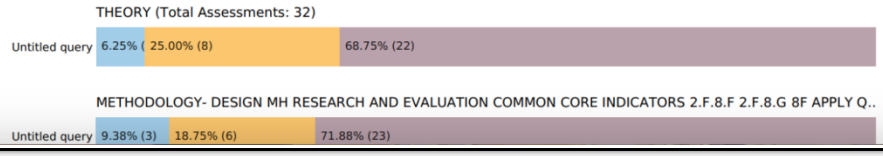

RISK MANAGEMENT CACREP 2016 CC SECTION 2, F1.K Category VI: Discuss how counselors might be proactive in p.
Untitled query
6.67% (
93.33% (28)
CACREP 2016 CC SECTION 2, E Category VII: Article Review (Total Assessments: 30)
Untitled query
13.33% (4)
83.33% (25)
CACREP 2016 CC SECTION 2, E Category VIII: Organization (Total Assessments: 30)
Untitled query
10.00% (3)
86.67% (26)
CACREP 2016 CC SECTION 2, E Category IX: Scholarly Writing (Total Assessments: 30)
Untitled query
10.00% (3)
86.67% (26)
CACREP 2016 CC SECTION 2, E Category X: Professional Presentation (Total Assessments: 30)
Untitled query
16.67% (5)
80.00% (24)

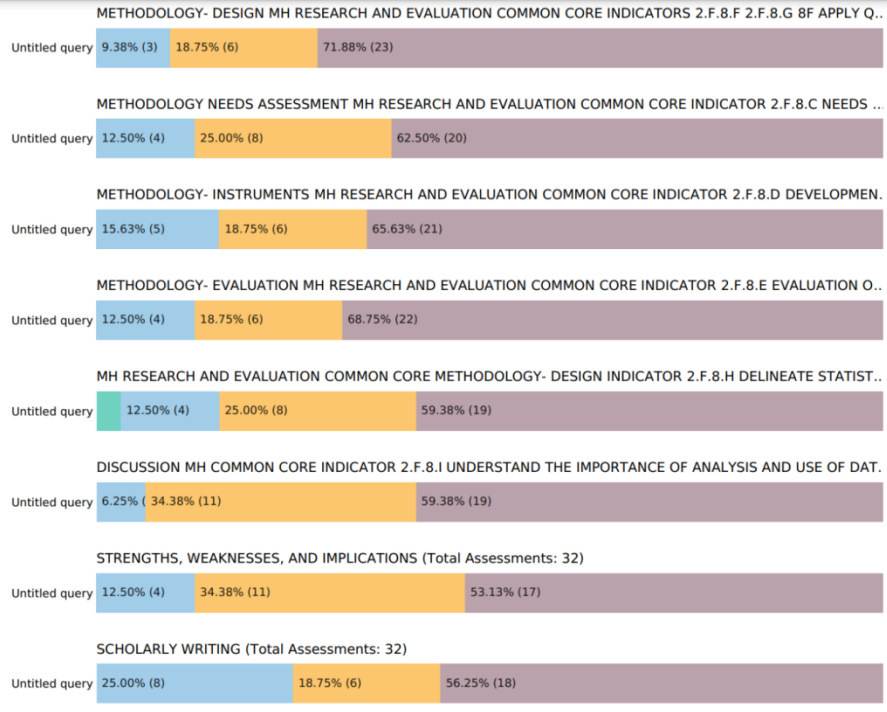
COUN 706 (SA) (2016) Program Evaluation Proposal Rubric

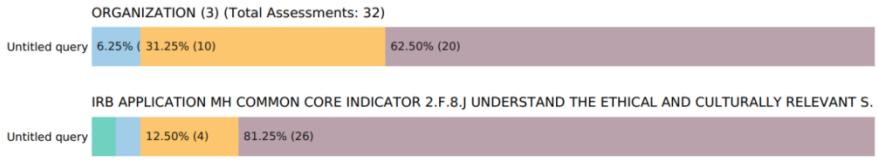




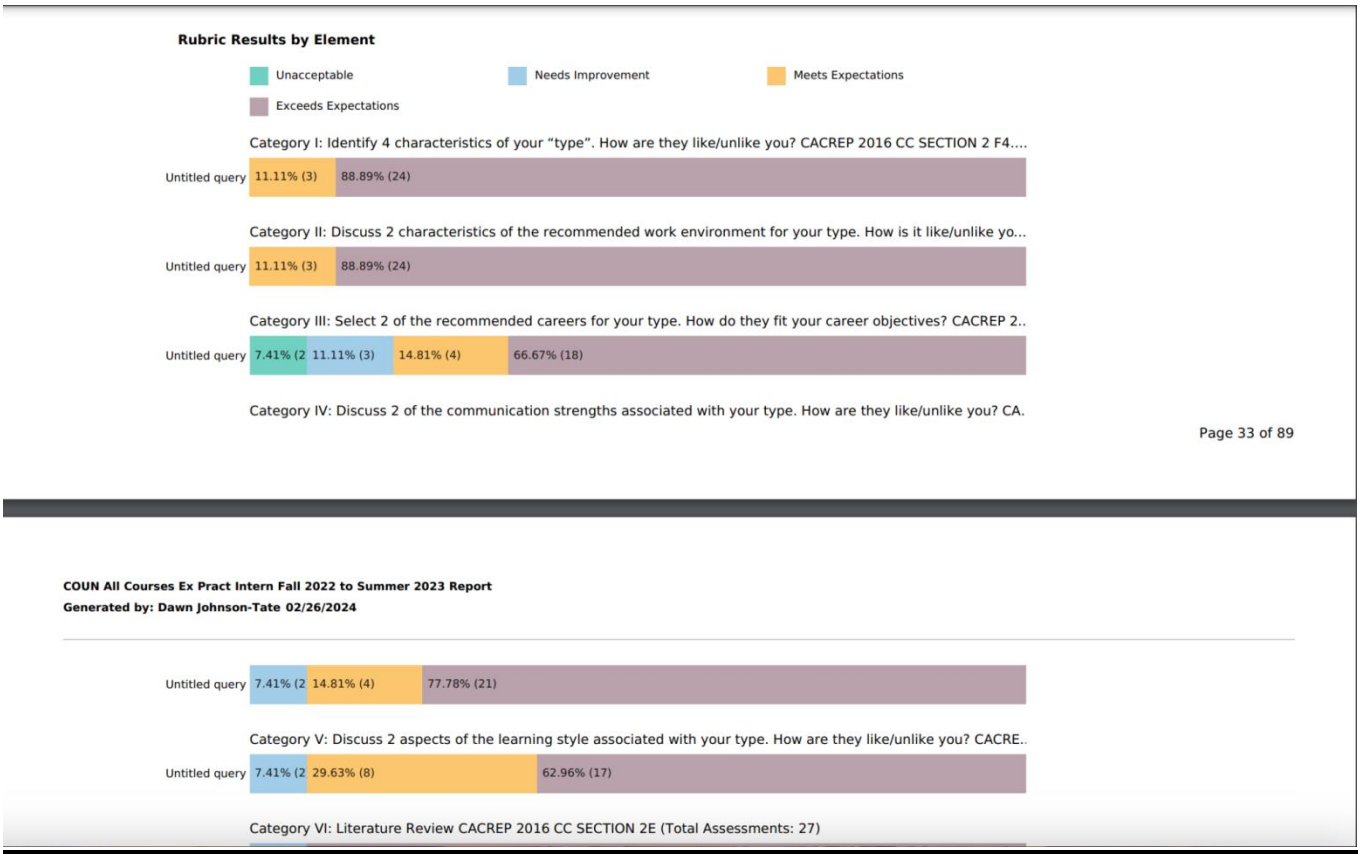
COUN All Courses Ex Pract Intern Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024

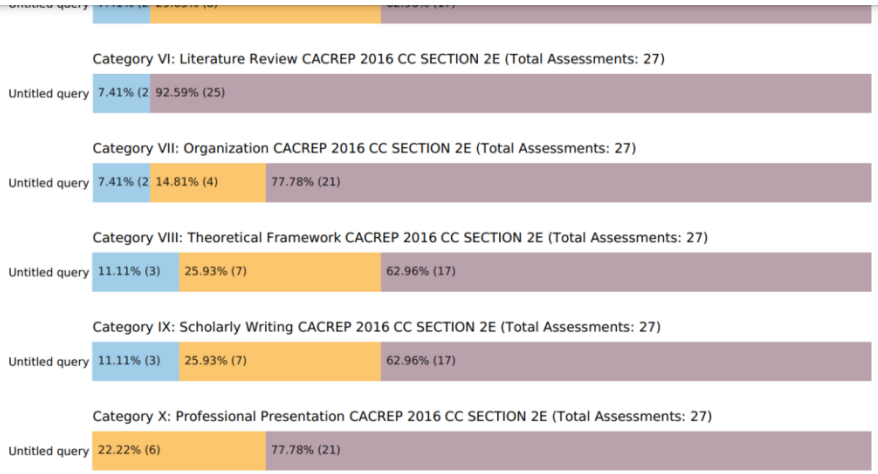





ORGANIZATION (3) (Total Assessments: 32)
Untitled query
6.25% (
31.25% (10)
62.50% (20)
IRB APPLICATION MH COMMON CORE INDICATOR 2.F.8.J UNDERSTAND THE ETHICAL AND CULTURALLY RELEVANT S.
Untitled query
12.50% (4)
81.25% (26)

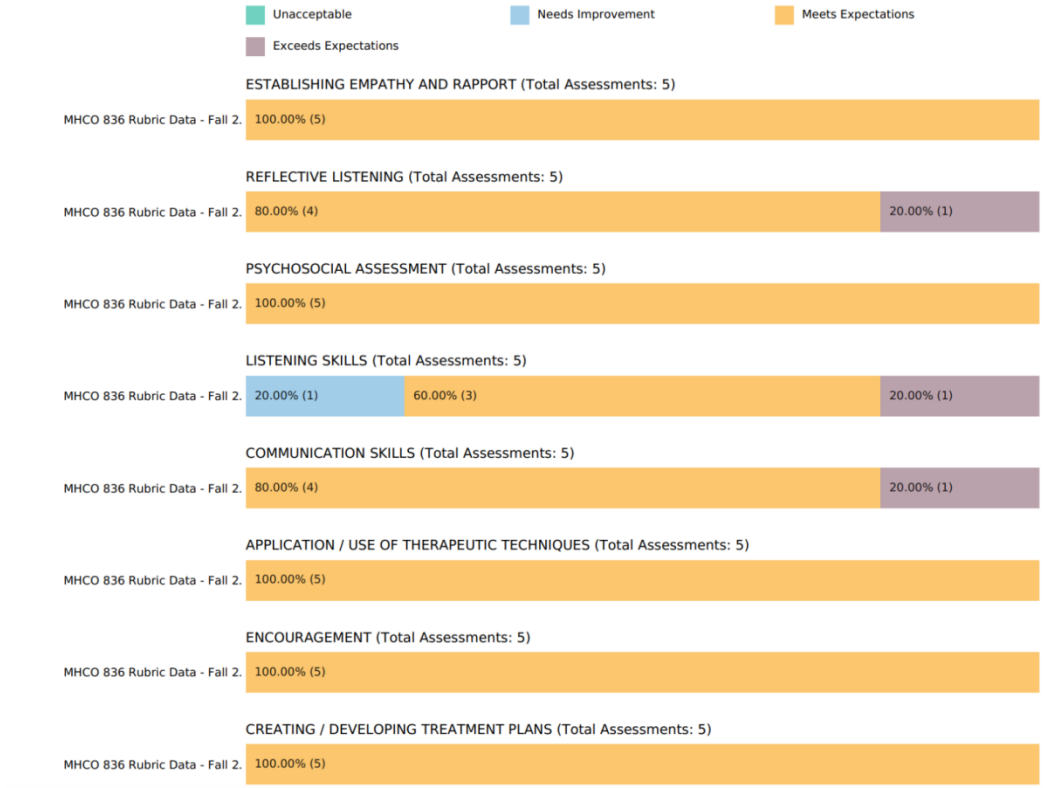
COUN 608 (SA) (2016) Group Presentation





Element	Query	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Mean	Stdev

MHCO 836: Formative (Midterm) Internship Evaluation (MH)



HELPING CLIENTS TO ESTABLISH GOALS (Total Assessments: 5)

MHCO 836 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

GROUP COUNSELING (Total Assessments: 5)

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

RELATIONSHIPS WITH SUPERVISORS AND COLLEAGUES (Total Assessments: 5)

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

PARTICIPATION IN SUPERVISORY AND OTHER MEETINGS (Total Assessments: 5)

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

PROFESSIONALISM STUDENT PRESENTS SELF AS A PROFESSIONAL TO OTHERS, INCLUDING ATTIRE, PUNCTUALITY A.

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

ETHICAL PRACTICE ADHERES TO AMERICAN COUNSELING ASSOCIATION AND INSTITUTIONAL POLICES, PROCEDURE..

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

HELPING RELATIONSHIPS STUDENT EMPLOYS APPROPRIATE COUNSELING SKILLS AND PROCESSES IN THE DEVELOP..

HELPING RELATIONSHIPS STUDENT EMPLOYS APPROPRIATE COUNSELING SKILLS AND PROCESSES IN THE DEVELOP..

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

AWARENESS, GROWTH, AND DEVELOPMENT STUDENT RECOGNIZES OWN STRENGTHS AND LIMITATIONS AND SEE...

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

THEORY AND PRACTICE DEMONSTRATES ABILITIES TO INTEGRATE KNOWLEDGE, SKILLS AND PROFESSIONAL DISPO..

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

FOUNDATIONS 1-B STUDENTS UNDERSTANDS AND APPLIES THEORIES AND MODELS, COUNSELING SYSTEMS, TECH..

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

MHCO 836 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024

FOUNDATIONS 1-C STUDENTS UNDERSTANDS AND APPLIES PRINCIPLES, MODELS AND DOCUMENTATION FORMATS..

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

FOUNDATIONS 1-C STUDENT UNDERSTAND AND APPLIES SKILL IN CONDUCTING AN INTAKE INTERVIEW, MENTAL S...

