# **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 listsery, 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

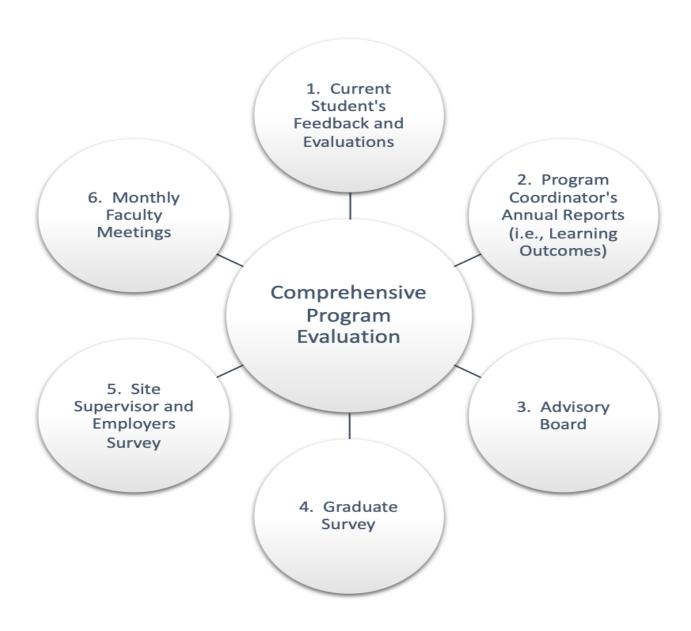
former graduates to provide their current employer contact information during their time of evaluation.

### **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

Mental Health Counseling Program Male Female  Students' Gender Summary  School Counseling Program Male 9 Male 14 Female 53  Students' Ethnicity - Male											
Male9Male14Female68Female53											
Male9Male14Female68Female53											
Female 68 Female 53											
Students' Ethnicity - Male											
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											
233336 233336 233336											
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-intraining 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  $Pre-K-12^{th}$  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



# School Counseling Midpoint Survey Fall 2022 to Summer 2023

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

	Program Quality	Question: The pro	gram of study and	its clinical experie	nces provide me with the o	pportunities to c
School Counseling Mid-Point	15.38% (2)	53.85% (7)			30.77% (4)	
	Program Quality	Question: The pro	gram faculty provi	de guidance and s	upport that contribute posit	ively to my obta
School Counseling Mid-Point	7.69% (1) 15.38% (	2) 46.15%	(6)		30.77% (4)	
	Program Quality (	Question: The uni	versity supervisor(	s) provides guidan	ce and support that contrib	ute positively to
School Counseling Mid-Point	30.77% (4)		38.46% (5)		30.77% (4)	
	Program Quality (	Ouestion: The site	mentor(s) provide	es guidance and su	pport that contribute positi	vely to my obtai
School Counseling Mid-Point			38.46% (5)		30.77% (4)	
	Program Quality (	Question: The pro	oram provides ava	ilable and adequal	te technical facilities (i.e., co	omputer labs. Ii
School Counseling Mid-Point				53.85% (7)	to recimient in the second	ompater taba, iiii
	Professional Disp	osition Question:	The program of stu	idy and its clinical	experiences prepare me to	work in a civil m
School Counseling Mid-Point		onition question.	program or su	46.15% (6		
	Professional Disp	ocition Question:	The program of str	idy and its clinical	experiences prepare me to	unhold professi
School Counseling Mid-Point		osition Question.	rne program or so	day and its clinical	30.77% (4)	upriola professi
	Berfeedend Dies	ini Oni		oder and the attacked		th Insurantana a
School Counseling Mid-Point		osition Question:	rne program or sti	idy and its clinical	experiences provide me wit 38.46% (5)	th knowledge, s
Sahari Sararallan Mid Balah		osition Question:	The program of stu	idy and its clinical	experiences provide me wit 38.46% (5)	th knowledge, s
School Counseling Mid-Point	01.5470 (0)				20.TO A (2)	

# School Counseling Midpoint Survey Fall 2022 to Summer 2023

Diversity Competencies and Practices Question: The program of study and its clinical experiences provide a founda..

School Counseling Mid-Point	7.69% (1) 46.15% (	6)	46.15% (6)	
	Diversity Compet	encies and Practices Question: The program o	of study and its	clinical experiences provide opportun.
School Counseling Mid-Point	53.85% (7)		46.15% (6)	
	Diversity Compet	encies and Practices Question: The program of	of study and its	clinical experiences provide me with
School Counseling Mid-Point	7.69% (1) 53.85% (	7)	38.469	6 (5)
	Diversity Compet	encies and Practices Question: The program o	of study and its	clinical experiences provide me with
School Counseling Mid-Point	15.38% (2)	53.85% (7)		30.77% (4)
	Diversity Compet	encies and Practices Question: The program o	of study and its	clinical experiences provide me with
School Counseling Mid-Point	7.69% (1) 53.85% (	7)	38.469	6 (5)
	Diversity Compet	encies and Practices Question: The program o	of study and its	clinical experiences provide opportun.
School Counseling Mid-Point	69.23% (9)			30.77% (4)
	Diversity Compet	encies and Practices Question: The program o	of study and its	clinical experiences provide me with
School Counseling Mid-Point	61.54% (8)		38.469	6 (5)

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?

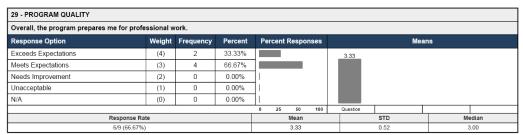
To improve the program, students further recommend more availability of and access to technical facilities like computer labs and libraries to make sure that all students can use them effectively. Also, as identified in the midpoint survey, supervisors at university and site mentors could offer them 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.

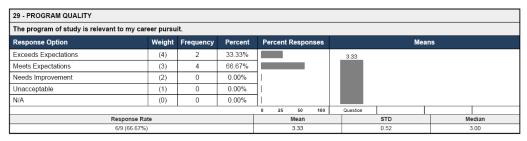
### Program Exit Evaluation

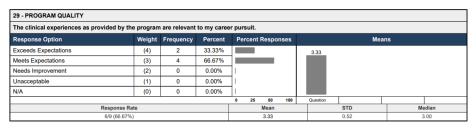
Program Exit data was collected from two students in the Fall 2022 and Spring 2023 semesters of the COUN 837 Internship in School Counseling course. This course is taken as one of the last courses in the Program of Study. There was a total of 15 graduates over these two semesters (11 who were female and 4 who were male, 12 who identified as African American, 2 as White and 1 as Latino).

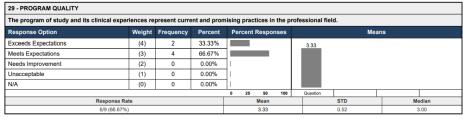
Using a four-point scale, where 1 was unacceptable, 2 needs improvement, 3 meets standards, and 4 exceeds standards, the mean for Program Quality (measured by 13 items) was 3.33 for Fall 2022 and 3.60 for Spring 2023. For Professional Disposition (measured by 4 items) the average for Fall 2022 was 3.33 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.

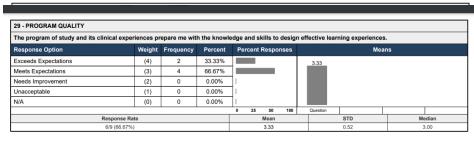
### School Counseling Program Exit Survey Fall 2022-Program Quality



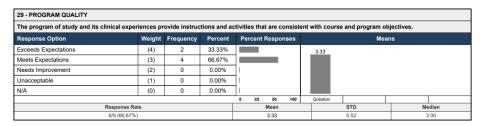


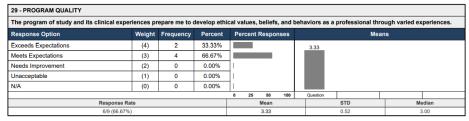


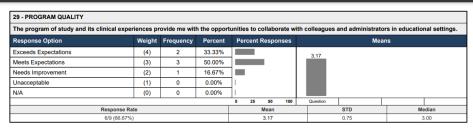




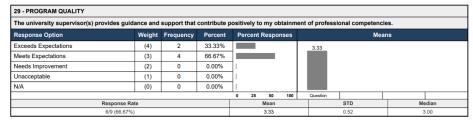
29 - PROGRAM QUALITY												
The program of study and its clinical expe	riences p	epare me wit	h the knowle	edge	and s	kills to	meas	ure a	and improv	e P-12 student a	nd/or client lea	ırning.
Response Option	Percent	Percent Responses Means										
Exceeds Expectations	(4)	2	33.33%						3.33			
Meets Expectations	(3)	4	66.67%					П				
Needs Improvement	(2)	0	0.00%	1				Ш				
Unacceptable	(1)	0	0.00%	1				Ш				
N/A	(0)	0	0.00%	1								
				0	25	50	100		Question			
Response R	Response Rate									STD	M	edian
6/9 (66.67%	6/9 (66.67%)					3.33				0.52		3.00







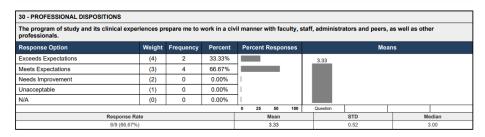
29 - PROGRAM QUALITY												
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.												
Response Option	Weight	Frequency	Percent	Per	rcent	Respo	nses			Mea	ins	
Exceeds Expectations	(4)	2	33.33%						3.33			
Meets Expectations	(3)	4	66.67%					ш				
Needs Improvement	(2)	0	0.00%	1				ш	_			
Unacceptable	(1)	0	0.00%	1				ш	_			
N/A	(0)	0	0.00%	1				H				
				0	25	50	100	-	Question			
Response Ra		Mean						STD	Me	dian		
6/9 (66.67%)						3.33				0.52	3	.00

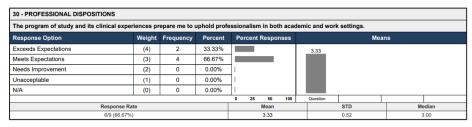


29 - PROGRAM QUALITY										
The site mentor(s) provides guidance and	support th	nat contribute	positively t	o my obtainment of prof	essional competencies.					
Response Option	Weight	Frequency	Percent	Percent Responses Means						
Exceeds Expectations	(4)	2	33.33%		3.33					
Meets Expectations	(3)	4	66.67%							
Needs Improvement	(2)	0	0.00%	1						
Unacceptable	(1)	0	0.00%	1						
N/A	(0)	0	0.00%	1						
				0 25 50 100	Question					
Response Ra	te			Mean	STD	Median				
6/9 (66.67%)				3.33	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%		5.11							
Needs Improvement	(2)	0	0.00%	]								
Unacceptable	(1)	0	0.00%	1								
N/A	(0)	0	0.00%	1								
				0 25 50 100	Question							
Resp	onse Rate			Mean	STD	Median						
6/9	(66.67%)			3.17	3.00							

# School Counseling Program Exit Survey Fall 2022-Professional Dispositions

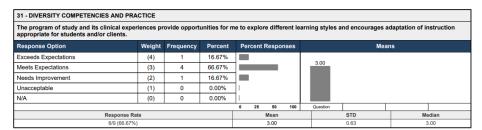




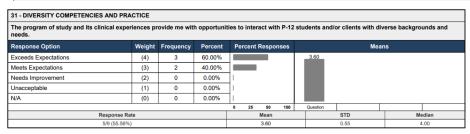
30 - PROFESSIONAL DISPOSITIONS												
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.												
Response Option Weight Frequency Percent Percent Responses Means												
Exceeds Expectations	(4)	2	33.33%					3.3	3			
Meets Expectations	(3)	4	66.67%									
Needs Improvement	(2)	0	0.00%	1								
Unacceptable	(1)	0	0.00%	1								
N/A	(0)	0	0.00%	1								
				0	25	50	100	Ques	tion			
Response Ra	Response Rate							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%	1							
N/A	(0)	0	0.00%	1							
				0 25 50 100	Question						
Response R	ate			Mean		STD	Median				
6/9 (66.67%		3.33	3.00								

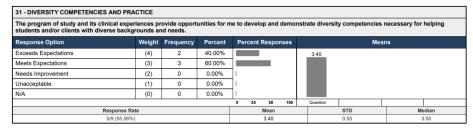
### School Counseling Program Exit Survey Fall 2022-Diversity Competencies and Practice

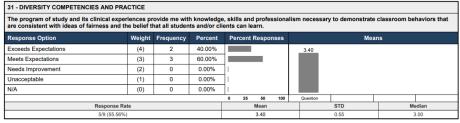


The program of study and its clinical exp	The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.											
Response Option Weight Frequency Percent Percent Responses Means												
Exceeds Expectations	(4)	2	40.00%					3.40				
Meets Expectations	(3)	3	60.00%									
Needs Improvement	(2)	0	0.00%	ı								
Unacceptable	(1)	0	0.00%	1								
N/A	(0)	0	0.00%	ı								
				0	25	50	100	Questi	on			
Response Rate						Mean				STD	Median	
5/9 (55.56%)				3.40 0.55				0.55		3.00		

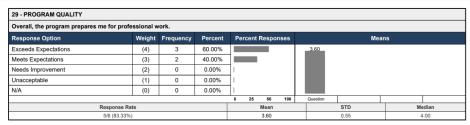


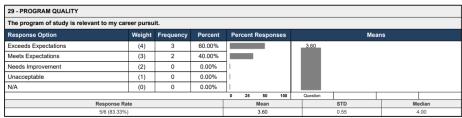
31 - DIVERSITY COMPETENCIES AND PRA	CTICE									
The program of study and its clinical exper	riences pr	ovide me witl	h opportunit	ies to inte	eract wi	h facu	lty with diver	se backgrounds a	nd expertise.	
Response Option	Weight	Frequency	Percent	Percen	t Respo	nses		Mea	ans	
Exceeds Expectations	(4)	3	60.00%				3.60			
Meets Expectations	(3)	2	40.00%							
Needs Improvement	(2)	0	0.00%	1						
Unacceptable	(1)	0	0.00%	1						
N/A	(0)	0	0.00%	1						
				0 25	50	100	Question			
Response Ra			Mean			STD	Me	edian		
5/9 (55.56%)					3.60			0.55	4.00	

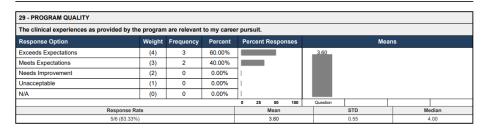


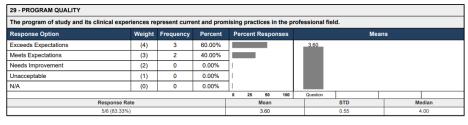


# School Counseling Program Exit Survey Spring 2023-Program Quality

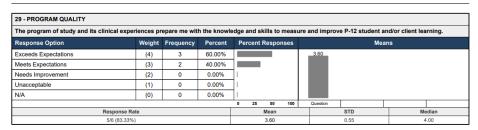








29 - PROGRAM QUALITY										
The program of study and its clinical expen	iences pr	epare me witl	h the knowle	edge and skills to design	effective learning experiences	3.				
Response Option	Weight	Frequency	Percent	Percent Responses	Means					
Exceeds Expectations	(4)	3	60.00%		3.60					
Meets Expectations	(3)	2	40.00%							
Needs Improvement	(2)	0	0.00%	]						
Unacceptable	(1)	0	0.00%		_					
N/A	(0)	0	0.00%	I						
				0 25 50 100	Question					
Response Ra	te			Mean	STD	Median				
5/6 (83.33%)			3.60	4.00						



29 - PROGRAM QUALITY	9 - PROGRAM QUALITY													
The program of study and its clinical expe	he 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		Mea	ns							
Exceeds Expectations	(4)	3	60.00%		3.60									
Meets Expectations	(3)	2	40.00%											
Needs Improvement	(2)	0	0.00%	1										
Unacceptable	(1)	0	0.00%	ı										
N/A	(0)	0	0.00%	ı										
				0 25 50 100	Question									
Response Ra	te			Mean		STD	Median							
5/6 (83.33%	)			3.60		0.55	4.00							

29 - PROGRAM QUALITY	- PROGRAM QUALITY													
The program of study and its clinical expe	ne 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		Mea	ns							
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%	1										
N/A	(0)	0	0.00%	1										
				0 25 50 100	Question									
Response Ra	te			Mean		STD	Median							
5/6 (83.33%	)			3.60		0.55	4.00							

29 - PROGRAM QUALITY															
he program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.															
Response Option															
Exceeds Expectations	(4)	3	60.00%		3.60										
Meets Expectations	(3)	2	40.00%												
Needs Improvement	(2)	0	0.00%	1											
Unacceptable	(1)	0	0.00%	]											
N/A	(0)	0	0.00%	71											
				0 25 50 100	Question										
Response Ra	te			Mean		STD	Me	edian							
5/6 (83.33%				3.60		0.55	4	.00							