MHCO 836 Rubric Data - Fall 2. 100.00% (5)

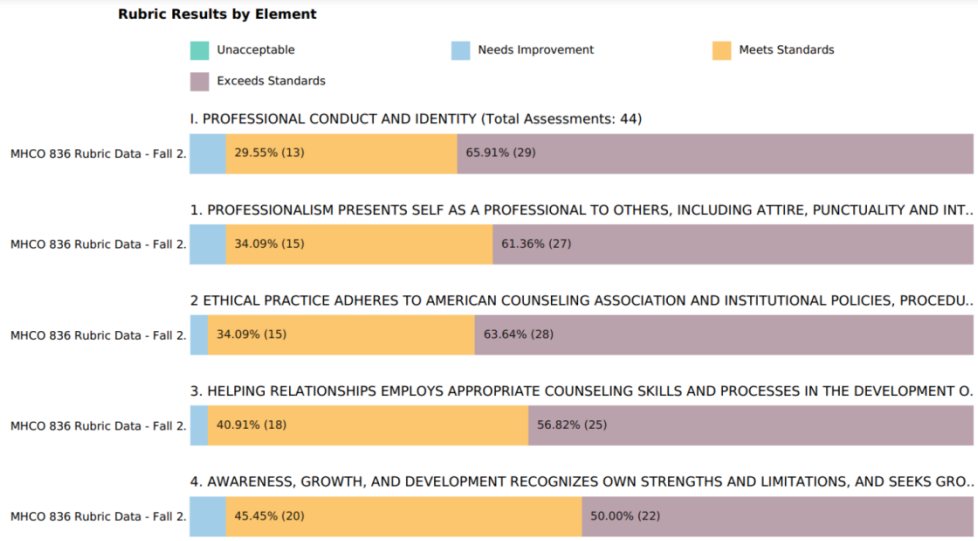
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-D STUDENTS UNDERSTANDS AND APPLIES DIAGNOSTIC PROCESS, INC..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-D STUDENT UNDERSTANDS AND APPLIES ABILITY TO CONCEPTUALIZE..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-E STUDENT UNDERSTANDS AND APPLIES POTENTIAL FOR SUBSTANCE..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-E STUDENT UNDERSTANDS AND PROVIDES APPROPRIATE COUNSELIN...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-F STUDENT UNDERSTANDS THE IMPACT OF CRISIS AND TRAUMA ON IN.
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-F STUDENT DIFFERENTIATES BETWEEN DIAGNOSIS AND DEVELOPMEN..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-H STUDENT UNDERSTANDS CLASSIFICATIONS, INDICATIONS, AND CON.
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-I STUDENT UNDERSTANDS AND APPLIES CULTURAL FACTORS RELEVA...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-J STUDENT UNDERSTANDS AND APPLIES CULTURAL FACTORS RELEVA...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)

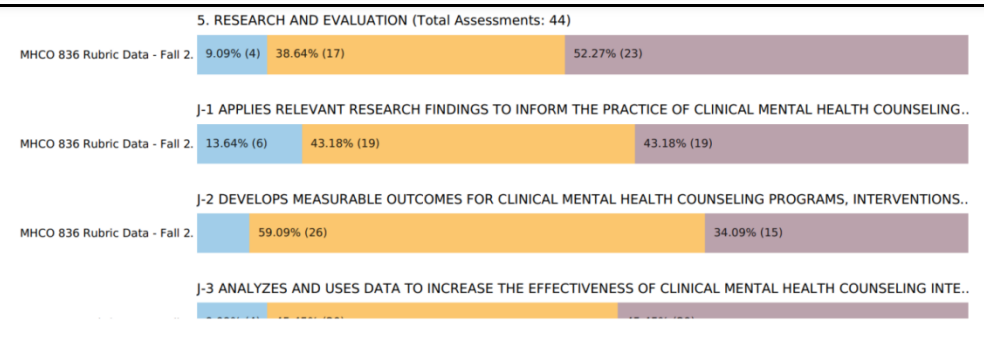
FOUNDATIONS 2-D STUDENT UNDERSTANDS AND APPLIES NEUROBIOLOGICAL AND MEDICAL FOUNDATION AND ET..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS 1-E STUDENT UNDERSTANDS AND APPLIES PSYCHOLOGICAL TESTS AND ASSESSMENTS SPECIFIC TO.
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-A STUDENT UNDERSTANDS AND APPLIES ROLES AND SETTINGS OF CL..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-B STUDENT UNDERSTANDS AND APPLIES ETIOLOGY, NOMENCLATURE...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-B PROMOTES OPTIMAL HUMAN DEVELOPMENT, WELLNESS, AND MENT..
MHCO 836 Rubric Data - Fall 2.
80.00% (4)
20.00% (1)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-C STUDENT UNDERSTANDS AND APPLIES MENTAL HEALTH SERVICE D...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-C STUDENTS UNDERSTANDS AND APPLIES INFORMATION REGARDING...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)

Page 6 of 157

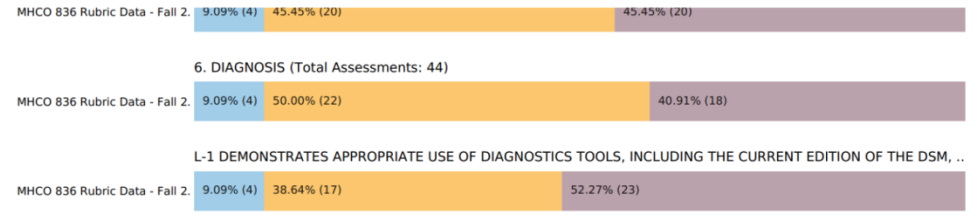
PRACTICE 3-D STUDENT UNDERSTANDS AND APPLIES STRATEGIES FOR INTERFACING WITH INTEGRATED BEHAVIO...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
PRACTICE 3-E STUDENT UNDERSTANDS AND APPLIES STRATEGIES TO ADVOCATE FOR PERSONS WITH MENTAL HEA.
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
PRACTICE 3-F STUDENT ADVOCATES FOR POLICIES, PROGRAMS, AND SERVICES THAT ARE EQUITABLE AND RESPON.
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-J STUDENTS APPROPRIATE USE OF CULTURALLY RESPONSIVE INDIVIDU.
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-K STUDENT UNDERSTANDS PROFESSIONAL ORGANIZATIONS, PREPAR...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-L STUDENT UNDERSTANDS AND APPLIES LEGAL AND ETHICAL CONSID..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-M STUDENT UNDERSTANDS AND APPLIES RECORD KEEPING, THIRD PA..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-M APPLIES CURRENT RECORD-KEEPING STANDARDS RELATED TO MEN..
MHCO 836 Rubric Data - Fall 2.
20.00% (1)
80.00% (4)
PRACTICE 3-A STUDENT UNDERSTANDS AND APPLIES INTAKE INTERVIEW, MENTAL STATUS EVALUATION, BIOPSYC...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
PRACTICE 3-B STUDENT UNDERSTANDS AND APPLIES TECHNIQUES AND INTERVENTIONS FOR PREVENTION AND TR..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
PRACTICE 3-B STUDENT DEMONSTRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUIC..
MHCO 836 Rubric Data - Fall 2.
100.00% (5)
PRACTICE 3-C STUDENT UNDERSTANDS AND APPLIES STRATEGIES FOR INTERFACING WITH THE LEGAL SYSTEM RE...
MHCO 836 Rubric Data - Fall 2.
100.00% (5)

MHCO 836 Summative Practicum Evaluation

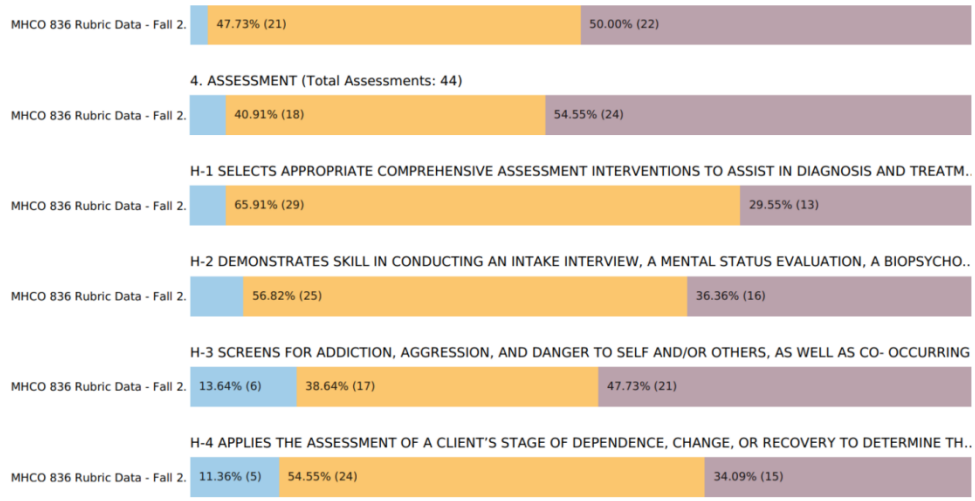


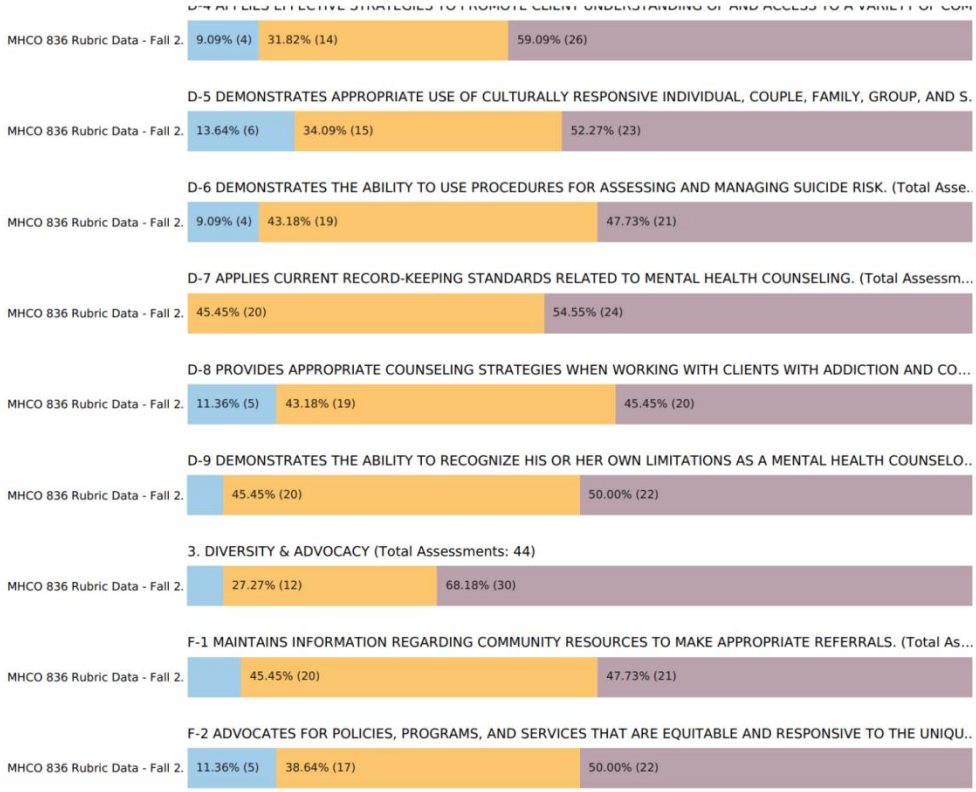


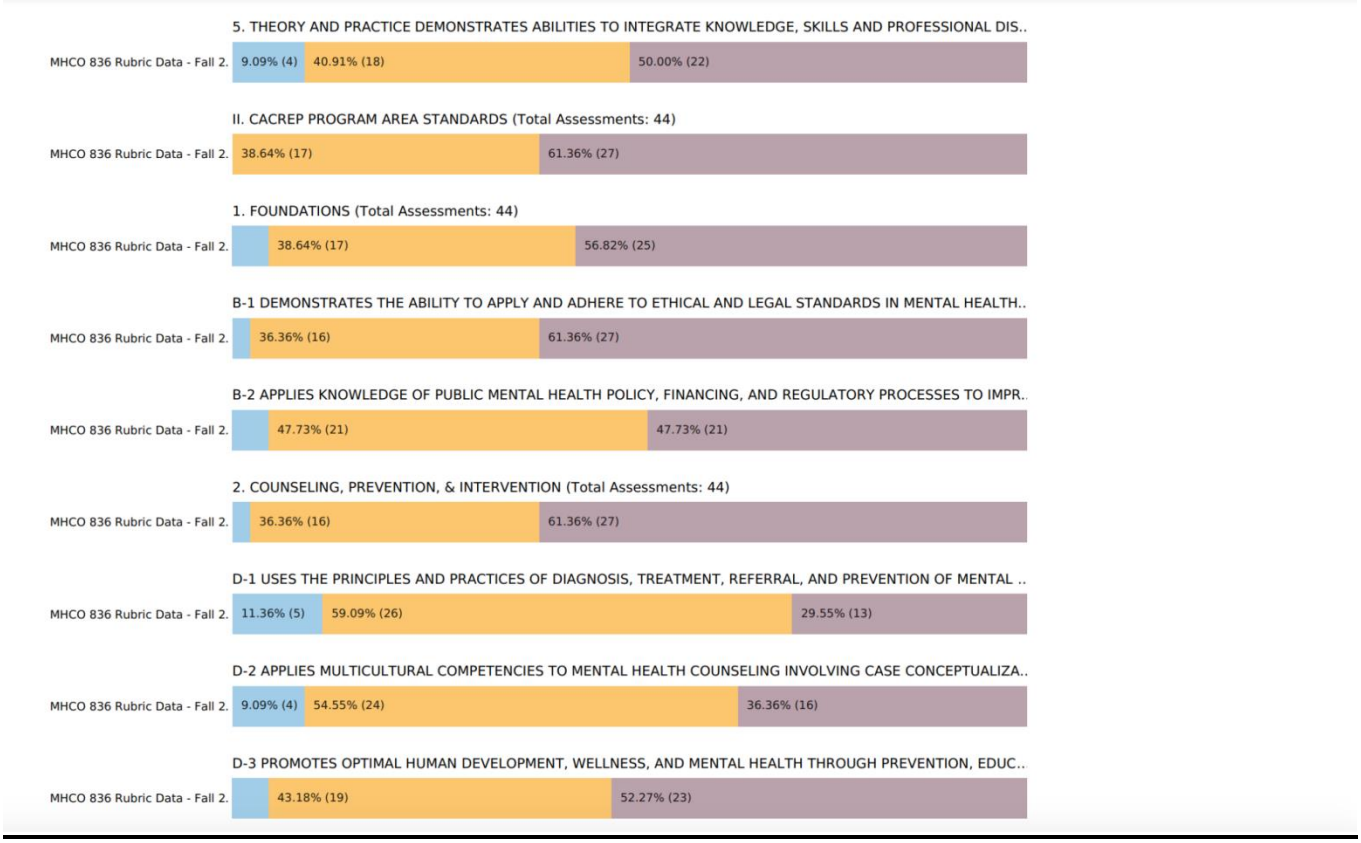
MHCO 836 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024



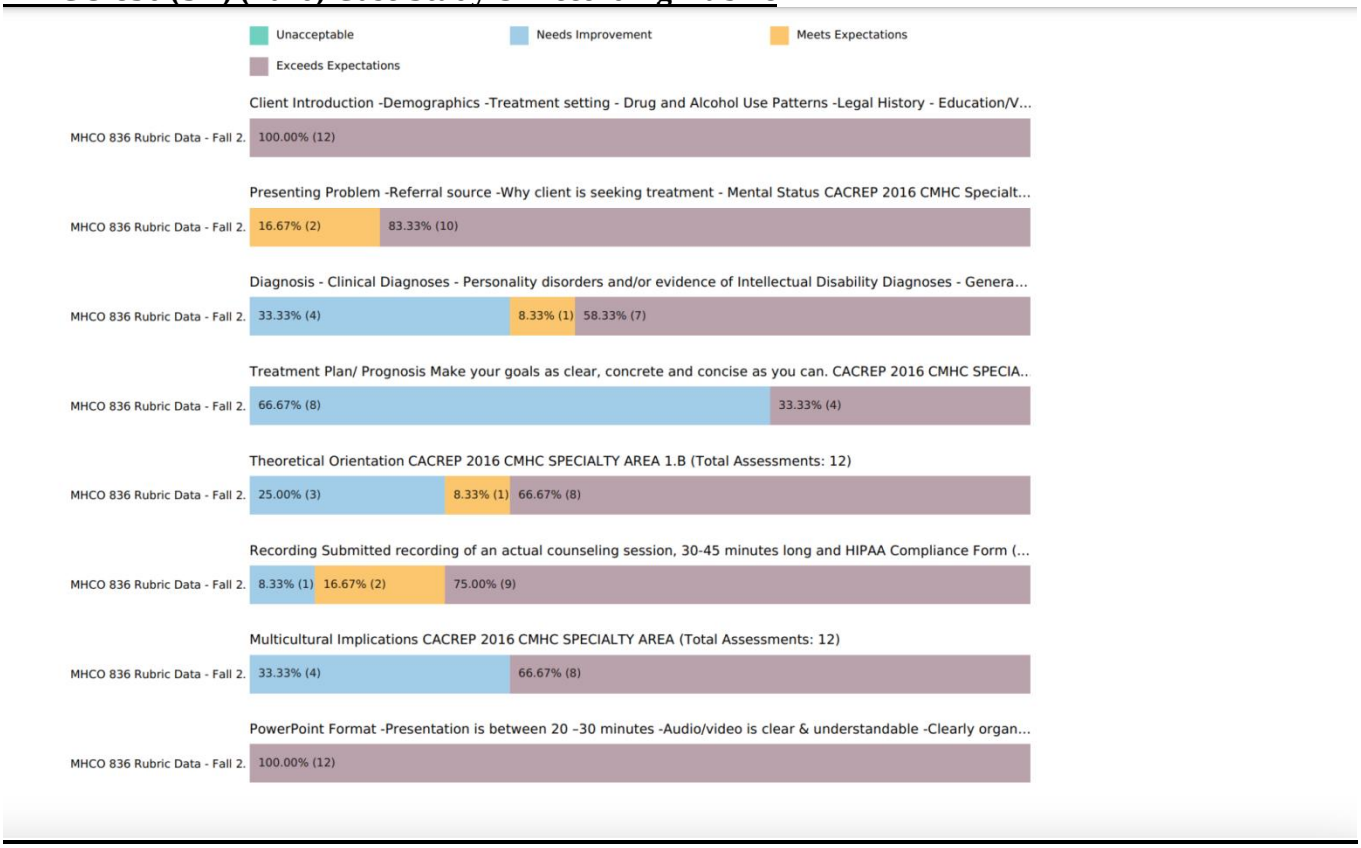
MHCO 836 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024