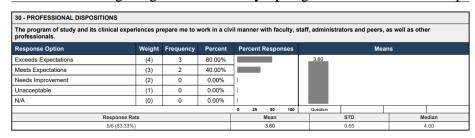
29 - PROGRAM QUALITY	9 - PROGRAM QUALITY												
The program faculty provide guidance an	d support	that contribut	e positively	to m	y obta	inmen	t of pr	ofess	ional com	petencies.			
Response Option	Weight	nses			Mea	ins							
Exceeds Expectations	(4)	3	60.00%						3.60				
Meets Expectations	(3)	2	40.00%					ш	-				
Needs Improvement	(2)	0	0.00%	1				ш					
Unacceptable	(1)	0	0.00%	1				ш					
N/A	(0)	0	0.00%	1				1.1					
				0	25	50	100		Question				
Response F	tate					Mean				STD	M	edian	
5/6 (83.33	6)			3.60				0.55			4.00		

29 - PROGRAM QUALITY	9 - PROGRAM QUALITY												
The university supervisor(s) provides guid	he university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.												
Response Option	Weight	Frequency	Percent	Percent Responses	Mea	ans							
Exceeds Expectations	(4)	3	60.00%		3.60								
Meets Expectations	(3)	2	40.00%										
Needs Improvement	(2)	0	0.00%	1									
Unacceptable	(1)	0	0.00%	1									
N/A	(0)	0	0.00%	1									
				0 25 50 100	Question								
Response Ra	te			Mean	STD	Median							
5/6 (83.33%	)			3.60	0.55	4.00							

29 - PROGRAM QUALITY													
The site mentor(s) provides guida	nce and support t	nat contribute	positively t	o my obtainment of pro	fession	al competencies.							
Response Option Weight Frequency Percent Percent Responses Means													
Exceeds Expectations	(4)	3	60.00%		3.6	0							
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	Que	stion							
Re	sponse Rate			Mean		STD	Median						
5	(6 (83.33%)			3.60		0.55	4.00						

29 - PROGRAM QUALITY															
The program provides available and	he program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.														
Response Option															
Exceeds Expectations	(4)	3	60.00%			3.60									
Meets Expectations	(3)	2	40.00%		Ш										
Needs Improvement	(2)	0	0.00%	1	Ш										
Unacceptable	(1)	0	0.00%	11	Ш										
N/A	(0)	0	0.00%	1											
	•			0 25 50 100		Question									
Respo	nse Rate			Mean			STD	Me	dian						
5/6 (	83.33%)			3.60			0.55	4	.00						

### School Counseling Program Exit Survey Spring 2023-Professional Dispositions

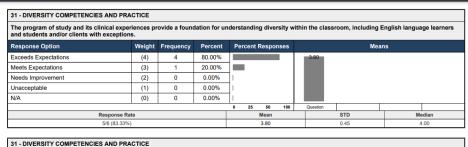


30 - PROFESSIONAL DISPOSITIO	NS													
The program of study and its clin	he program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.													
Response Option	Weight	Frequency	Percent	Pe	rcent	Respo	nses			Me	ans			
Exceeds Expectations	(4)	3	60.00%					3.	60_					
Meets Expectations	(3)	2	40.00%											
Needs Improvement	(2)	0	0.00%	ı										
Unacceptable	(1)	0	0.00%	ı										
N/A	(0)	0	0.00%	ı										
		•		0	25	50	100	Que	stion					
Re	sponse Rate				Mean				STD	M	edian			
5	5/6 (83.33%)					3.60				0.55	4.00			

30 - PROFESSIONAL DISPOSITIONS	6														
The program of study and its clinica climate that promotes and values st			h knowledge	e, skills and professiona	lism necessar	y to provide a po	sitive and safe	classroom							
Response Option															
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%	11											
N/A	(0)	0	0.00%	]											
				0 25 50 100	Question										
Resp	onse Rate			Mean		STD	Me	dian							
5/6	(83.33%)			3.60		0.55	4.00								

30 - PROFESSIONAL DISPOSITIONS													
The program of study and its clinical expedevelopment.	riences pr	ovide me wit	h knowledge	, skills and <sub>l</sub>	professi	onalisi	n necessary	to seek continu	uing profession	nal growth and			
Response Option	Weight	Frequency	Percent	Percent R	esponse	s		Mea	ans				
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%	1									
N/A	(0)	0	0.00%	11									
				0 25	50 1	100	Question						
Response R	Response Rate Mean STD Median												
5/6 (83.33%	)			;	3.60			0.55	0.55 4.00				

# School Counseling Program Exit Survey Spring 2023-Diversity Competencies and Practices



31 - DIVERSITY COMPETENCIES AND PRA	CTICE													
The program of study and its clinical experappropriate for students and/or clients.	iences pr	ovide opport	unities for n	e to	explor	e diffe	rent le	earning	g styles a	nd encourages a	daptation of i	nstruction		
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%	1										
Unacceptable	(1)	0	0.00%	1										
N/A	(0)	0	0.00%	1										
	•			0	25	50	100	Q	uestion					
Response Ra	te					Mean				STD	M	edian		
5/6 (83.33%	)					3.80				0.45	4	1.00		

31 - DIVERSITY COMPETENCIES AND PR	31 - DIVERSITY COMPETENCIES AND PRACTICE												
The program of study and its clinical expe	riences p	ovide me wit	h opportunit	ies to ir	ntera	ct with	facu	Ity with divers	e backgrounds ar	nd expertise.			
Response Option	Weight	Frequency	Percent	Perce	ent R	espon	ses		Mea	ns			
Exceeds Expectations	(4)	4	80.00%				1	3.80					
Meets Expectations	(3)	1	20.00%										
Needs Improvement	(2)	0	0.00%	1									
Unacceptable	(1)	0	0.00%	1									
N/A	(0)	0	0.00%	1									
				0	25	50	100	Question					
Response R	ate				N	Mean			STD	Me	edian		
5/6 (83.33%	5)			3.80					0.45	4	1.00		

The program of study and its clinica students and/or clients with diverse			unities for m	ne to d	develo	op and	demo	nstrate diversi	ty competencies	necessary for helping
Response Option	Weight	Frequency	Percent	Per	rcent	Respo	nses		Mea	ıs
Exceeds Expectations	(4)	4	80.00%					3.80		
Meets Expectations	(3)	1	20.00%							
Needs Improvement	(2)	0	0.00%	ı						
Unacceptable	(1)	0	0.00%	ı						
N/A	(0)	0	0.00%	ı						
	•			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%	1						
Unacceptable	(1)	0	0.00%	1						
N/A	(0)	0	0.00%	1						
				0 25	50	100	Question			
Response Rate					Mean			STD	Me	edian
5/	6 (83.33%)				3.80			0.45	4	1.00

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)

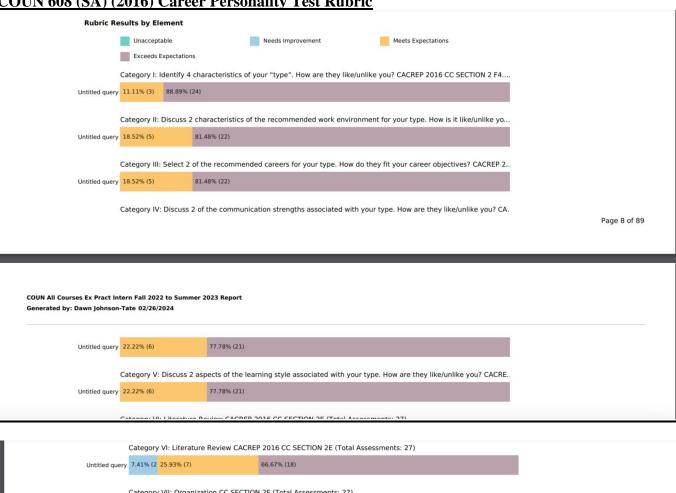
Student learning outcomes are measured in each of the Common Core and Program Area courses that are aligned to CACREP Standards. In order to "meet expectations," students must score 80% (3.2 out of 4.0) on the assignment. On average, students "met expectations" on all the standards, except Program Evaluation 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).