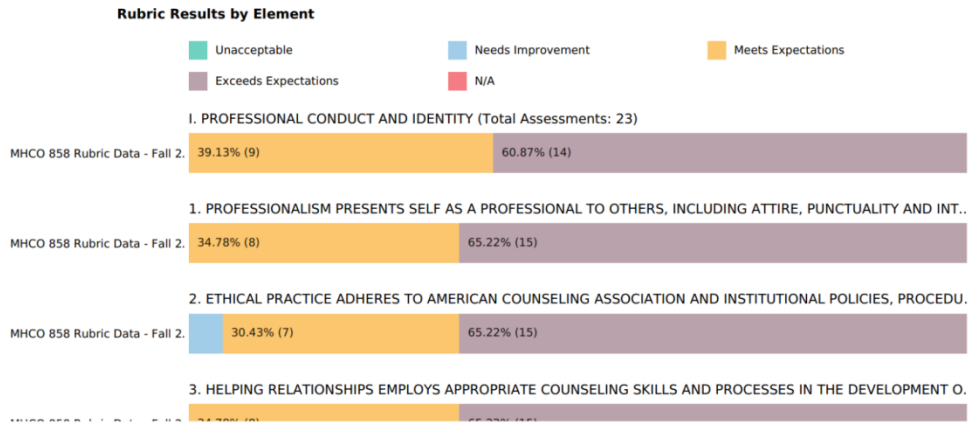



5. THEORY AND PRACTICE DEMONSTRATES ABILITIES TO INTEGRATE KNOWLEDGE, SKILLS AND PROFESSIONAL DIS..
MHCO 836 Rubric Data - Fall 2.
9.09% (4)
40.91% (18)
50.00% (22)
II. CACREP PROGRAM AREA STANDARDS (Total Assessments: 44)
MHCO 836 Rubric Data - Fall 2.
38.64% (17)
61.36% (27)
1. FOUNDATIONS (Total Assessments: 44)
MHCO 836 Rubric Data - Fall 2.
38.64% (17)
56.82% (25)
B-1 DEMONSTRATES THE ABILITY TO APPLY AND ADHERE TO ETHICAL AND LEGAL STANDARDS IN MENTAL HEALTH..
MHCO 836 Rubric Data - Fall 2.
36.36% (16)
61.36% (27)
B-2 APPLIES KNOWLEDGE OF PUBLIC MENTAL HEALTH POLICY, FINANCING, AND REGULATORY PROCESSES TO IMPR..
MHCO 836 Rubric Data - Fall 2.
47.73% (21)
47.73% (21)
2. COUNSELING, PREVENTION, & INTERVENTION (Total Assessments: 44)
MHCO 836 Rubric Data - Fall 2.
36.36% (16)
61.36% (27)
D-1 USES THE PRINCIPLES AND PRACTICES OF DIAGNOSIS, TREATMENT, REFERRAL, AND PREVENTION OF MENTAL ..
MHCO 836 Rubric Data - Fall 2.
11.36% (5)
59.09% (26)
29.55% (13)
D-2 APPLIES MULTICULTURAL COMPETENCIES TO MENTAL HEALTH COUNSELING INVOLVING CASE CONCEPTUALIZA..
MHCO 836 Rubric Data - Fall 2.
9.09% (4)
54.55% (24)
36.36% (16)
D-3 PROMOTES OPTIMAL HUMAN DEVELOPMENT, WELLNESS, AND MENTAL HEALTH THROUGH PREVENTION, EDUC..
MHCO 836 Rubric Data - Fall 2.
43.18% (19)
52.27% (23)

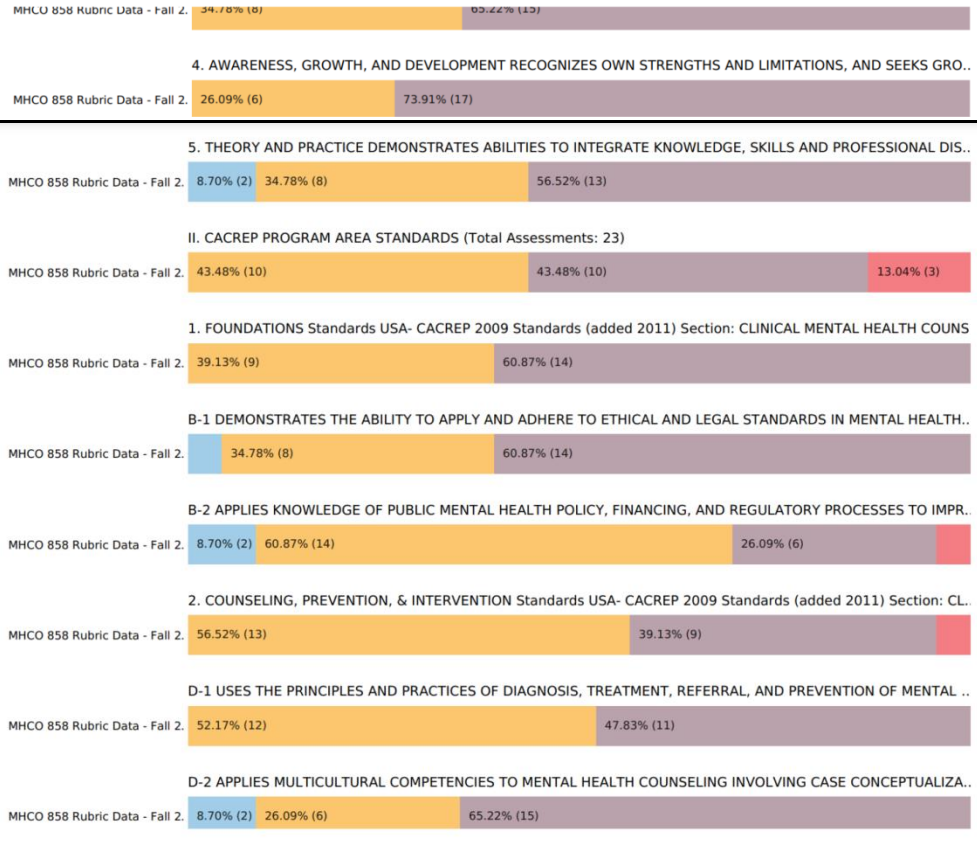
MHCO 836 (SA) (2016) Case Study & Recording Rubric

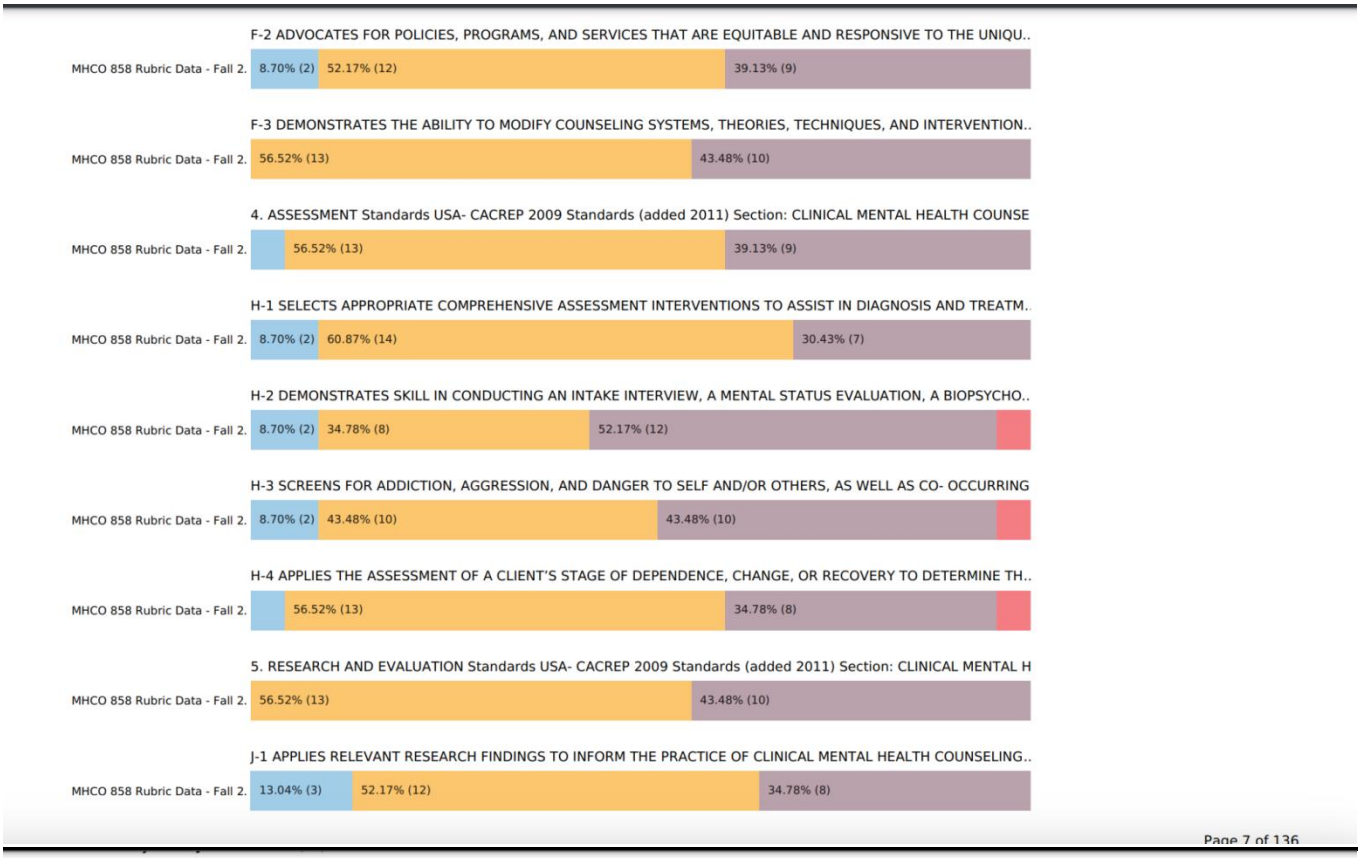


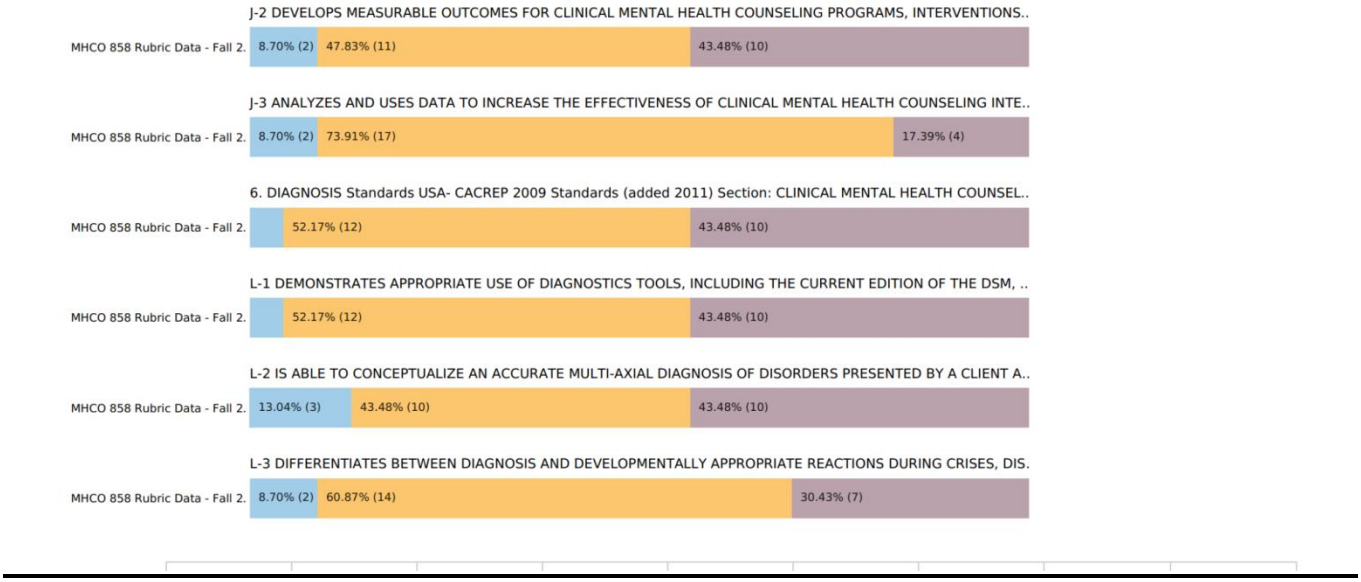
MHCO 858 Formative Internship Evaluation

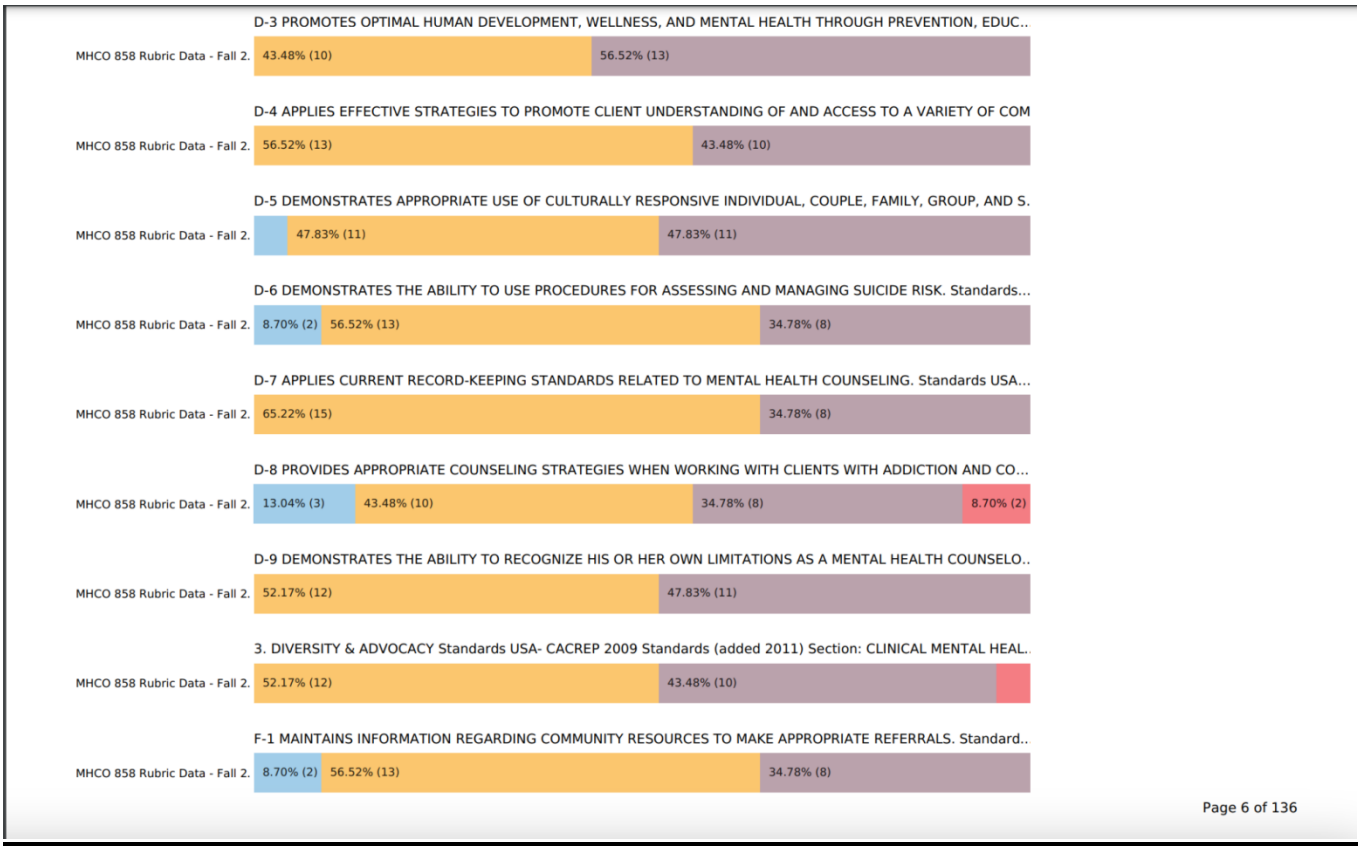


MHCO 858 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024

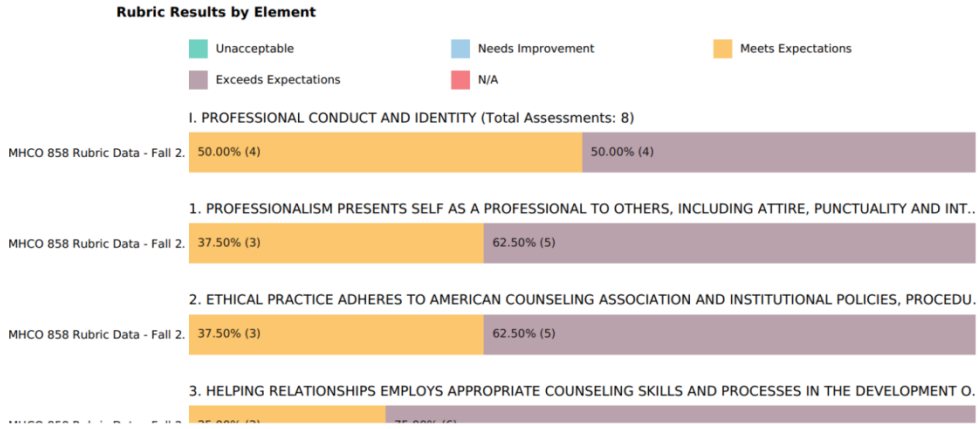



F-2 ADVOCATES FOR POLICIES, PROGRAMS, AND SERVICES THAT ARE EQUITABLE AND RESPONSIVE TO THE UNIQU..
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
52.17% (12)
39.13% (9)
F-3 DEMONSTRATES THE ABILITY TO MODIFY COUNSELING SYSTEMS, THEORIES, TECHNIQUES, AND INTERVENTION..
MHCO 858 Rubric Data - Fall 2.
56.52% (13)
43.48% (10)
4. ASSESSMENT Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSE
MHCO 858 Rubric Data - Fall 2.
56.52% (13)
39.13% (9)
H-1 SELECTS APPROPRIATE COMPREHENSIVE ASSESSMENT INTERVENTIONS TO ASSIST IN DIAGNOSIS AND TREATM..
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
60.87% (14)
30.43% (7)
H-2 DEMONSTRATES SKILL IN CONDUCTING AN INTAKE INTERVIEW, A MENTAL STATUS EVALUATION, A BIOPSYCHO..
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
34.78% (8)
52.17% (12)
H-3 SCREENS FOR ADDICTION, AGGRESSION, AND DANGER TO SELF AND/OR OTHERS, AS WELL AS CO- OCCURRING
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
43.48% (10)
43.48% (10)
H-4 APPLIES THE ASSESSMENT OF A CLIENT'S STAGE OF DEPENDENCE, CHANGE, OR RECOVERY TO DETERMINE TH..
MHCO 858 Rubric Data - Fall 2.
56.52% (13)
34.78% (8)
5. RESEARCH AND EVALUATION Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL H
MHCO 858 Rubric Data - Fall 2.
56.52% (13)
43.48% (10)
J-1 APPLIES RELEVANT RESEARCH FINDINGS TO INFORM THE PRACTICE OF CLINICAL MENTAL HEALTH COUNSELING..
MHCO 858 Rubric Data - Fall 2.
13.04% (3)
52.17% (12)
34.78% (8)


J-2 DEVELOPS MEASURABLE OUTCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS..
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
47.83% (11)
43.48% (10)
J-3 ANALYZES AND USES DATA TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE..
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
73.91% (17)
17.39% (4)
6. DIAGNOSIS Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL..
MHCO 858 Rubric Data - Fall 2.
52.17% (12)
43.48% (10)
L-1 DEMONSTRATES APPROPRIATE USE OF DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM, ..
MHCO 858 Rubric Data - Fall 2.
52.17% (12)
43.48% (10)
L-2 IS ABLE TO CONCEPTUALIZE AN ACCURATE MULTI-AXIAL DIAGNOSIS OF DISORDERS PRESENTED BY A CLIENT A..
MHCO 858 Rubric Data - Fall 2.
13.04% (3)
43.48% (10)
43.48% (10)
L-3 DIFFERENTIATES BETWEEN DIAGNOSIS AND DEVELOPMENTALLY APPROPRIATE REACTIONS DURING CRISES, DIS.
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
60.87% (14)
30.43% (7)


D-3 PROMOTES OPTIMAL HUMAN DEVELOPMENT, WELLNESS, AND MENTAL HEALTH THROUGH PREVENTION, EDUC...
MHCO 858 Rubric Data - Fall 2.
43.48% (10)
56.52% (13)
D-4 APPLIES EFFECTIVE STRATEGIES TO PROMOTE CLIENT UNDERSTANDING OF AND ACCESS TO A VARIETY OF COM
MHCO 858 Rubric Data - Fall 2.
56.52% (13)
43.48% (10)
D-5 DEMONSTRATES APPROPRIATE USE OF CULTURALLY RESPONSIVE INDIVIDUAL, COUPLE, FAMILY, GROUP, AND S.
MHCO 858 Rubric Data - Fall 2.
47.83% (11)
47.83% (11)
D-6 DEMONSTRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. Standards...
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
56.52% (13)
34.78% (8)
D-7 APPLIES CURRENT RECORD-KEEPING STANDARDS RELATED TO MENTAL HEALTH COUNSELING. Standards USA...
MHCO 858 Rubric Data - Fall 2.
65.22% (15)
34.78% (8)
D-8 PROVIDES APPROPRIATE COUNSELING STRATEGIES WHEN WORKING WITH CLIENTS WITH ADDICTION AND CO...
MHCO 858 Rubric Data - Fall 2.
13.04% (3)
43.48% (10)
34.78% (8)
8.70% (2)
D-9 DEMONSTRATES THE ABILITY TO RECOGNIZE HIS OR HER OWN LIMITATIONS AS A MENTAL HEALTH COUNSELO..
MHCO 858 Rubric Data - Fall 2.
52.17% (12)
47.83% (11)
3. DIVERSITY & ADVOCACY Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEAL..
MHCO 858 Rubric Data - Fall 2.
52.17% (12)
43.48% (10)
F-1 MAINTAINS INFORMATION REGARDING COMMUNITY RESOURCES TO MAKE APPROPRIATE REFERRALS. Standard..
MHCO 858 Rubric Data - Fall 2.
8.70% (2)
56.52% (13)
34.78% (8)
Page 6 of 136

MHCO 858 Summative Internship Evaluation I



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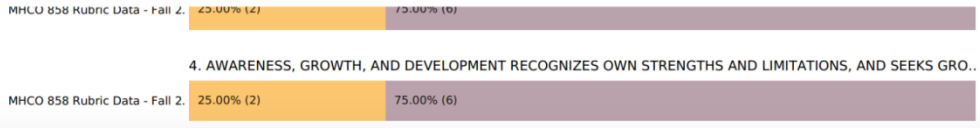
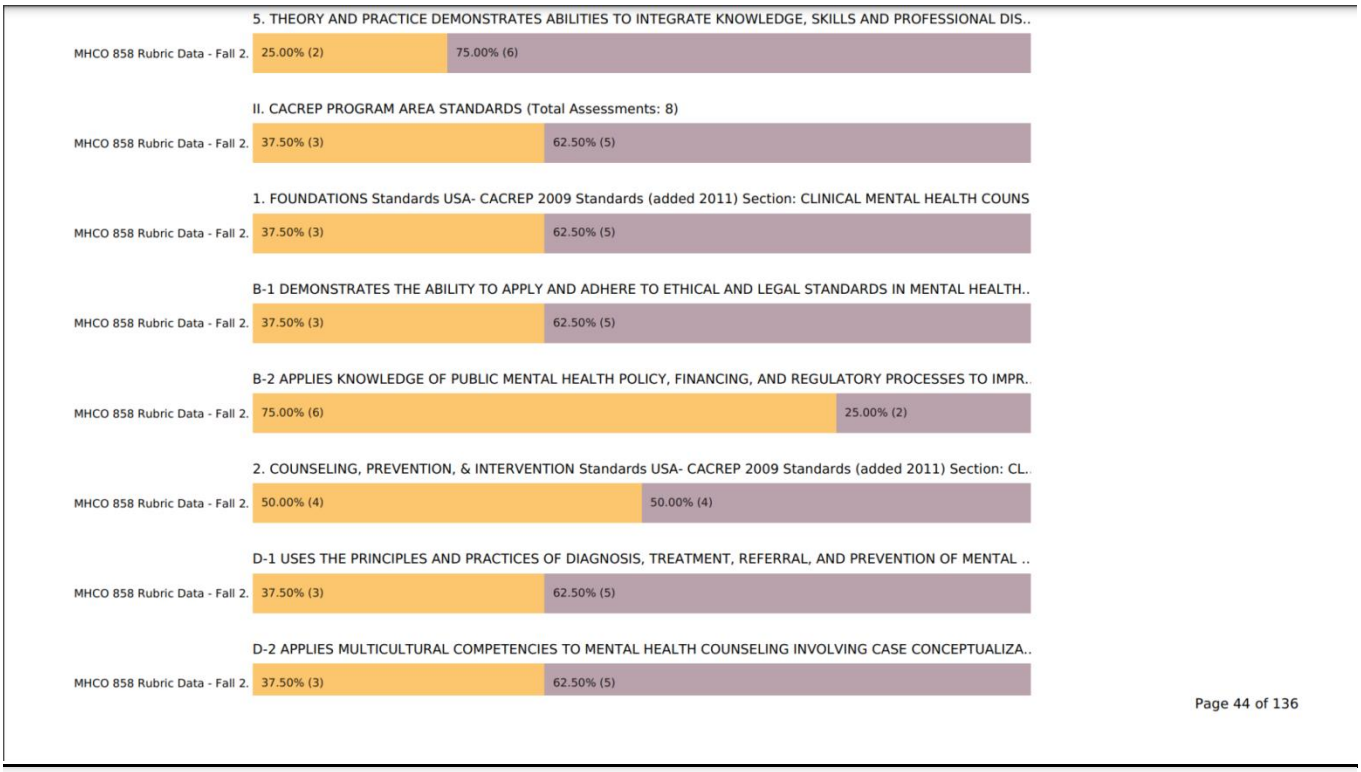
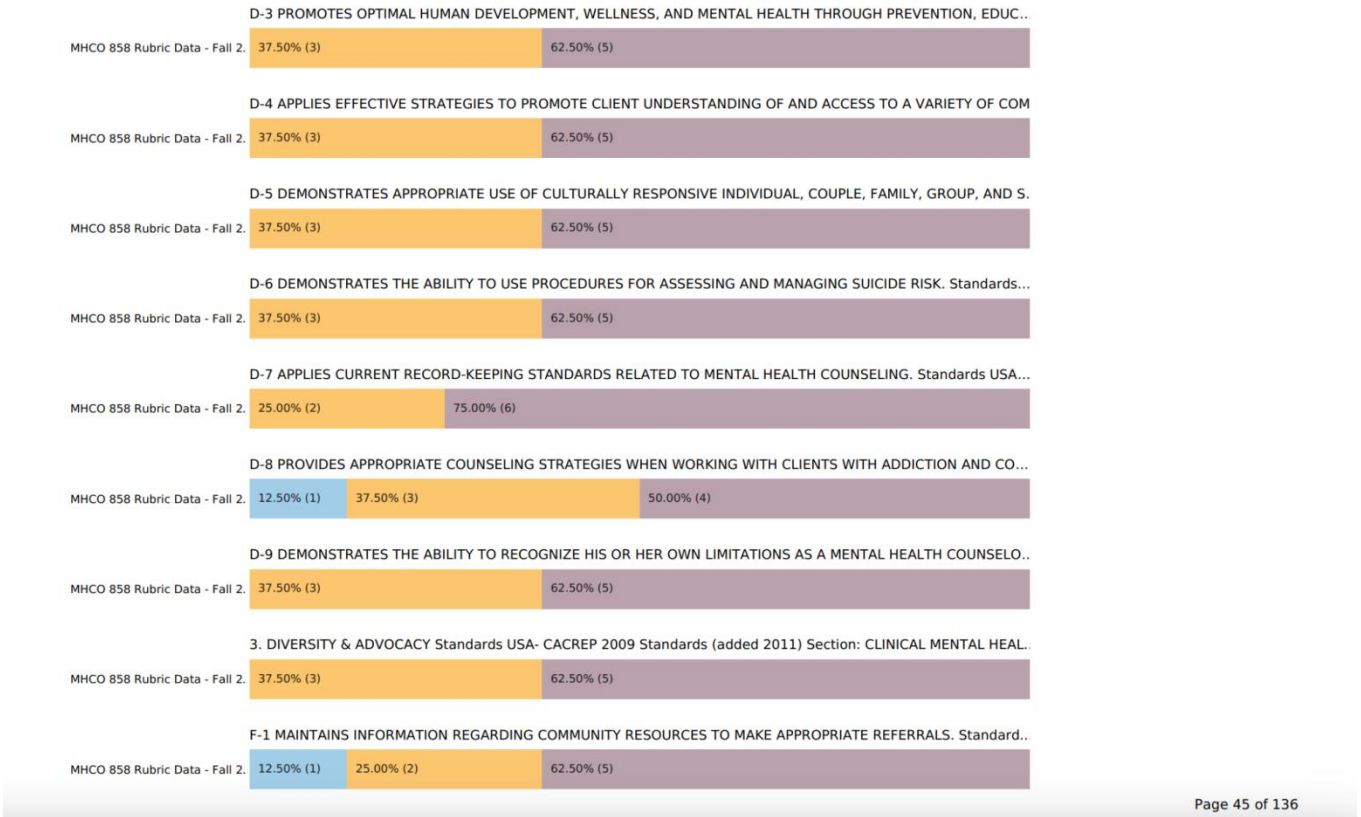
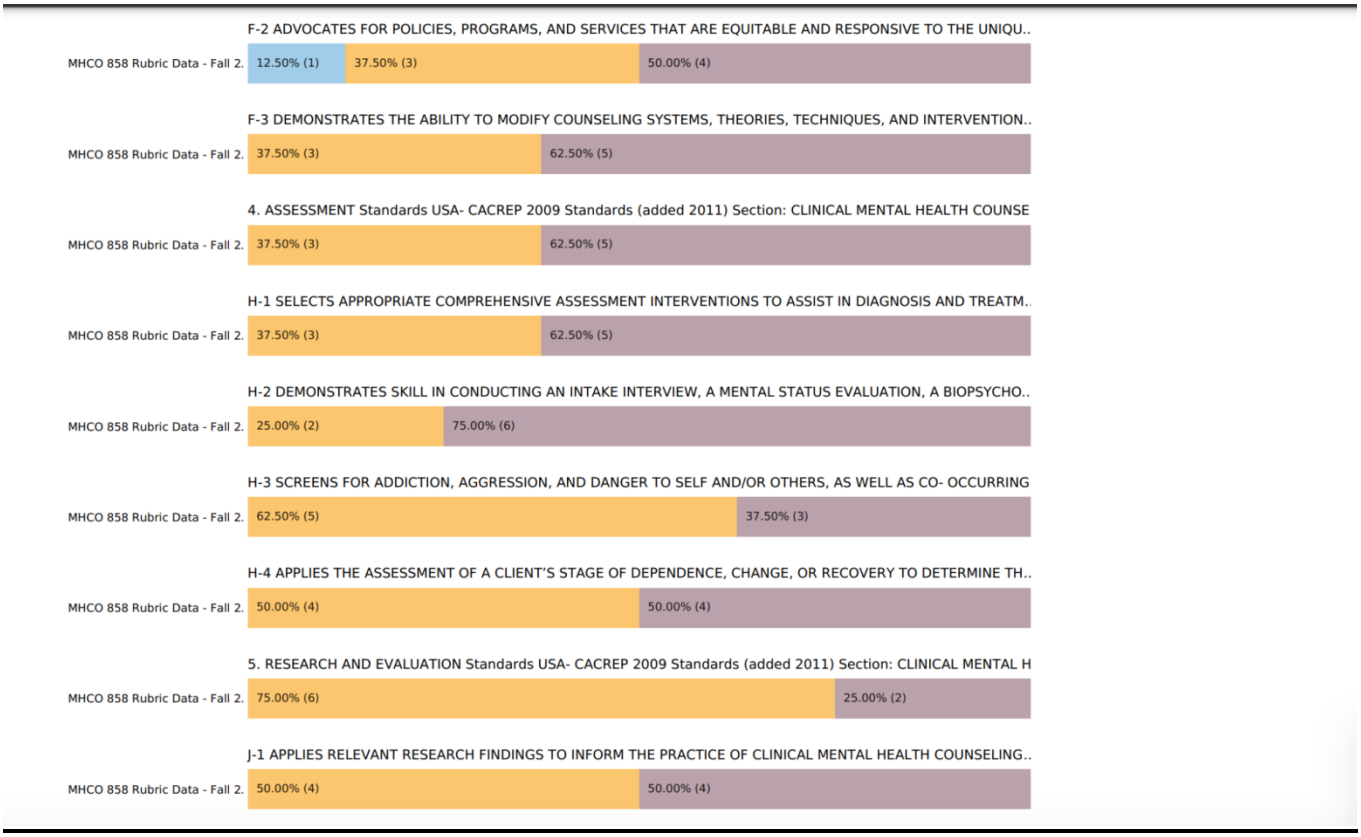
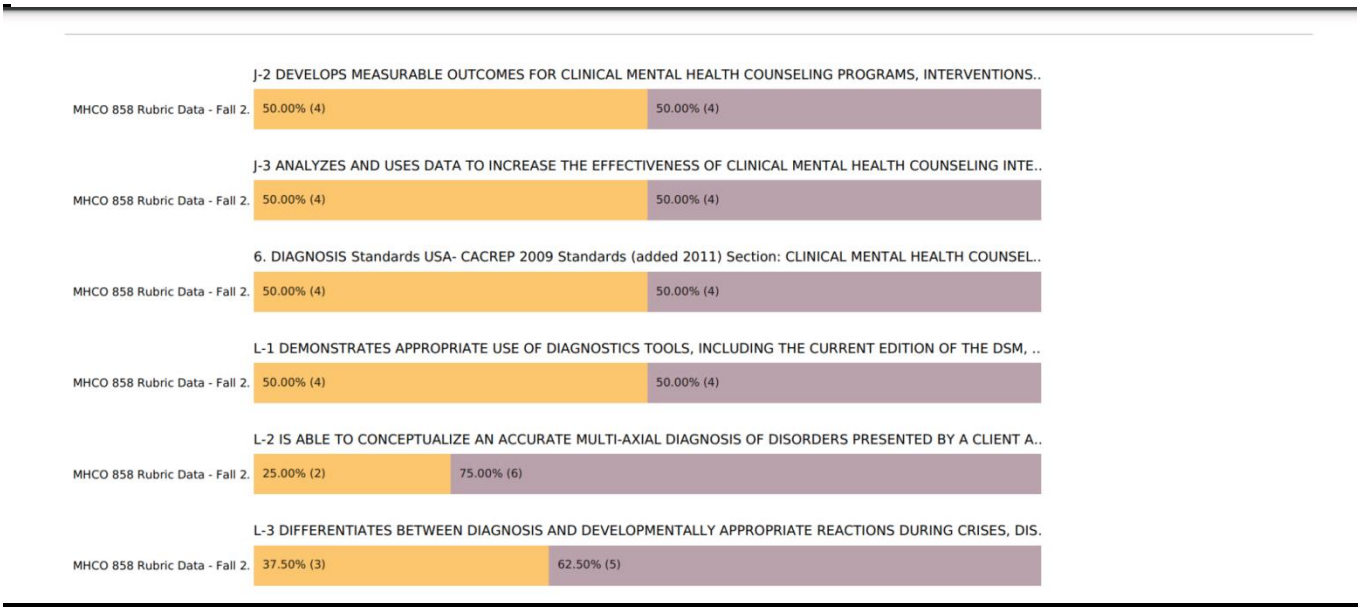
MHCO 858 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024