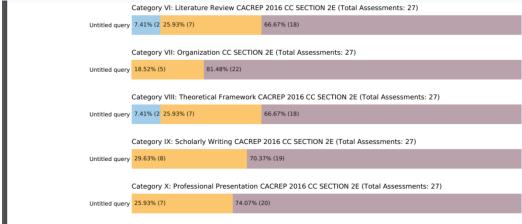
Assessment	Course	Score	Semester
Class Presentation	COUN 734	2.99 out of 4.0	Fall 2022
Formative Evaluations	MHCO 836	2.39 out of 4.0	Fall 2022, Spring 2023
Formative Evaluation	MHCO 858	3.02 out of 4.0	Fall 2022, Spring 2023
Summative Evaluation	MHCO 858	3.07 out of 4.0	Fall 2022, Spring 23, Summer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

### COUN 502 (SA) (2016) Final Exam Rubric

### **COUN 603 (SA) (2016) Rubric**

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

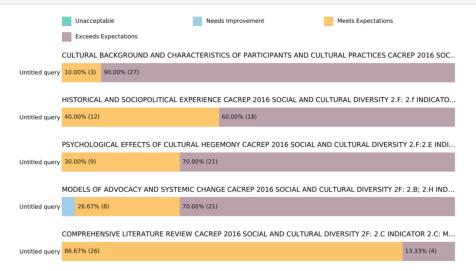




### COUN 610 (SA) (2016) Assessment Assignment Rubric

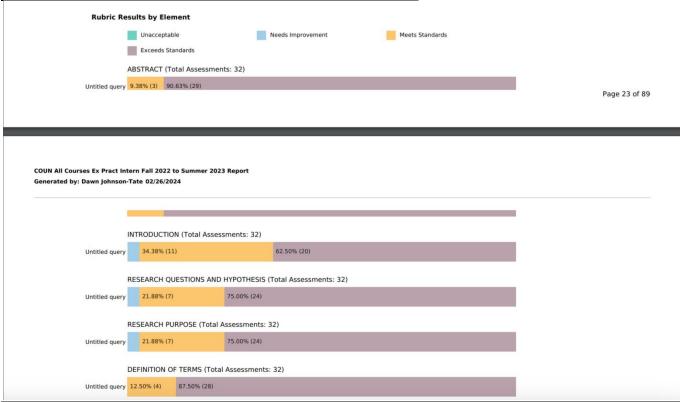
No data available

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



### **COUN 702 (SA) (2016) Rubric**

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



	SIGNIFICANCE	OF RESEARCH INC	ICATOR	RS DOMA	IN: COMMON CORE 8.	A. THE IMPORT	ANCE OF RESI	EARCH IN ADVA
Untitled query	y 12.50% (4) 87.50% (28)							
	LITERATURE RI	EVIEW RESEARCH	AND EV	/ALUATIO	N 2.F.8.A INDICATOR 8	B. A. THE IMPOR	TANCE OF RE	SEARCH IN AD.
Untitled query	6.25% ( 21.88%	(7)	71.88%	(23)				
	COMPREHENSI	VE LITERATURE RI	EVIEW F	RESEARC	H AND EVALUATION IN	DICATOR 2.F.8.	B IDENTIFICA	TION OF EVIDE.
Untitled query	6.25% ( 28.13%	(9)		65.63% (2	21)			
	COMPARE/CON	ITRAST RESEARCH	SC RES	SEARCH A	AND EVALUATION (Total	al Assessments	: 32)	
Untitled query	6.25% ( 34.38%	(11)		5	59.38% (19)			
	ORGANIZATION	N (Total Assessme	nts: 32)					
Untitled query	6.25% ( 34.38%	(11)		5	59.38% (19)			

68.75% (22)

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

Untitled query 6.25% ( 25.00% (8)

Untitled query 25.00% (8)

THEORY (Total Assessments: 32)

METHODOLOGY- DESIGN MH RESEARCH AND EVALUATION COMMON CORE INDICATORS 2.F.8.F 2.F.8.G 8F APPLY Q. Untitled query 9.38% (3) 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. Untitled query 9.38% (3) 18.75% (6) 71.88% (23) METHODOLOGY NEEDS ASSESSMENT MH RESEARCH AND EVALUATION COMMON CORE INDICATOR 2.F.8.C NEEDS .. 62.50% (20) Untitled query 12.50% (4) 25.00% (8) METHODOLOGY- INSTRUMENTS MH RESEARCH AND EVALUATION COMMON CORE INDICATOR 2.F.8.D DEVELOPMEN. 65.63% (21) Untitled query 15.63% (5) 18.75% (6) METHODOLOGY- EVALUATION MH RESEARCH AND EVALUATION COMMON CORE INDICATOR 2.F.8.E EVALUATION O.. Untitled query 12.50% (4) 18.75% (6) 68.75% (22) MH RESEARCH AND EVALUATION COMMON CORE METHODOLOGY- DESIGN INDICATOR 2.F.8.H DELINEATE STATIST.. Untitled query 12.50% (4) 59.38% (19) DISCUSSION MH COMMON CORE INDICATOR 2.F.8.I UNDERSTAND THE IMPORTANCE OF ANALYSIS AND USE OF DAT. Untitled query 6.25% ( 34.38% (11) 59.38% (19) STRENGTHS, WEAKNESSES, AND IMPLICATIONS (Total Assessments: 32) Untitled query 12.50% (4) 34.38% (11) 53.13% (17) SCHOLARLY WRITING (Total Assessments: 32)

56.25% (18)

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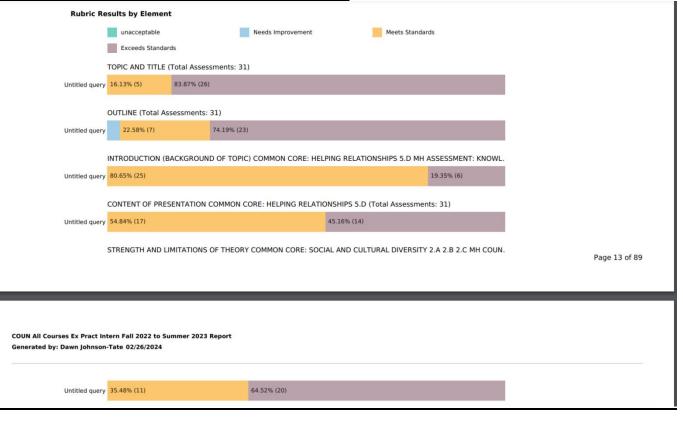
18.75% (6)

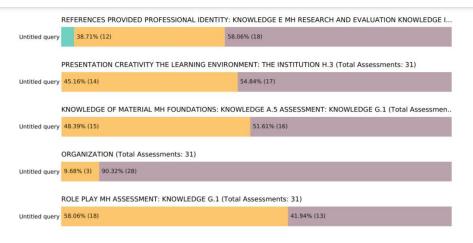


### COUN 731 (SA) (2016) Group Proposal Rubric

No data available

### COUN 734 SA (2009 Standards) Class Presentation

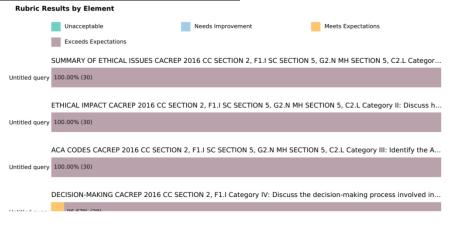




Element	Query	unacceptable	Needs Improvement	Meets Standards	Exceeds Standards	Mean	Stdev
TOPIC AND TITLES:1	Untitled query	0.00% (0)	0.00% (0)	16.13% (5)	83.87% (26)	3.00	0
OUTLINES:1	Untitled query	0.00% (0)	3.23% (1)	22.58% (7)	74.19% (23)	2.97	0.18

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### COUN 780 (SA) (2016) Legal Critique Rubric



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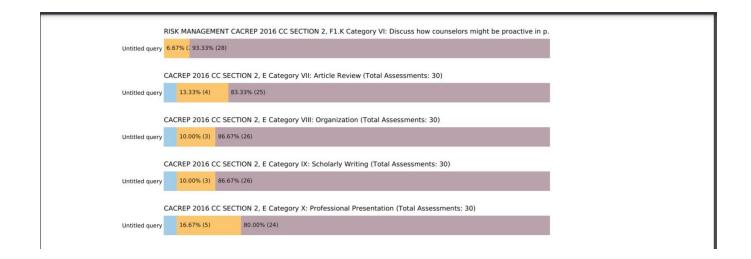
COUN All Courses Ex Pract Intern Fall 2022 to Summer 2023 Report

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

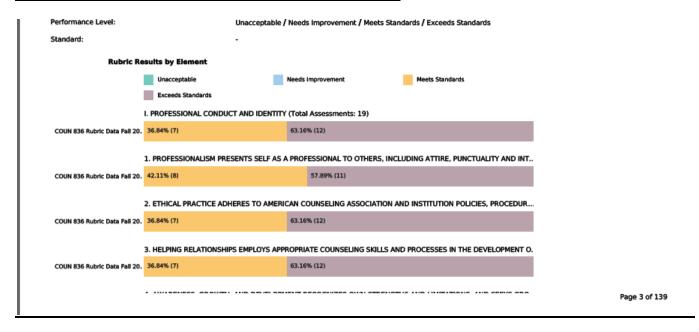
Undued query 30.07.9 (29)

PERSONAL REFLECTION CACREP 2016 CC SECTION 2, F1.K Category V: Discuss your personal reflection of the artic...