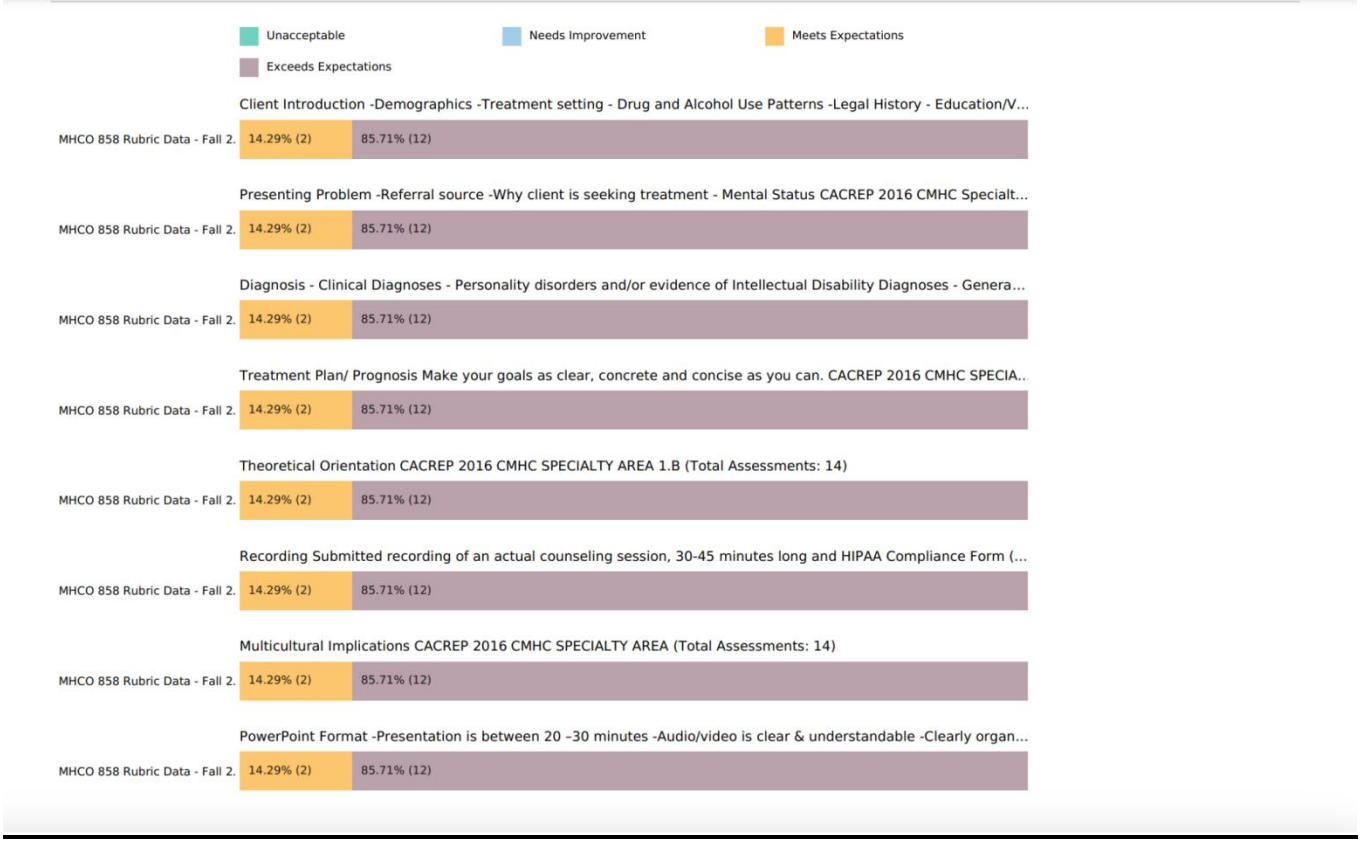

5. THEORY AND PRACTICE DEMONSTRATES ABILITIES TO INTEGRATE KNOWLEDGE, SKILLS AND PROFESSIONAL DIS..
MHCO 858 Rubric Data - Fall 2.
25.00% (2)
75.00% (6)
II. CACREP PROGRAM AREA STANDARDS (Total Assessments: 8)
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
1. FOUNDATIONS Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNS
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
B-1 DEMONSTRATES THE ABILITY TO APPLY AND ADHERE TO ETHICAL AND LEGAL STANDARDS IN MENTAL HEALTH..
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
B-2 APPLIES KNOWLEDGE OF PUBLIC MENTAL HEALTH POLICY, FINANCING, AND REGULATORY PROCESSES TO IMPR..
MHCO 858 Rubric Data - Fall 2.
75.00% (6)
25.00% (2)
2. COUNSELING, PREVENTION, & INTERVENTION Standards USA- CACREP 2009 Standards (added 2011) Section: CL..
MHCO 858 Rubric Data - Fall 2.
50.00% (4)
50.00% (4)
D-1 USES THE PRINCIPLES AND PRACTICES OF DIAGNOSIS, TREATMENT, REFERRAL, AND PREVENTION OF MENTAL ..
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
D-2 APPLIES MULTICULTURAL COMPETENCIES TO MENTAL HEALTH COUNSELING INVOLVING CASE CONCEPTUALIZA..
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)


D-3 PROMOTES OPTIMAL HUMAN DEVELOPMENT, WELLNESS, AND MENTAL HEALTH THROUGH PREVENTION, EDUC..
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
D-4 APPLIES EFFECTIVE STRATEGIES TO PROMOTE CLIENT UNDERSTANDING OF AND ACCESS TO A VARIETY OF COM
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
D-5 DEMONSTRATES APPROPRIATE USE OF CULTURALLY RESPONSIVE INDIVIDUAL, COUPLE, FAMILY, GROUP, AND S.
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
D-6 DEMONSTRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. Standards...
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
D-7 APPLIES CURRENT RECORD-KEEPING STANDARDS RELATED TO MENTAL HEALTH COUNSELING. Standards USA...
MHCO 858 Rubric Data - Fall 2.
25.00% (2)
75.00% (6)
D-8 PROVIDES APPROPRIATE COUNSELING STRATEGIES WHEN WORKING WITH CLIENTS WITH ADDICTION AND CO...
MHCO 858 Rubric Data - Fall 2.
12.50% (1)
37.50% (3)
50.00% (4)
D-9 DEMONSTRATES THE ABILITY TO RECOGNIZE HIS OR HER OWN LIMITATIONS AS A MENTAL HEALTH COUNSELO..
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
3. DIVERSITY & ADVOCACY Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEAL..
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
F-1 MAINTAINS INFORMATION REGARDING COMMUNITY RESOURCES TO MAKE APPROPRIATE REFERRALS. Standard..
MHCO 858 Rubric Data - Fall 2.
12.50% (1)
25.00% (2)
62.50% (5)

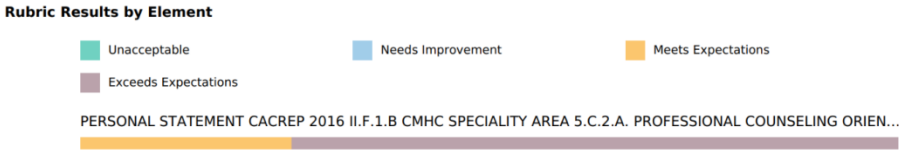

F-2 ADVOCATES FOR POLICIES, PROGRAMS, AND SERVICES THAT ARE EQUITABLE AND RESPONSIVE TO THE UNIQU..
MHCO 858 Rubric Data - Fall 2.
12.50% (1)
37.50% (3)
50.00% (4)
F-3 DEMONSTRATES THE ABILITY TO MODIFY COUNSELING SYSTEMS, THEORIES, TECHNIQUES, AND INTERVENTION..
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
4. ASSESSMENT Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSE
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
H-1 SELECTS APPROPRIATE COMPREHENSIVE ASSESSMENT INTERVENTIONS TO ASSIST IN DIAGNOSIS AND TREATM..
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)
H-2 DEMONSTRATES SKILL IN CONDUCTING AN INTAKE INTERVIEW, A MENTAL STATUS EVALUATION, A BIOPSYCHO..
MHCO 858 Rubric Data - Fall 2.
25.00% (2)
75.00% (6)
H-3 SCREENS FOR ADDICTION, AGGRESSION, AND DANGER TO SELF AND/OR OTHERS, AS WELL AS CO- OCCURRING
MHCO 858 Rubric Data - Fall 2.
62.50% (5)
37.50% (3)
H-4 APPLIES THE ASSESSMENT OF A CLIENT'S STAGE OF DEPENDENCE, CHANGE, OR RECOVERY TO DETERMINE TH..
MHCO 858 Rubric Data - Fall 2.
50.00% (4)
50.00% (4)
5. RESEARCH AND EVALUATION Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL H
MHCO 858 Rubric Data - Fall 2.
75.00% (6)
25.00% (2)
J-1 APPLIES RELEVANT RESEARCH FINDINGS TO INFORM THE PRACTICE OF CLINICAL MENTAL HEALTH COUNSELING..
MHCO 858 Rubric Data - Fall 2.
50.00% (4)
50.00% (4)


J-2 DEVELOPS MEASURABLE OUTCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS..
MHCO 858 Rubric Data - Fall 2.
50.00% (4)
50.00% (4)
J-3 ANALYZES AND USES DATA TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE..
MHCO 858 Rubric Data - Fall 2.
50.00% (4)
50.00% (4)
6. DIAGNOSIS Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL..
MHCO 858 Rubric Data - Fall 2.
50.00% (4)
50.00% (4)
L-1 DEMONSTRATES APPROPRIATE USE OF DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM, ..
MHCO 858 Rubric Data - Fall 2.
50.00% (4)
50.00% (4)
L-2 IS ABLE TO CONCEPTUALIZE AN ACCURATE MULTI-AXIAL DIAGNOSIS OF DISORDERS PRESENTED BY A CLIENT A..
MHCO 858 Rubric Data - Fall 2.
25.00% (2)
75.00% (6)
L-3 DIFFERENTIATES BETWEEN DIAGNOSIS AND DEVELOPMENTALLY APPROPRIATE REACTIONS DURING CRISES, DIS.
MHCO 858 Rubric Data - Fall 2.
37.50% (3)
62.50% (5)

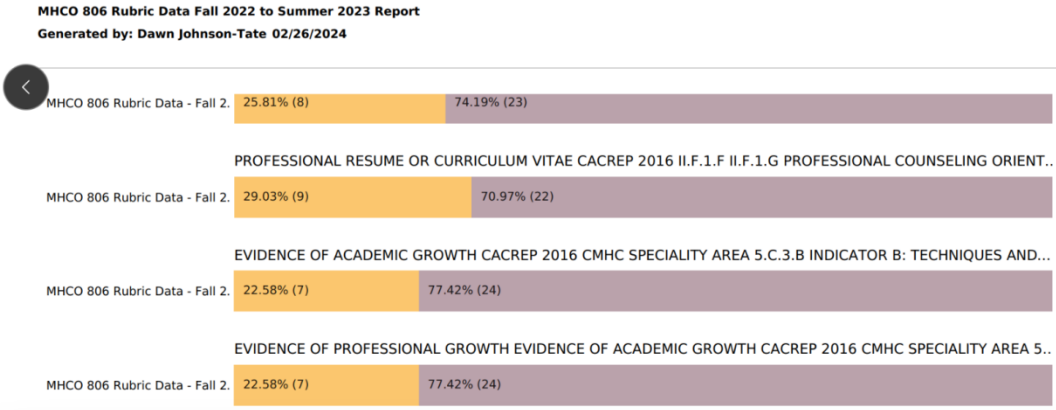
MHCO 858 Case Study & Recording Rubric

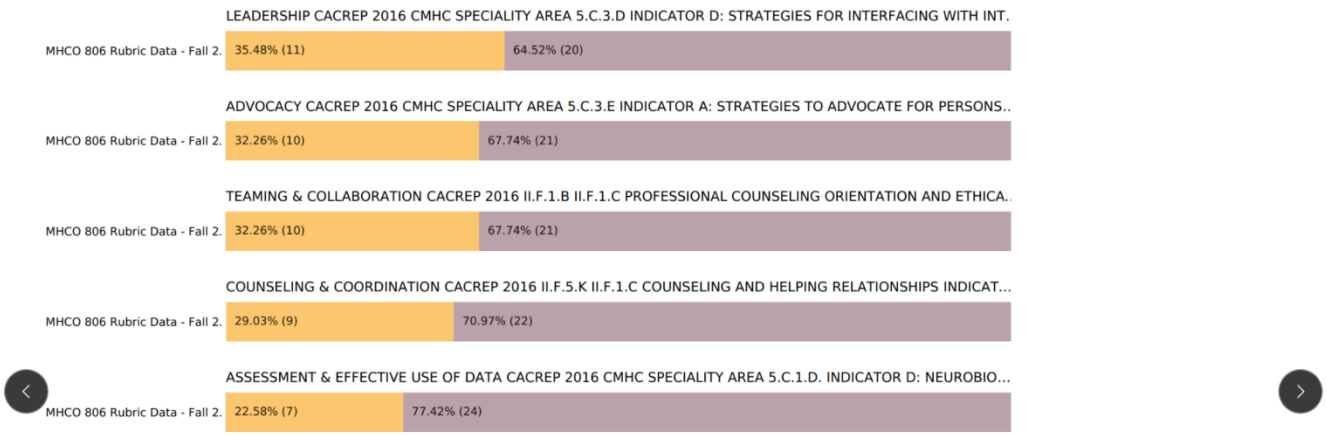


MHCO 806 (SA) (2016) Portfolio Rubric



Page 2 of 15





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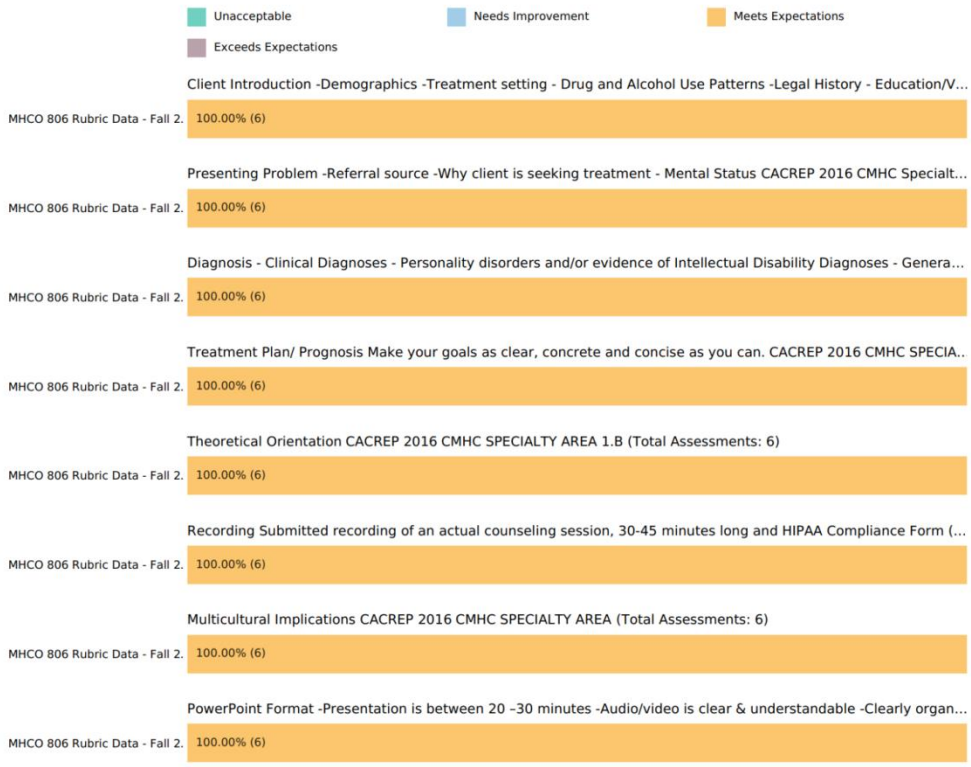
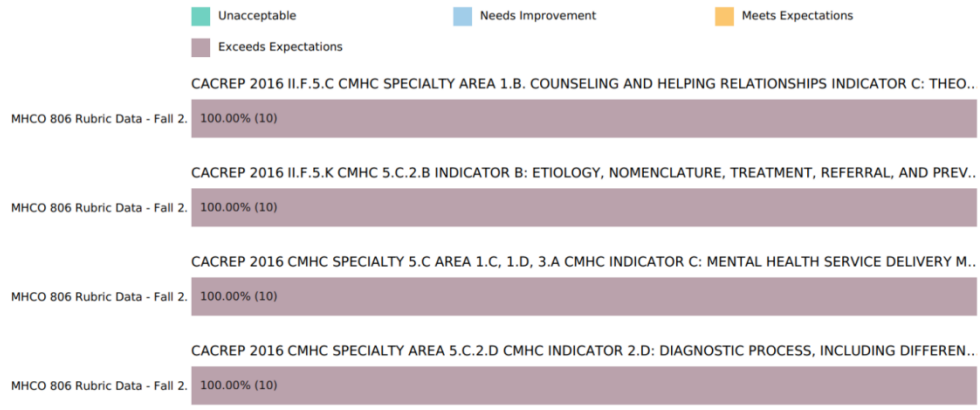
MHCO 806 Case Study & Recording Rubric



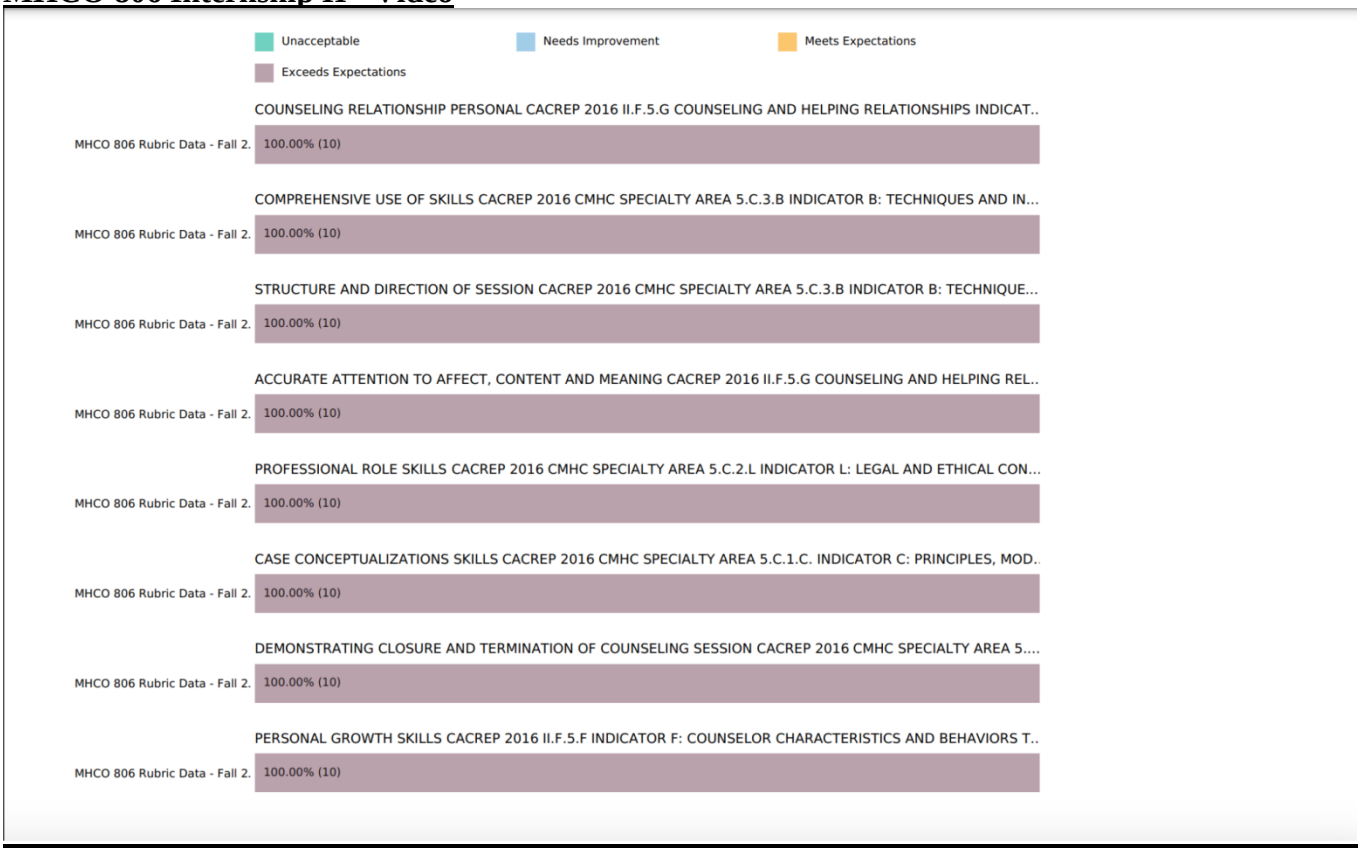
MHCO 806 (SA) (2016) Internship II - Case Study

MHCO 806 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024

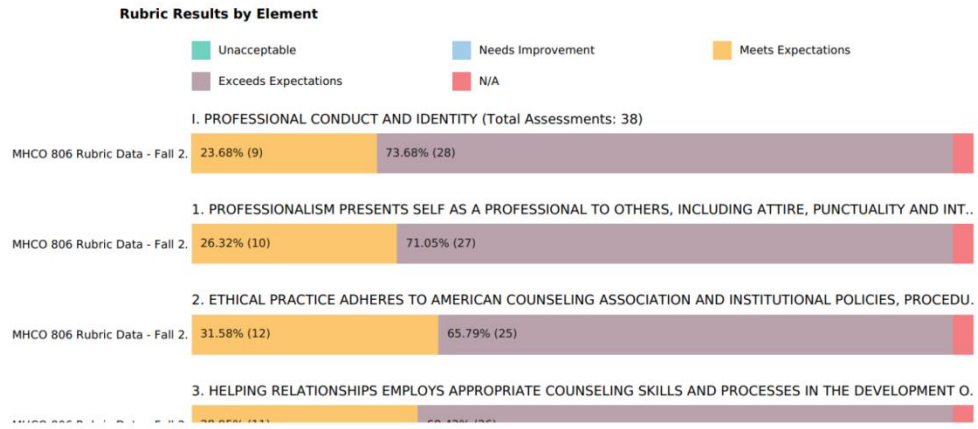


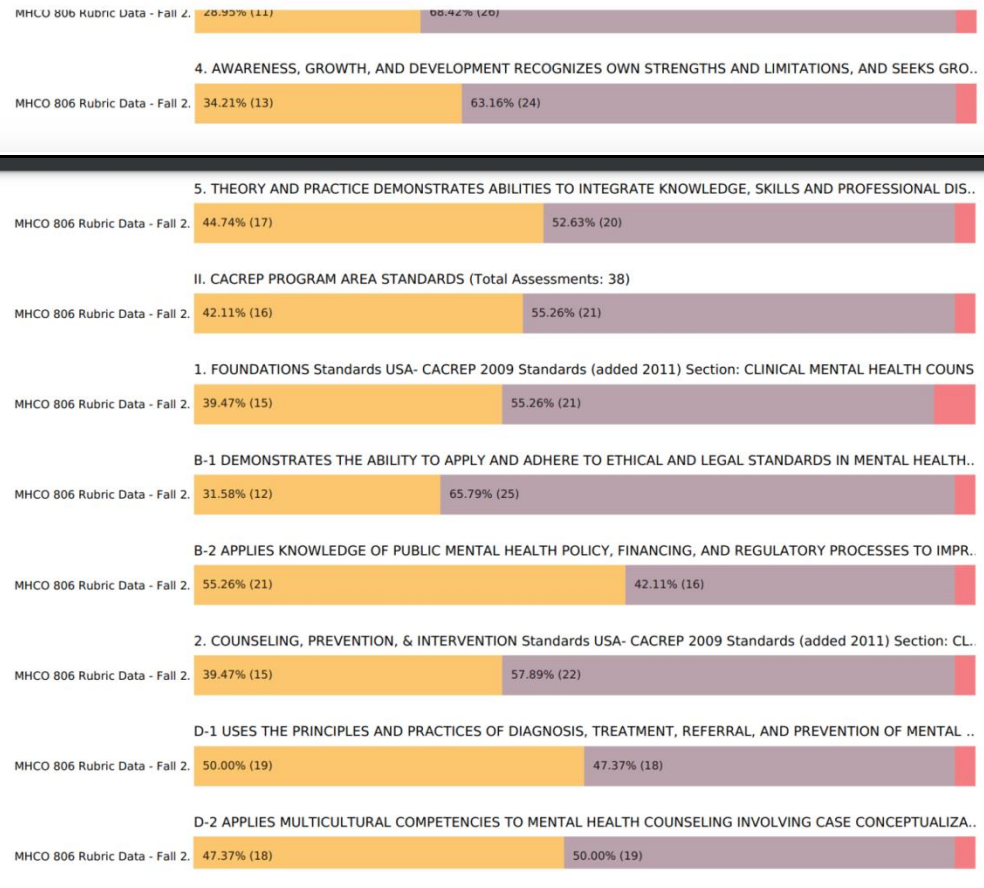
Element	Query	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Mean	Stdev

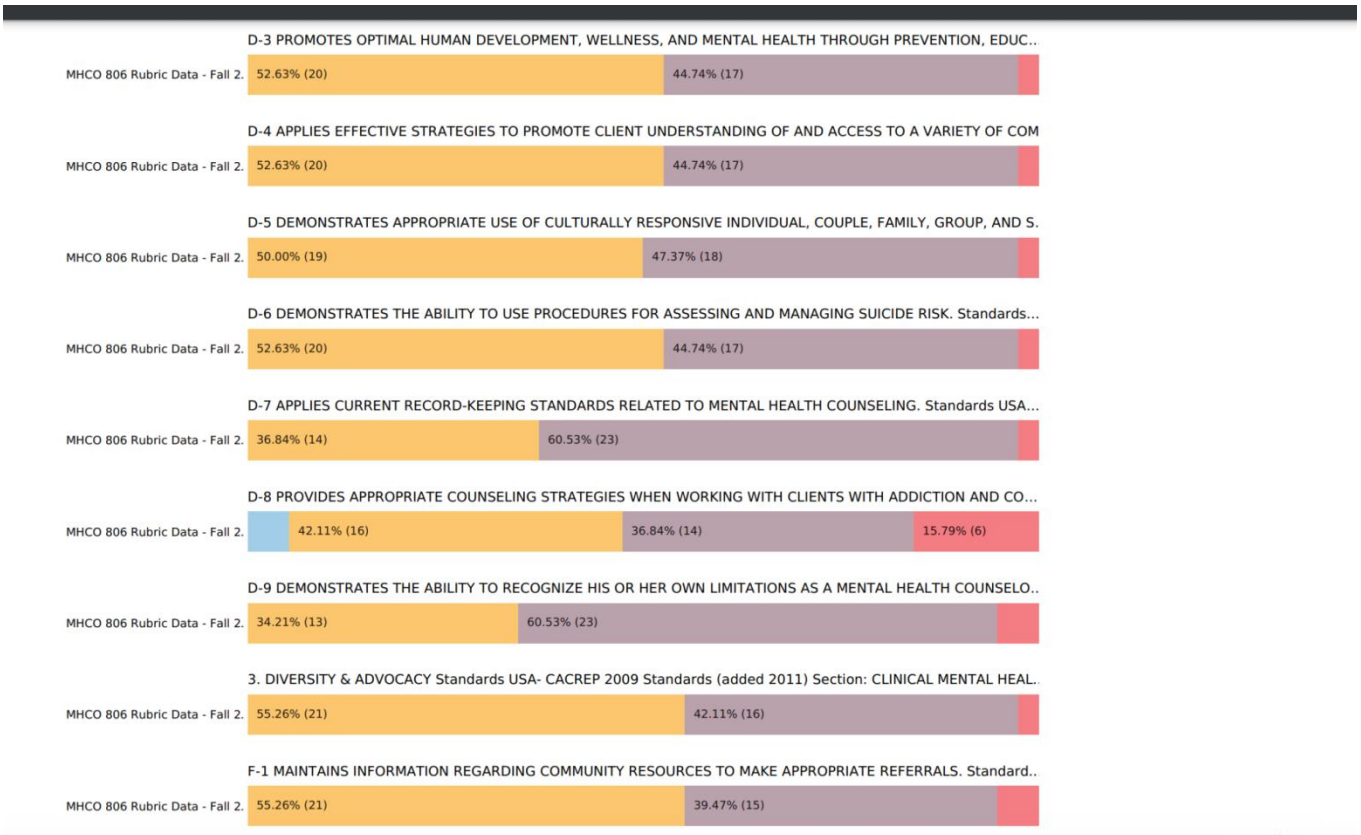
MHCO 806 Internship II - Video



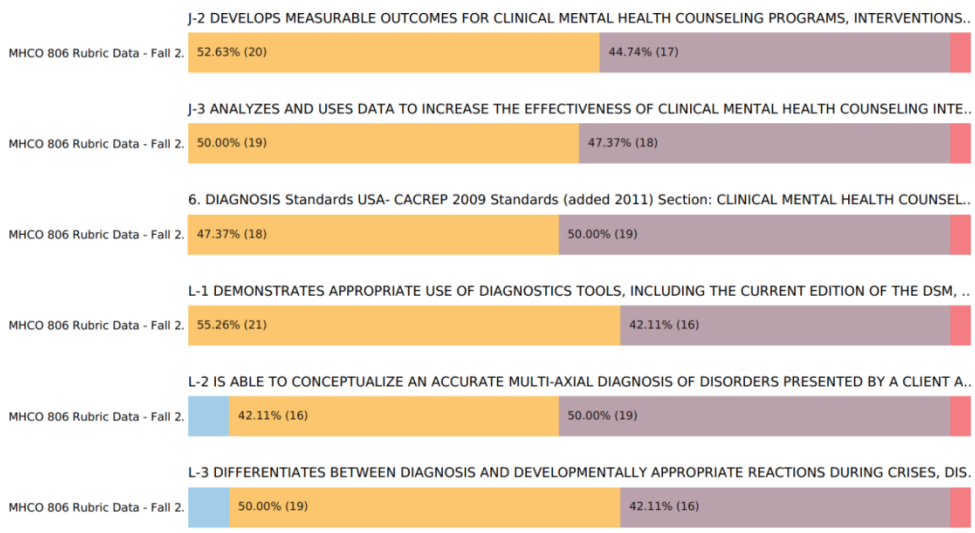
MHCO 806 Formative II Internship Evaluation