Untitled query 6.67% (1.93.33% (28)



### **COUN 836: Formative (Midterm) Practicum Evaluation**



COUN 836 Rubric Data Fall 2022 to Summer 2023 Report Generated by: Dawn Johnson-Tate 02/26/2024 4. AWARENESS, GROWTH, AND DEVELOPMENT RECOGNIZES OWN STRENGTHS AND LIMITATIONS, AND SEEKS GRO... COUN 836 Rubric Data Fall 20. 47.37% (9) 52.63% (10) 5. THEORY AND PRACTICE DEMONSTRATES ABILITIES TO INTEGRATE KNOWLEDGE, SKILLS AND PROFESSIONAL DIS.. COUN 836 Rubric Data Fall 20. 10.53% (2) 47.37% (9) 42.11% (8) II. CACREP PROGRAM AREA STANDARDS (Total Assessments: 19) COUN 836 Rubric Data Fall 20. 47.37% (9) 1. FOUNDATIONS (Total Assessments: 19) 52.63% (10) COUN 836 Rubric Data Fall 20. 47.37% (9) B-1 DEMONSTRATES THE ABILITY TO APPLY AND ADHERE TO ETHICAL AND LEGAL STANDARDS IN SCHOOL COUNSE. COUN 836 Rubric Data Fall 20. 42.11% (8) 57.89% (11) B-2 DEMONSTRATES THE ABILITY TO ARTICULATE, MODEL, AND ADVOCATE FOR AN APPROPRIATE SCHOOL COUNS. 63.16% (12) COUN 836 Rubric Data Fall 20. 2. COUNSELING, PREVENTION, & INTERVENTION (Total Assessments: 19) COUN 836 Rubric Data Fall 20. 42.11% (8) 57.89% (11) D-1 DEMONSTRATES SELF-AWARENESS, SENSITIVITY TO OTHERS, AND THE SKILLS NEEDED TO RELATE TO DIVERSE. COUN 836 Rubric Data Fall 20. 47.37% (9) 52.63% (10) D-2 PROVIDE INDIVIDUAL AND GROUP COUNSELING AND CLASSROOM GUIDANCE TO PROMOTE THE ACADEMIC, CA.. COUN 836 Rubric Data Fall 20. 15.79% (3) 47.37% (9) D-3 DESIGNS AND IMPLEMENTS PREVENTION AND INTERVENTION PLANS RELATED TO THE AFFECTS OF (A) A TYPIC... Page 4 of 139

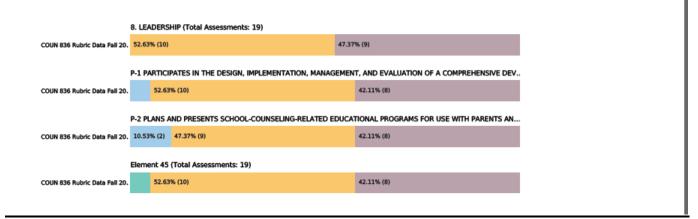
### COUN 836 Rubric Data Fall 2022 to Summer 2023 Report Generated by: Dawn Johnson-Tate 02/26/2024 COUN 836 Rubric Data Fall 20. 15.79% (3) 52.63% (10) D-4 DEMONSTRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. (Total Asse. COUN 836 Rubric Data Fall 20. 26.32% (5) 47.37% (9) D-5 DEMONSTRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. (Total Asse... COUN 836 Rubric Data Fall 20. 21.05% (4) 26.32% (5) 52.63% (10) 3. DIVERSITY & ADVOCACY (Total Assessments: 19) COUN 836 Rubric Data Fall 20. 47.37% (9) 52.63% (10) F-1 DEMONSTRATES MULTICULTURAL COMPETENCIES IN RELATION TO DIVERSITY, EQUITY, AND OPPORTUNITY IN S.. COUN 836 Rubric Data Fall 20. 57.89% (11) F-2 ADVOCATES FOR THE LEARNING AND ACADEMIC EXPERIENCES NECESSARY TO PROMOTE THE ACADEMIC, CARE. COUN 836 Rubric Data Fall 20. 47.37% (9) F-3 ADVOCATES FOR SCHOOL POLICIES, PROGRAMS, AND SERVICES THAT ENHANCE A POSITIVE SCHOOL CLIMATE .. COUN 836 Rubric Data Fall 20. 10.53% (2) 31.58% (6) 57.89% (11) F-4 ENGAGES PARENTS, GUARDIANS, AND FAMILIES TO PROMOTE THE ACADEMIC, CAREER, AND PERSONAL/SOCIAL. COUN 836 Rubric Data Fall 20. 10.53% (2) 47.37% (9) 42.11% (8) 4. ASSESSMENT (Total Assessments: 19) 42.11% (8) 52.63% (10) COUN 836 Rubric Data Fall 20. H-1 ASSESSES AND INTERPRETS STUDENTS' STRENGTHS AND NEEDS, RECOGNIZING UNIQUENESS IN CULTURES, L.. Page 5 of 139

OUN 836 Rubric Data Fall 20 Generated by: Dawn Johnson			23 Report						
COUN 836 Rubric Data Fall 20.	10.53% (	2) 31.5	3% (6)	57.89% (11)					
	H-2 SELE	H-2 SELECTS APPROPRIATE ASSESSMENT STRATEGIES THAT CAN BE USED TO EVALUATE A STUDENT'S ACADEMIC,							
COUN 836 Rubric Data Fall 20.	10.53% (	2) 36.8	4% (7)	52.63% (	10)				
	H-3 ANA	LYZES AS	SESSMENT INFORMATI	ON IN A MANNER THAT	PRODUCES VALID INFERENCES WHEN EVALUATING.				
COUN 836 Rubric Data Fall 20.	15.79% (	(3)	42.11% (8)		42.11% (8)				
	H-4 MAK	ES APPR	OPRIATE REFERRALS TO	SCHOOL AND/OR COM	MUNITY RESOURCES. (Total Assessments: 19)				
COUN 836 Rubric Data Fall 20.	4	7.37% (9)		47	7.37% (9)				
	H-5 ASSI	ESSES BA	RRIERS THAT IMPEDE S	STUDENTS' ACADEMIC,	CAREER, AND PERSONAL/SOCIAL DEVELOPMENT. (T.				
COUN 836 Rubric Data Fall 20.	42.11% (	(8)		57.89% (11)					
	5. RESEA	ARCH AN	D EVALUATION (Total A	ssessments: 19)					
COUN 836 Rubric Data Fall 20.	5	7.89% (11)			36.84% (7)				
	J-1 APPL	IES RELE	VANT RESEARCH FINDIN	IGS TO INFORM THE PR	ACTICE OF SCHOOL COUNSELING. (Total Assessme				
COUN 836 Rubric Data Fall 20.	15.79% (	(3)	36.84% (7)	47	7.37% (9)				
	-				ING PROGRAMS, ACTIVITIES, INTERVENTIONS, AND	, I			
COUN 836 Rubric Data Fall 20.	10.53% (	2) 42.1	1% (8)	47	7.37% (9)				
			D USES DATA TO ENHA		ING PROGRAMS. (Total Assessments: 19)	ı			
COUN 836 Rubric Data Fall 20.	4	7.37% (9)		41	7.37% (9)	l			
			/ELOPMENT (Total Asse			ı			
COUN 836 Rubric Data Fall 20.	52.63% (	(10)		47	7.37% (9)	Page 6 of 1			

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

	L-1 CONDU	CTS PROGRAM	S DESIGNED TO EN	HANCE STUDE	ENT ACADEMIC DEVELOPMENT. (Total Assessments: 19)					
COUN 836 Rubric Data Fall 20.	15.79% (3)	36.84%	36.84% (7)		47.37% (9)					
L-2 IMPLEMENTS STRATEGIES AND ACTIVITIES TO PREPARE STUDENTS FOR A FULL RANGE OF POSTSECONDARY OP.										
COUN 836 Rubric Data Fall 20.	10.53% (2)	36.84% (7)	5.84% (7)		63% (10)					
	L-3 IMPLEMENTS DIFFERENTIATED INSTRUCTIONAL STRATEGIES THAT DRAW ON SUBJECT MATTER AND PEDAGOGI.									
COUN 836 Rubric Data Fall 20.	15.79% (3)	31.58%	31.58% (6)		63% (10)					
	7. COLLABORATION AND CONSULTATION (Total Assessments: 19)									
COUN 836 Rubric Data Fall 20.	52.63% (10)				47.37% (9)					
	N-1 WORKS WITH PARENTS, GUARDIANS, AND FAMILIES TO ACT ON BEHALF OF THEIR CHILDREN TO ADDRESS PRO.									
COUN 836 Rubric Data Fall 20.	10.53% (2)	% (2) 36.84% (7)		52.6	63% (10)					
	N-2 LOCATE	S RESOURCES	IN THE COMMUNIT	Y THAT CAN B	BE USED IN THE SCHOOL TO IMPROVE STUDENT ACHIEVE.					
COUN 836 Rubric Data Fall 20.	15.79% (3)	36.84% (7)			47.37% (9)					
	N-3 CONSU	LTS WITH TEAC	CHERS. STAFF. AND	COMMUNITY-E	BASED ORGANIZATIONS TO PROMOTE STUDENT ACADE					
COUN 836 Rubric Data Fall 20.				57.89% (11						
	N-4 USE PEI	ER HELPING ST	RATEGIES IN THE S	SCHOOL COUN	ISELING PROGRAM. (Total Assessments: 19)					
COUN 836 Rubric Data Fall 20.					63% (10)					
	N-5 USES REFERRAL PROCEDURES WITH HELPING AGENTS IN THE COMMUNITY (E.G., MENTAL HEALTH CENTERS, B.,									
COUN 836 Rubric Data Fall 20.		47.37%		O AGENTO	36.84% (7)					