D-3 PROMOTES OPTIMAL HUMAN DEVELOPMENT, WELLNESS, AND MENTAL HEALTH THROUGH PREVENTION, EDUC..
MHCO 806 Rubric Data - Fall 2.
52.63% (20)
44.74% (17)
D-4 APPLIES EFFECTIVE STRATEGIES TO PROMOTE CLIENT UNDERSTANDING OF AND ACCESS TO A VARIETY OF COM
MHCO 806 Rubric Data - Fall 2.
52.63% (20)
44.74% (17)
D-5 DEMONSTRATES APPROPRIATE USE OF CULTURALLY RESPONSIVE INDIVIDUAL, COUPLE, FAMILY, GROUP, AND S.
MHCO 806 Rubric Data - Fall 2.
50.00% (19)
47.37% (18)
D-6 DEMONSTRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. Standards...
MHCO 806 Rubric Data - Fall 2.
52.63% (20)
44.74% (17)
D-7 APPLIES CURRENT RECORD-KEEPING STANDARDS RELATED TO MENTAL HEALTH COUNSELING. Standards USA...
MHCO 806 Rubric Data - Fall 2.
36.84% (14)
60.53% (23)
D-8 PROVIDES APPROPRIATE COUNSELING STRATEGIES WHEN WORKING WITH CLIENTS WITH ADDICTION AND CO...
MHCO 806 Rubric Data - Fall 2.
42.11% (16)
36.84% (14)
15.79% (6)
D-9 DEMONSTRATES THE ABILITY TO RECOGNIZE HIS OR HER OWN LIMITATIONS AS A MENTAL HEALTH COUNSELO..
MHCO 806 Rubric Data - Fall 2.
34.21% (13)
60.53% (23)
3. DIVERSITY & ADVOCACY Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEAL..
MHCO 806 Rubric Data - Fall 2.
55.26% (21)
42.11% (16)
F-1 MAINTAINS INFORMATION REGARDING COMMUNITY RESOURCES TO MAKE APPROPRIATE REFERRALS. Standard..
MHCO 806 Rubric Data - Fall 2.
55.26% (21)
39.47% (15)

Unacceptable
Needs Improvement
Meets Expectations
Exceeds Expectations
COUNSELING RELATIONSHIP PERSONAL CACREP 2016 II.F.5.G COUNSELING AND HELPING RELATIONSHIPS INDICAT..
MHCO 806 Rubric Data - Fall 2.
100.00% (10)
COMPREHENSIVE USE OF SKILLS CACREP 2016 CMHC SPECIALTY AREA 5.C.3.B INDICATOR B: TECHNIQUES AND IN...
MHCO 806 Rubric Data - Fall 2.
100.00% (10)
STRUCTURE AND DIRECTION OF SESSION CACREP 2016 CMHC SPECIALTY AREA 5.C.3.B INDICATOR B: TECHNIQUE...
MHCO 806 Rubric Data - Fall 2.
100.00% (10)
ACCURATE ATTENTION TO AFFECT, CONTENT AND MEANING CACREP 2016 II.F.5.G COUNSELING AND HELPING REL..
MHCO 806 Rubric Data - Fall 2.
100.00% (10)
PROFESSIONAL ROLE SKILLS CACREP 2016 CMHC SPECIALTY AREA 5.C.2.L INDICATOR L: LEGAL AND ETHICAL CON...
MHCO 806 Rubric Data - Fall 2.
100.00% (10)
CASE CONCEPTUALIZATIONS SKILLS CACREP 2016 CMHC SPECIALTY AREA 5.C.1.C. INDICATOR C: PRINCIPLES, MOD..
MHCO 806 Rubric Data - Fall 2.
100.00% (10)
DEMONSTRATING CLOSURE AND TERMINATION OF COUNSELING SESSION CACREP 2016 CMHC SPECIALTY AREA 5....
MHCO 806 Rubric Data - Fall 2.
100.00% (10)
PERSONAL GROWTH SKILLS CACREP 2016 II.F.5.F INDICATOR F: COUNSELOR CHARACTERISTICS AND BEHAVIORS T..
MHCO 806 Rubric Data - Fall 2.
100.00% (10)


J-2 DEVELOPS MEASURABLE OUTCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS..
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J-3 ANALYZES AND USES DATA TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE..
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47.37% (18)
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50.00% (19)
L-1 DEMONSTRATES APPROPRIATE USE OF DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM, ..
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MHCO 806 Rubric Data - Fall 2.
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50.00% (19)
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MHCO 806 Rubric Data - Fall 2.
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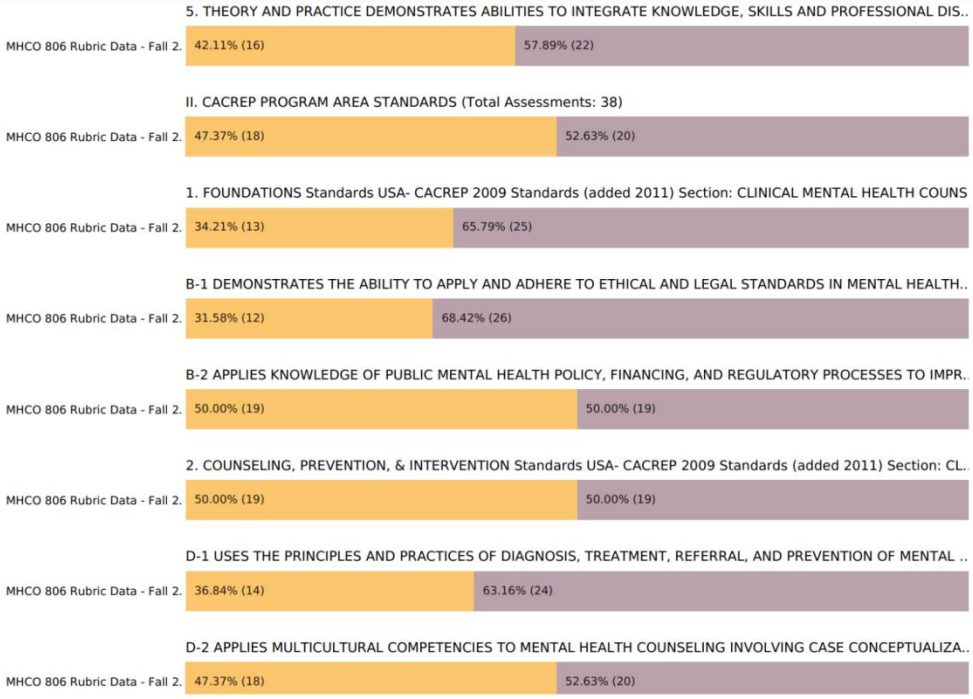
42.11% (16)

MHCO 806 Summative II Internship Evaluation



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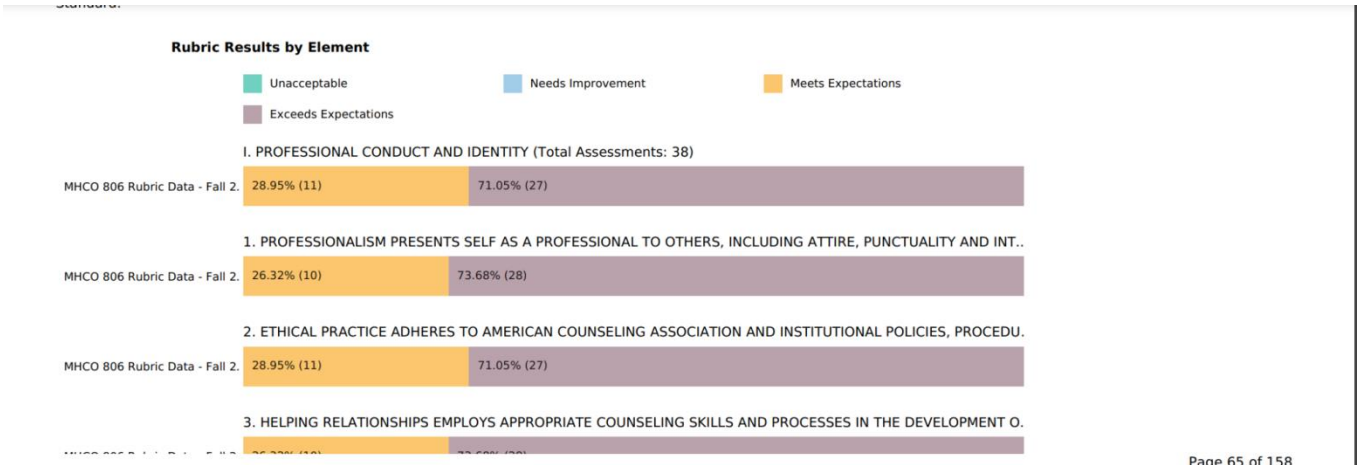
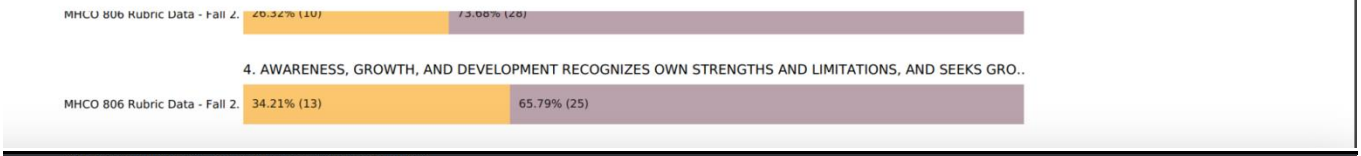
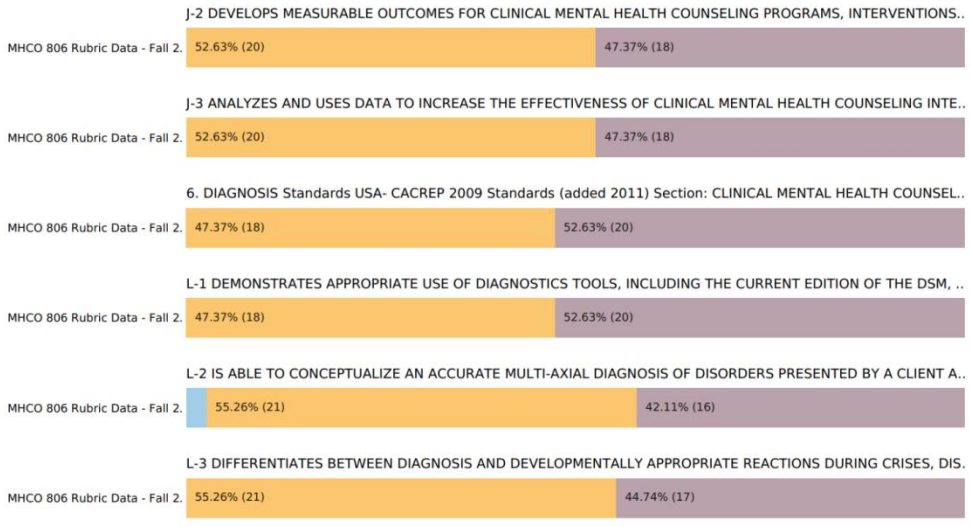
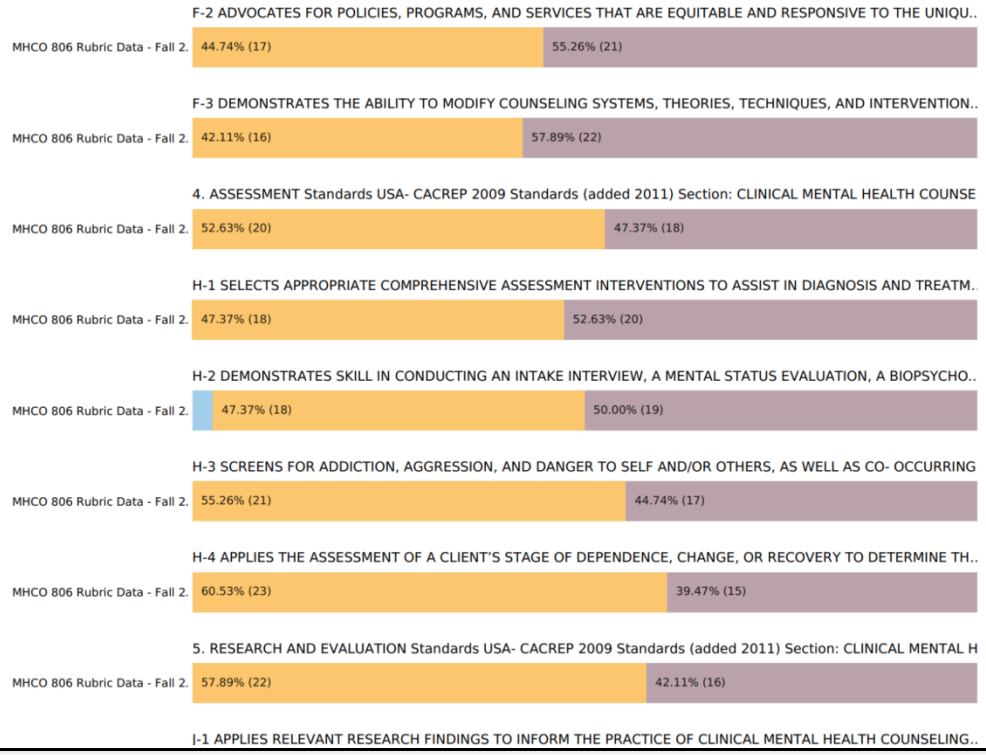




MHCO 806 Rubric Data Fall 2022 to Summer 2023 Report
Generated by: Dawn Johnson-Tate 02/26/2024




F-2 ADVOCATES FOR POLICIES, PROGRAMS, AND SERVICES THAT ARE EQUITABLE AND RESPONSIVE TO THE UNIQU..
MHCO 806 Rubric Data - Fall 2.
44.74% (17)
55.26% (21)
F-3 DEMONSTRATES THE ABILITY TO MODIFY COUNSELING SYSTEMS, THEORIES, TECHNIQUES, AND INTERVENTION..
MHCO 806 Rubric Data - Fall 2.
42.11% (16)
57.89% (22)
4. ASSESSMENT Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSE
MHCO 806 Rubric Data - Fall 2.
52.63% (20)
47.37% (18)
H-1 SELECTS APPROPRIATE COMPREHENSIVE ASSESSMENT INTERVENTIONS TO ASSIST IN DIAGNOSIS AND TREATM..
MHCO 806 Rubric Data - Fall 2.
47.37% (18)
52.63% (20)
H-2 DEMONSTRATES SKILL IN CONDUCTING AN INTAKE INTERVIEW, A MENTAL STATUS EVALUATION, A BIOPSYCHO..
MHCO 806 Rubric Data - Fall 2.
47.37% (18)
50.00% (19)
H-3 SCREENS FOR ADDICTION, AGGRESSION, AND DANGER TO SELF AND/OR OTHERS, AS WELL AS CO- OCCURRING
MHCO 806 Rubric Data - Fall 2.
55.26% (21)
44.74% (17)
H-4 APPLIES THE ASSESSMENT OF A CLIENT'S STAGE OF DEPENDENCE, CHANGE, OR RECOVERY TO DETERMINE TH..
MHCO 806 Rubric Data - Fall 2.
60.53% (23)
39.47% (15)
5. RESEARCH AND EVALUATION Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL H
MHCO 806 Rubric Data - Fall 2.
57.89% (22)
42.11% (16)
I-1 APPLIES RELEVANT RESEARCH FINDINGS TO INFORM THE PRACTICE OF CLINICAL MENTAL HEALTH COUNSELING..
D-3 PROMOTES OPTIMAL HUMAN DEVELOPMENT, WELLNESS, AND MENTAL HEALTH THROUGH PREVENTION, EDUC..
MHCO 806 Rubric Data - Fall 2.
42.11% (16)
57.89% (22)
D-4 APPLIES EFFECTIVE STRATEGIES TO PROMOTE CLIENT UNDERSTANDING OF AND ACCESS TO A VARIETY OF COM
MHCO 806 Rubric Data - Fall 2.
52.63% (20)
47.37% (18)
D-5 DEMONSTRATES APPROPRIATE USE OF CULTURALLY RESPONSIVE INDIVIDUAL, COUPLE, FAMILY, GROUP, AND S.
MHCO 806 Rubric Data - Fall 2.
42.11% (16)
57.89% (22)
D-6 DEMONSTRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. Standards...
MHCO 806 Rubric Data - Fall 2.
50.00% (19)
50.00% (19)
D-7 APPLIES CURRENT RECORD-KEEPING STANDARDS RELATED TO MENTAL HEALTH COUNSELING. Standards USA...
MHCO 806 Rubric Data - Fall 2.
28.95% (11)
71.05% (27)
D-8 PROVIDES APPROPRIATE COUNSELING STRATEGIES WHEN WORKING WITH CLIENTS WITH ADDICTION AND CO...
MHCO 806 Rubric Data - Fall 2.
47.37% (18)
47.37% (18)
D-9 DEMONSTRATES THE ABILITY TO RECOGNIZE HIS OR HER OWN LIMITATIONS AS A MENTAL HEALTH COUNSELO..
MHCO 806 Rubric Data - Fall 2.
31.58% (12)
68.42% (26)
3. DIVERSITY & ADVOCACY Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEAL..
MHCO 806 Rubric Data - Fall 2.
50.00% (19)
50.00% (19)
F-1 MAINTAINS INFORMATION REGARDING COMMUNITY RESOURCES TO MAKE APPROPRIATE REFERRALS. Standard..
MHCO 806 Rubric Data - Fall 2.
47.37% (18)
52.63% (20)

3. Counselor Preparation Comprehensive Examination (CPCE)

Two participants completed the CPCE in the Mental Health Counseling program in **fall 2022**.
The CPCE pass rate for MHCO was 100%.