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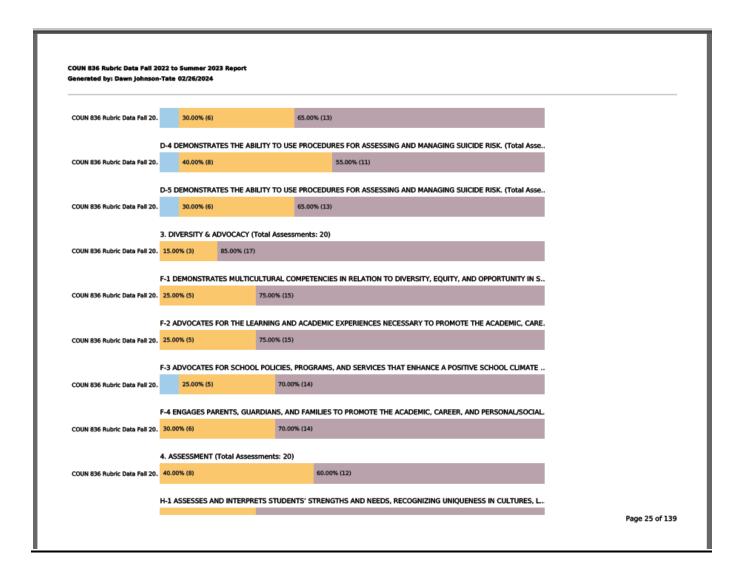


### **COUN 836: Summative (Final) Practicum Evaluation**



### COUN 836 Rubric Data Fall 2022 to Summer 2023 Report Generated by: Dawn Johnson-Tate 02/26/2024 4. AWARENESS, GROWTH, AND DEVELOPMENT RECOGNIZES OWN STRENGTHS AND LIMITATIONS, AND SEEKS GRO.. COUN 836 Rubric Data Fall 20. 10.00% (2) 90.00% (18) 5. THEORY AND PRACTICE DEMONSTRATES ABILITIES TO INTEGRATE KNOWLEDGE, SKILLS AND PROFESSIONAL DIS.. COUN 836 Rubric Data Fall 20. 25.00% (5) 75.00% (15) II. CACREP PROGRAM AREA STANDARDS (Total Assessments: 20) 85.00% (17) COUN 836 Rubric Data Fall 20. 15.00% (3) 1. FOUNDATIONS (Total Assessments: 20) COUN 836 Rubric Data Fall 20. 25.00% (5) B-1 DEMONSTRATES THE ABILITY TO APPLY AND ADHERE TO ETHICAL AND LEGAL STANDARDS IN SCHOOL COUNSE. COUN 836 Rubric Data Fall 20. 25.00% (5) 75.00% (15) B-2 DEMONSTRATES THE ABILITY TO ARTICULATE, MODEL, AND ADVOCATE FOR AN APPROPRIATE SCHOOL COUNS... 25.00% (5) 70.00% (14) COUN 836 Rubric Data Fall 20. 2. COUNSELING, PREVENTION, & INTERVENTION (Total Assessments: 20) COUN 836 Rubric Data Fall 20. 15.00% (3) 85.00% (17) D-1 DEMONSTRATES SELF-AWARENESS, SENSITIVITY TO OTHERS, AND THE SKILLS NEEDED TO RELATE TO DIVERSE. COUN 836 Rubric Data Fall 20. 15.00% (3) 85.00% (17) D-2 PROVIDE INDIVIDUAL AND GROUP COUNSELING AND CLASSROOM GUIDANCE TO PROMOTE THE ACADEMIC, CA... COUN 836 Rubric Data Fall 20. D-3 DESIGNS AND IMPLEMENTS PREVENTION AND INTERVENTION PLANS RELATED TO THE AFFECTS OF (A) A TYPIC..

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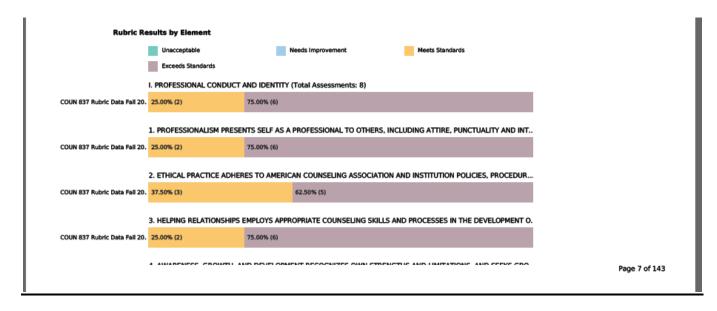


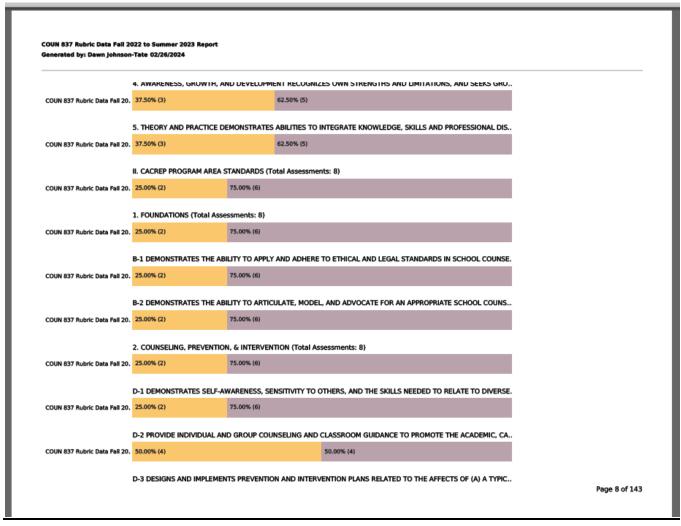
Generated by: Dawn Johnson	-Tate 02/26/2024		
COUN 836 Rubric Data Fall 20.	25.00% (5)	75.00% (15)	
	H-2 SELECTS APPROP	RIATE ASSESSMENT STRATEGIES THAT CAN BE USED TO EVALUATE A STUDENT'S ACADEMIC,	
COUN 836 Rubric Data Fall 20.	35.00% (7)	60.00% (12)	
	H-3 ANALYZES ASSES	SMENT INFORMATION IN A MANNER THAT PRODUCES VALID INFERENCES WHEN EVALUATING	
COUN 836 Rubric Data Fall 20.	35.00% (7)	60.00% (12)	
	H-4 MAKES APPROPRI	ATE REFERRALS TO SCHOOL AND/OR COMMUNITY RESOURCES. (Total Assessments: 20)	
COUN 836 Rubric Data Fall 20.	20.00% (4)	75.00% (15)	
	H-5 ASSESSES BARRII	ERS THAT IMPEDE STUDENTS' ACADEMIC. CAREER, AND PERSONAL/SOCIAL DEVELOPMENT. (T.,	
COUN 836 Rubric Data Fall 20.	25.00% (5)	70.00% (14)	
	5. RESEARCH AND EV	ALUATION (Total Assessments: 20)	
COUN 836 Rubric Data Fall 20.		70.00% (14)	
	I-1 APPLIES RELEVANT	T RESEARCH FINDINGS TO INFORM THE PRACTICE OF SCHOOL COUNSELING. (Total Assessme	
COUN 836 Rubric Data Fall 20.		60.00% (12)	
	L 2 DEVELORS MEASU	RABLE OUTCOMES FOR SCHOOL COUNSELING PROGRAMS, ACTIVITIES, INTERVENTIONS, AND	
COUN 836 Rubric Data Fall 20.		70.00% (14)	
	12 4111/255 415 16	THE DATA TO DIVINISE SCHOOL SOURCE IN SOCIALISE THAT I A CONTINUE TO SO	
COUN 836 Rubric Data Fall 20.	-	5ES DATA TO ENHANCE SCHOOL COUNSELING PROGRAMS. (Total Assessments: 20) 70.00% (14)	
COUN 836 Rubric Data Fall 20.		PMENT (Total Assessments: 20) 80.00% (16)	