The lowest areas were as follows:
Professional Counseling and Orientation and Ethical Practice (C1 M = 9.5, SD = .7), Social and Cultural Diversity (C2 M = 7.5, SD = .7), Career Development (C4 M = 8.5, SD = .7) Counseling and Helping Relationships (C5 M = 9.5m SD = 0). Medians are not meaningful with only 2 participants.

Mental Health Counseling had 8 participants complete the **spring 2023** CPCE scores with a pass rate of 87.5%.
The mean for the 8 Mental Health Counseling candidates' scores was 84.37. The median was 86. The standard deviation was 9.79.

The lowest areas were as follows:
Assessment and Testing (C7 M = 9.25, SD = 2.7), Counseling and Helping Relationships (C5 M = 9.87, SD = 2.3).

Nine participants completed the CPCE in the Mental Health Counseling program in **summer 2023**.
The CPCE pass rate for MHCO was 88.8%.

The lowest areas were as follows:
Assessment and Testing (C7 M = 8.7, SD = 2.4), Counseling and Helping Relationships (C5 M = 9.3, SD = 3.2).
The Median is 80.

National Counselor Examination (NCE)

During 2022-2023, 16 Mental Health Counseling students completed the NCE. Of the 16, 14 (87.5%) passed the exam.

4. Advisory Board

Advisory Board Stakeholders for the Clinical Mental Health program and School Counseling programs are comprised of faculty members in the Department of Counseling and Psychological Studies, students, alumni, site supervisors, administrators, and the campus community. An advisory board meeting was held on April 6, 2023, to discuss: the CACREP mid-cycle and exit surveys, program changes/improvements (i.e., accreditation status; site visit), clinical training, CPCE results, course evaluations, and graduate, supervisor, and employee surveys. Feedback was offered during the meeting and an evaluation was provided post-meeting to capture

additional responses and suggestions.

Stakeholders' Recommendations

Recommendations from the current advisory board included considerations for both the Clinical Mental Health Counseling and School Counseling programs. For Mental Health, supervisors suggested that there is more instruction and preparation regarding topics such as business applications (i.e., private practice; career search), certifications, and telehealth.

Alumni and current students would like more opportunities to network and engage with each other. Possible recommendations included reaching out to the alumni association and various on-campus communities (e.g., CSI, GSA). Students also commented that they would like PDA opportunities that focus on multicultural experiences as well as hearing from diverse guest speakers in the field.

For School Counseling, students suggested modifications to the Introduction to School Counseling course (COUN 702). Specifically, students recommended that the class be divided into two courses, thereby allowing more time to engage with the material. Students also offered that there appears to be some overlap in course topics.

Post-Meeting Evaluation

Six out of 20 Advisory Board members complete the post evaluation. Three board members were from mental health 1 student and 2 alumni. Feedback from board members are as follows: Professors, experiential learning activity taking place in the classrooms, suggested ongoing communication with the advisory board more often rather than 1 year passing, increase alumni engagement by harnessing their knowledge and skills, and providing support after graduation.

5. Graduate Surveys

2022-2023 Data info

The Department of Counseling and Psychological Studies graduate Survey for 2022-2023 included responses from 6 students (N=6). There was a 30% response rate for the survey. All respondents are female. Of the respondents 5 identified as African American/Black and one identified as Hispanic/Latino. All are currently employed and were graduates from the Mental Health Counseling program. 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, 30% (N=6) of our mental health graduates who responded to the survey are employed. One may be looking for other avenues of employment, they are undecided. Four of the six are employed as mental health counselors/therapists, two opted to not answer this question. Below is how our graduates rated the program, areas related to program objectives, quality of classroom, quality field-based, curriculum 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	50.00%
Good	2	33.00%
Fair	1	16.66%
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, Foundational counseling skills, Social and Cultural Development *(Tie)*
2. Professional Identity as a Counselor, Human Growth and Development *(Tie)*
3. Group Counseling and Group Work, Research and Program Evaluation *(Tie)*
4. Career Development, Crisis Management Skills *(Tie)*

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	6	50.00%	16.6%	33.00%	0.00%	0.00%	0.00%
Foundational counseling skills	6	66.6%	16.6%	16.6%	0.00%	0.00%	0.00%
Ethical and legal issues in counseling	6	66.6%	16.6%	16.6%	0.00%	0.00%	0.00%
Counseling Theories	6	66.6%	16.6%	0.00%	16.6%	0.00%	0.00%
Human Growth and Development	6	33.30%	0.00%	50.0%	16.6%	0.00%	0.00%
Career Development	6	16.6%	33.33%	50.0%	0.00%	0.00%	0.00%
Group Counseling and Group Work	6	33.33%	33.33%	33.33%	0.00%	0.00%	0.00%
Research and Program Evaluation	6	33.33%	33.33%	33.33%	0.00%	0.00%	0.00%
Social and Cultural Development	6	50.00%	16.6%	16.6%	0.00%	0.00%	0.00%
Crisis Management Skills	6	33.33%	33.33%	16.6%	0.00%	16.6%	0.00%

What was the overall quality of classroom instruction?	Count	Percentage
Excellent	3	50.00%

Good	2	33.00%
Fair	1	16.66%
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	2	33.33%
Good	5	50.0%
Fair	1	16.66%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

Faculty members knowledge of subject matter	Count	Percentage
Excellent	4	66.66%
Good	1	16.66%

Fair	1	16.66%
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	33.33%
Good	1	16.6%
Fair	1	16.6%
Poor	0	33.33%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

Five Years

2017-2018 Data

The Department of Counseling and Psychological Studies graduate Survey for 2017-2018 included responses from 9 students (N=9). All respondents are female. Of the respondents 3 identified as European American/White and 6 identified as African American/Black. All are currently employed and were graduates from the Mental Health Counseling program. 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=9) of our mental health graduates who responded to the survey are employed. One is seeking a new employment opportunity while one may be looking for other avenues of employment, they are undecided. 80% Six of the respondents are employed as mental health counselors/therapists, one is employed as a Deputy Chief of Staff, one is employed as a program analyst and one is employed as a special education teacher and psychiatric liaison. Below is how our graduates rated the program, areas related to program objectives, quality of classroom, quality field-based, curriculum and internship, faculty subject matter, and impact the program had in

The overall quality of the program was	Count	Percentage
Excellent	2	22.22%
Good	6	66.66%
Fair	1	11.11%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

building peer networks and utilizing peer support.

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. Social and Cultural Development
2. Counseling Theories, Human Growth and Development, Career Development
3. Professional Identity as a Counselor,
4. Research and Program Evaluation, Ethical and legal issues in counseling
5. 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	9	33.33%	44.44%	11.11%	11.11%	0.00%	0.00%
Foundational counseling skills	9	22.22%	44.44%	22.22%	11.11%	0.00%	0.00%
Ethical and legal issues in counseling	9	22.22%	44.44%	33.33%	0.00%	0.00%	0.00%
Counseling Theories	9	33.33%	66.6%	11.11%	16.6%	0.00%	0.00%
Human Growth and Development	9	33.33%	55.5%	0.0%	11.11%	0.00%	0.00%

Career Development	9	33.33%	44.44%	22.2%	0.00%	0.00%	0.00%
Group Counseling and Group Work	9	11.11%	55.5%	33.33%	0.00%	0.00%	0.00%
Research and Program Evaluation	9	22.2%	55.5%	11.11%	11.11%	0.00%	0.00%
Social and Cultural Development	9	55.5%	11.11%	33.33%	0.00%	0.00%	0.00%
Crisis Management Skills	9	11.11%	77.77%	11.11%	0.00%	16.6%	0.00%

What was the overall quality of classroom instruction?	Count	Percentage
Excellent	2	22.22%
Good	6	66.66%
Fair	1	11.11%
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	2	33.33%
Good	3	44.44%
Fair	1	11.11%
Poor	1	11.11%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

Faculty members knowledge of subject matter	Count	Percentage
Excellent	4	55.55%
Good	1	44.44%
Fair	1	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	6	66.66%
Good	3	22.22%
Fair	1	0.00%

Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

6. Site Supervisor and Employer Survey Site Supervisor Survey

Of the 10 surveys emailed out, four site supervisors responded, a 10% response rate. Site supervisors noted several areas of improvement for the program. Specific areas needing improvement included:(a) Counseling, Prevention and Intervention. Prepare students to use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, (3.00 out of 4.0), (b) Diversity and Advocacy. Prepare students to know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services 3.0 out of 4.0), and (c) Diversity and Advocacy. Prepare students to demonstrate the ability to modify counseling systems, theories, techniques, and interventions for diverse populations. (3.0 out of 4.0), (d) Research and Evaluation. Prepare students to develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments (3.25 out of 4).

Site supervisors noted several strengths of the program such as preparation of students in ethics and being able to meet the needs of clients.

7. Employer Survey

2022-2023

Of the two surveys emailed out (N=2), none of the employers responded.

2017-2018

Of the five surveys emailed out (N=1), none of the employers responded. The site supervisor reported overall, *"The alumni we have hired have excelled in their positions"*. Here are the areas this site supervisor reported our alumni do well.

1. Understanding Models and Theories
   - Students are consistently prepared to understand and apply various models and theories in clinical mental health counseling and supervision.

2. Professional Awareness
   - There is an emphasis on students being aware of professional issues and how they affect clinical mental health practice.

3. Ethical and Legal Standards
   - Adherence to ethical and legal standards is a recurring competency, ensuring students act within professional guidelines.

4. Clinical Skills in Diagnosis and Treatment
   - Students are trained in the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders.

5. Client Resource Navigation
   - Effective strategies for promoting client understanding of and access to community resources are commonly taught.

6. Record-Keeping
   - Proper record-keeping standards in clinical mental health counseling are a fundamental competency.

7. Self-Awareness and Supervision
   - Recognizing personal limitations and seeking supervision or making appropriate referrals is a key theme.

8. Psychopharmacology Knowledge
   - Understanding psychopharmacological medications to facilitate appropriate medical referrals is included in the training.

9. Clinical Assessment Proficiency
   - Conducting comprehensive clinical assessments, including intake interviews and mental

health evaluations, is a crucial skill developed in students.

8. **Monthly Faculty Meetings**

Here is a summary of topics covered in the 2022-2023 Program Meetings.

1. Program Modifications:
   - Discussed feedback and evaluations.
   - Proposed moving Advanced Techniques course earlier.
   - Enhance clinical and practice-based opportunities.

2. Concerns:
   - Low scores in Practicum evaluations.
   - Introduction of a trauma counseling course aimed at crisis management.

3. Feedback and Standards:
   - Site supervisors' feedback prompted review of standards and curriculum adjustments.
   - Improve response rates for graduate surveys.

4. Approvals and Announcements:
   - Faculty achievements, student presentations, department participation in Wellness Day.

5. Action Items:
   - Review syllabus/rubric checks, advertising for marketing, fall 2022 program orientation improvements.

6. Program Statistics:
   - Ongoing admission interviews, updates on admissions and reviews.

7. Updates and Evaluations:
   - Committees, program evaluations, clinical courses, Graduate Council updates.

8. Disposition Committee:
   - Discussed student cases and noted student concerns.

2021- 2022 Program Modifications (Previous 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. **Program Modification –** To address these concerns, the program reviewed these components to determine if they are adequately meeting the needs of mental health students. This review process included analyzing the current curriculum and clinical experiences to evaluate how well they facilitate interactions with diverse P-12 students and clients, as well as opportunities for collaboration.
2. **Advisory Board:** At our Fall 2021 advisory board meeting stakeholders reported for clinical experiences, students requested that specific practicum/internship sites are more thoroughly reviewed.
    a. **Program Modification(s) –** The Director of Training has implemented several measures to enhance communication and oversight of student placements. Meetings have been held with site supervisors to clearly outline expectations for both students and supervisors. Students are required to submit their site information within the first two weeks of each semester. This allows the Director of Training to visit the sites where students are placed each semester.
3. **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.
    a. **Program Modification**– A new course, Trauma and Crisis Counseling was developed and offered to students beginning Spring 2023. This course offers a knowledge base of crisis management.
4. **Site Supervisor Surveys:** 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. **Program Modification –** Faculty conducted a thorough review of the standards and devised strategies to integrate them within the curriculum and associated assignments. The emphasis was placed on standard #2, as it remained consistent with the previous year's evaluations. To enhance the learning experience, faculty introduced a Case Study and Recording Signature Assignment in both Practicum and Internship courses in Fall 2022. This addition aims to assist students in

developing a comprehensive understanding of cases through a biopsychosocial perspective, encompassing mental status assessments and treatment planning.

5. **Graduate Survey & Advisory Board:** Lastly, alumni communicated a desire to connect with other graduates to establish a supportive, networking community.
    a. **Program Modification –** The program identified ways to engage alumni on a regular basis. During the academic year Dr. Cox reached out to alumni to obtain information about their status and updates.

2022-2023 Program Modifications (Current Year)

1. **Advisory Board:** At our Spring 2023 advisory board meeting stakeholders reported more instruction and preparation regarding topics such as business applications (i.e., private practice; career search), certifications, and telehealth and engage with alumni.
    a. **Program Modification(s) –** At our Spring 2023 advisory board meeting, stakeholders highlighted the need for more instruction and preparation in several key areas of our program. Specifically, they emphasized the importance of providing comprehensive instruction on business applications and need for detailed guidance on obtaining necessary certifications. Lastly, increasing the focus on telehealth practices within the curriculum was also recommended. We propose adding a signature assignment in the MHCO 700 course that addresses exposure to private practice knowledge and skills. We also propose assessing our courses to identify where telehealth is covered to identify gaps.
    b. Furthermore, stakeholders stressed the importance of facilitating greater engagement with alumni and campus resources. This includes organizing networking events and establishing mentorship programs to connect current students with alumni who can share professional experiences and career advice. We propose developing an alumni committee.
    c. Stakeholders recommended increasing the frequency of communication with the advisory board to more than once a year. They emphasized the importance of ongoing communication to ensure that the program remains responsive to industry trends and stakeholder feedback. We propose sending the advisory board updates regarding our program throughout the year to keep them abreast and the opportunity to provide feedback.
2. Graduate Survey: The following area has consistently remained low for the past three years in our graduate surveys: crisis management skills.
    a. Program Modification(s): To address this ongoing issue, we propose reviewing the Spring 2023 and forward signature assignment data. This review will help us identify specific gaps in our curriculum and instructional methods related to crisis management, enabling us to make targeted improvements to better equip our students with the necessary skills to handle crisis situations effectively.