Į.	L-1 CONDUCTS PROGRAM	MS DESIGNED TO ENHANCE STUDENT	ACADEMIC DEVELOPMENT. (Total Assessments: 20)	
COUN 836 Rubric Data Fall 20.	25.00% (5)	70.00% (14)		
,	L-2 IMPLEMENTS STRATE	GIES AND ACTIVITIES TO PREPARE ST	UDENTS FOR A FULL RANGE OF POSTSECONDARY OP	
COUN 836 Rubric Data Fall 20.	25.00% (5)	70.00% (14)		
	I -3 IMPLEMENTS DIFFER	ENTIATED INSTRUCTIONAL STRATEGIE	S THAT DRAW ON SUBJECT MATTER AND PEDAGOGI	
COUN 836 Rubric Data Fall 20.	35.00% (7)	60.00% (12)	S THAT DIGHT ON SUBJECT PIATTER AND PEDAGOGIA.	
	T. COLLABORATION AND	CONSULTATION (Tabel Assessments	20)	
COUN 836 Rubric Data Fall 20.		CONSULTATION (Total Assessments: 75.00% (15)	20)	
COUN 836 Rubric Data Fall 20.		TS, GUARDIANS, AND FAMILIES TO AC	T ON BEHALF OF THEIR CHILDREN TO ADDRESS PRO	
COOK 630 Nobic Data Fair 20.	55,550	10000(10)		
			ISED IN THE SCHOOL TO IMPROVE STUDENT ACHIEVE.	1
COUN 836 Rubric Data Fall 20.	30.00% (6)	65.00% (13)		
!	N-3 CONSULTS WITH TEA	CHERS, STAFF, AND COMMUNITY-BAS	SED ORGANIZATIONS TO PROMOTE STUDENT ACADE	
COUN 836 Rubric Data Fall 20.	25.00% (5)	75.00% (15)		
ļ	N-4 USE PEER HELPING S	TRATEGIES IN THE SCHOOL COUNSEL	JNG PROGRAM. (Total Assessments: 20)	
COUN 836 Rubric Data Fall 20.	45.00% (9)	55.00% (1	1)	
J	N-5 USES REFERRAL PRO	CEDURES WITH HELPING AGENTS IN	THE COMMUNITY (E.G., MENTAL HEALTH CENTERS, B	
COUN 836 Rubric Data Fall 20.	50.00% (10)		45.00% (9)	

COUN 836 Rubric Data Fall 2 Generated by: Dawn Johnson	022 to Summer 2023 Report n-Tate 02/26/2024		
	8. LEADERSHIP (Total Assessme	nts: 20)	
COUN 836 Rubric Data Fall 20.	40.00% (8)	60.00% (12)	
COUN 836 Rubric Data Fall 20.		N, IMPLEMENTATION, MANAGEMENT, AND EVALUATION OF A COM 55.00% (11)	PREHENSIVE DEV
	P-2 PLANS AND PRESENTS SCHO	OOL-COUNSELING-RELATED EDUCATIONAL PROGRAMS FOR USE W	/ITH PARENTS AN
COUN 836 Rubric Data Fall 20.	50.00% (10)	50.00% (10)	
	Element 45 (Total Assessments:	20)	
COUN 836 Rubric Data Fall 20.	35.00% (7)	60.00% (12)	

## **COUN 837: Formative (Midterm) Internship Evaluation**





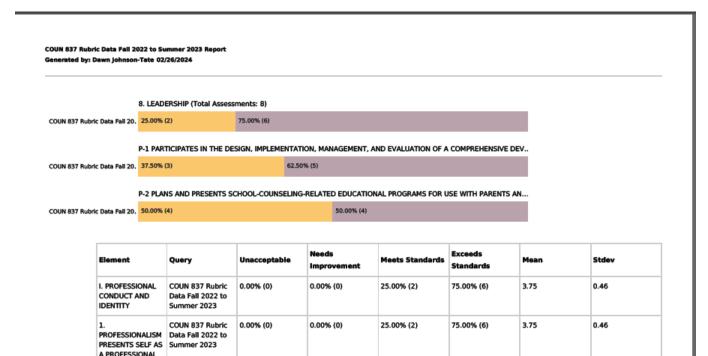
#### COUN 837 Rubric Data Fall 2022 to Summer 2023 Report Generated by: Dawn Johnson-Tate 02/26/2024

COUN 837 Rubric Data Fall 20.	37.50% (3)		62.50% (5)		
	D-4 DEMONST	TRATES THE ABILITY TO USE I	PROCEDURES FOR ASSESS	ING AND MANAGI	NG SUICIDE RISK. (Total Asse.
COUN 837 Rubric Data Fall 20.	12.50% (1)	62.50% (5)			25.00% (2)
	D-5 DEMONST	TRATES THE ABILITY TO USE I	PROCEDURES FOR ASSESS	ING AND MANAGII	NG SUICIDE RISK. (Total Asse
COUN 837 Rubric Data Fall 20.	37.50% (3)		62.50% (5)		
	3. DIVERSITY A	& ADVOCACY (Total Assessm	nents: 8)		
COUN 837 Rubric Data Fall 20.		75.00% (6)			
	F-1 DEMONSTI	PATES MULTICULTURAL COM	APETENCIES IN RELATION 1	TO DIVERSITY FOI	JITY, AND OPPORTUNITY IN S
COUN 837 Rubric Data Fall 20.		75.00% (6)	The Exercises in the Extrior of	o biteloit i, equ	arr, and orrestonir in s
	E-2 ADVOCATE	ES FOR THE LEARNING AND	ACADEMIC EXPEDIENCES N	ECESSARY TO DR	OMOTE THE ACADEMIC, CARE,
COUN 837 Rubric Data Fall 20.		75.00% (6)	ACADEMIC EXPENSES	iccesswill form	oriote the Academic, crite.
	F-3 ADVOCATE	ES FOR SCHOOL POLICIES, PE	ROGRAMS AND SERVICES	THAT ENHANCE A	POSITIVE SCHOOL CLIMATE
COUN 837 Rubric Data Fall 20.		ES FOR SCHOOL FOLICIES, FI	62.50% (5)	THAT ENHANCE A	POSITIVE SCHOOL CLIMATE
	E-4 ENGAGES	DADENTS GUADDIANS AND	EAMILIES TO DROMOTE TO	HE ACADEMIC CAR	REER, AND PERSONAL/SOCIAL.
COUN 837 Rubric Data Fall 20.		75.00% (6)	PAMILIES TO PROMOTE IF	TE ACADEMIC, CAP	REER, AND PERSONAL/SOCIAL
	4 455555454	NT (Total Assessments: 8)			
COUN 837 Rubric Data Fall 20.		75.00% (6)			
	H-1 ASSESSES	S AND INTERPRETS STUDENT	S' STRENGTHS AND NEED:	s, recognizing (	INIQUENESS IN CULTURES, L.

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Senerated by: Dawn Johnson	-Tate 02/26/2024		
COUN 837 Rubric Data Fall 20.	37.50% (3)	62.50% (5)	
	H-2 SELECTS APPRO	OPRIATE ASSESSMENT STRATEGIES THAT CAN BE USED TO EVALUATE A STUDENT'S ACADEMIC,	
COUN 837 Rubric Data Fall 20.	50.00% (4)	50.00% (4)	
	H-3 ANALYZES ASS	ESSMENT INFORMATION IN A MANNER THAT PRODUCES VALID INFERENCES WHEN EVALUATING.	
COUN 837 Rubric Data Fall 20.	50.00% (4)	50.00% (4)	
	H-4 MAKES APPROF	PRIATE REFERRALS TO SCHOOL AND/OR COMMUNITY RESOURCES. (Total Assessments: 8)	
COUN 837 Rubric Data Fall 20.	50.00% (4)	50.00% (4)	
	H-5 ASSESSES BAR	RIERS THAT IMPEDE STUDENTS' ACADEMIC, CAREER, AND PERSONAL/SOCIAL DEVELOPMENT. (T.	•
COUN 837 Rubric Data Fall 20.	37.50% (3)	62.50% (5)	
	5. RESEARCH AND	EVALUATION (Total Assessments: 8)	'
COUN 837 Rubric Data Fall 20.		75.00% (6)	
	I-1 APPLIES RELEVA	ANT RESEARCH FINDINGS TO INFORM THE PRACTICE OF SCHOOL COUNSELING. (Total Assessme	
COUN 837 Rubric Data Fall 20.		50.00% (4)	
	I-2 DEVELOPS MEAS	SURABLE OUTCOMES FOR SCHOOL COUNSELING PROGRAMS, ACTIVITIES, INTERVENTIONS, AND,	
COUN 837 Rubric Data Fall 20.		37.50% (3)	
	L3 ANALYZES AND	USES DATA TO ENHANCE SCHOOL COUNSELING PROGRAMS. (Total Assessments: 8)	I
COUN 837 Rubric Data Fall 20.		25.00% (2)	
	6 ACADEMIC DESC	ELOPMENT (Total Assessments: 8)	I
	37.50% (3)	62.50% (5)	ı

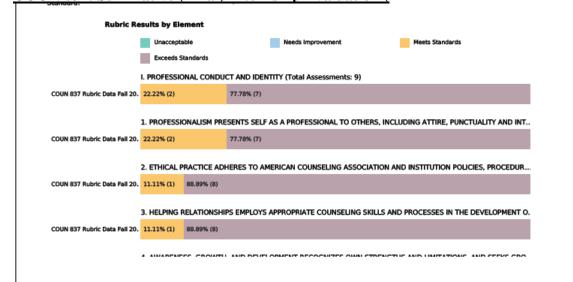
COUN 837 Rubric Data Fall 2 Generated by: Dawn Johnson		23 Report	
	L-1 CONDUCTS F	PROGRAMS DESIGNED TO ENHANCE STUDENT ACADEMIC DEVELOPMENT. (Total Assessments: 8)	
COUN 837 Rubric Data Fall 20.	50.00% (4)	50.00% (4)	
	L-2 IMPLEMENTS	STRATEGIES AND ACTIVITIES TO PREPARE STUDENTS FOR A FULL RANGE OF POSTSECONDARY OP.	
COUN 837 Rubric Data Fall 20.	37.50% (3)	62.50% (5)	
	L-3 IMPLEMENTS	DIFFERENTIATED INSTRUCTIONAL STRATEGIES THAT DRAW ON SUBJECT MATTER AND PEDAGOGI	
COUN 837 Rubric Data Fall 20.	50.00% (4)	50.00% (4)	
	7. COLLABORATI	ON AND CONSULTATION (Total Assessments: 8)	
COUN 837 Rubric Data Fall 20.	25.00% (2)	75.00% (6)	
	N-1 WORKS WITH	H PARENTS, GUARDIANS, AND FAMILIES TO ACT ON BEHALF OF THEIR CHILDREN TO ADDRESS PRO	
COUN 837 Rubric Data Fall 20.	37.50% (3)	62.50% (5)	
	N-2 LOCATES RE	SOURCES IN THE COMMUNITY THAT CAN BE USED IN THE SCHOOL TO IMPROVE STUDENT ACHIEVE.	
COUN 837 Rubric Data Fall 20.	50.00% (4)	50.00% (4)	
	N-3 CONSULTS V	WITH TEACHERS, STAFF, AND COMMUNITY-BASED ORGANIZATIONS TO PROMOTE STUDENT ACADE	
COUN 837 Rubric Data Fall 20.	37.50% (3)	62.50% (5)	
	N-4 USE PEER HE	ELPING STRATEGIES IN THE SCHOOL COUNSELING PROGRAM. (Total Assessments: 8)	
COUN 837 Rubric Data Fall 20.	12.50% (1) 8	7.50% (7)	
	N-5 USES REFER	RAL PROCEDURES WITH HELPING AGENTS IN THE COMMUNITY (E.G., MENTAL HEALTH CENTERS, B	
COUN 837 Rubric Data Fall 20.	75.00% (6)	25.00% (2)	



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## **COUN 837: Summative (Final) Internship Evaluation (**

TO OTHERS, INCLUDING ATTIRE, PUNCTUALITY AND INTERACTION WITH OTHERS.



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# COUN 837 Rubric Data Fall 2022 to Sur Generated by: Dawn Johnson-Tate 02/26/2024 4. AWAKENESS, GKOWTH, AND DEVELOPMENT RECOGNIZES OWN STRENGTHS AND LIMITATIONS, AND SEEKS GRO... COUN 837 Rubric Data Fall 20. 44.44% (4) 5. THEORY AND PRACTICE DEMONSTRATES ABILITIES TO INTEGRATE KNOWLEDGE, SKILLS AND PROFESSIONAL DIS.. COUN 837 Rubric Data Fall 20. 11.11% (1) 88.89% (8) II. CACREP PROGRAM AREA STANDARDS (Total Assessments: 9) COUN 837 Rubric Data Fall 20. 11.11% (1) 88.89% (8) 1. FOUNDATIONS (Total Assessments: 9) COUN 837 Rubric Data Fall 20. 11.11% (1) 88.89% (8) B-1 DEMONSTRATES THE ABILITY TO APPLY AND ADHERE TO ETHICAL AND LEGAL STANDARDS IN SCHOOL COUNSE. COUN 837 Rubric Data Fall 20. 11.11% (1) 88.89% (8) B-2 DEMONSTRATES THE ABILITY TO ARTICULATE, MODEL, AND ADVOCATE FOR AN APPROPRIATE SCHOOL COUNS. COUN 837 Rubric Data Fall 20. 11.11% (1) 88.89% (8) 2. COUNSELING, PREVENTION, & INTERVENTION (Total Assessments: 9) COUN 837 Rubric Data Fall 20. 11.11% (1) 88.89% (8) D-1 DEMONSTRATES SELF-AWARENESS, SENSITIVITY TO OTHERS, AND THE SKILLS NEEDED TO RELATE TO DIVERSE. COUN 837 Rubric Data Fall 20. 11.11% (1) 88.89% (8) D-2 PROVIDE INDIVIDUAL AND GROUP COUNSELING AND CLASSROOM GUIDANCE TO PROMOTE THE ACADEMIC, CA.. COUN 837 Rubric Data Fall 20. 33.33% (3) 66.67% (6)

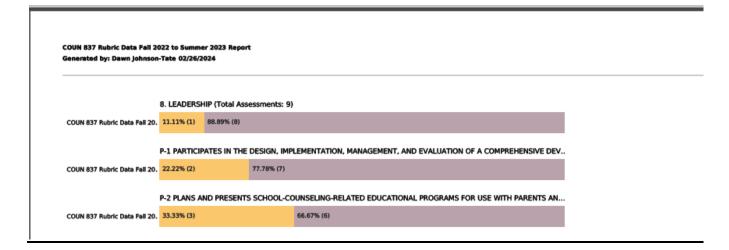
D-3 DESIGNS AND IMPLEMENTS PREVENTION AND INTERVENTION PLANS RELATED TO THE AFFECTS OF (A) A TYPIC..

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COUN 837 Rubric Data Fall 20.	33.33% (3)	66.67% (6)	
	D-4 DEMONS	STRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. (Total Asse	
COUN 837 Rubric Data Fall 20.	44.44% (4)	55.56% (5)	
	D-5 DEMONS	STRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. (Total Asse	
COUN 837 Rubric Data Fall 20.	11.11% (1)	88.89% (8)	
	3. DIVERSIT	Y & ADVOCACY (Total Assessments: 9)	
COUN 837 Rubric Data Fall 20.	11.11% (1)	88.89% (8)	
	F-1 DEMONS	STRATES MULTICULTURAL COMPETENCIES IN RELATION TO DIVERSITY, EQUITY, AND OPPORTUNITY IN S	
COUN 837 Rubric Data Fall 20.		88.89% (8)	
COOK OF HUBBIC DATA FUR 20.			
	F-2 ADVOCA	TES FOR THE LEARNING AND ACADEMIC EXPERIENCES NECESSARY TO PROMOTE THE ACADEMIC, CARE.	
COUN 837 Rubric Data Fall 20.	33.33% (3)	66.67% (6)	
	F-3 ADVOCA	TES FOR SCHOOL POLICIES, PROGRAMS, AND SERVICES THAT ENHANCE A POSITIVE SCHOOL CLIMATE	
COUN 837 Rubric Data Fall 20.	22.22% (2)	77.78% (7)	
	F-4 ENGAGE	S PARENTS, GUARDIANS, AND FAMILIES TO PROMOTE THE ACADEMIC, CAREER, AND PERSONAL/SOCIAL.	
COUN 837 Rubric Data Fall 20.	22.22% (2)	77.78% (7)	
	4. ASSESSM	ENT (Total Assessments: 9)	
COUN 837 Rubric Data Fall 20.	11.11% (1)	88.89% (8)	

COUN 837 Rubric Data Fall 2 Generated by: Dawn Johnson		
COUN 837 Rubric Data Fall 20.	11.11%(1) 88.89%(8)	
	H-2 SELECTS APPROPRIATE ASSESSMENT STRATEGIES THAT CAN BE USED TO EVALUATE A STUDENT'S ACADEMIC,	
COUN 837 Rubric Data Fall 20.	33.33% (3) 66.67% (6)	
	H-3 ANALYZES ASSESSMENT INFORMATION IN A MANNER THAT PRODUCES VALID INFERENCES WHEN EVALUATING	
COUN 837 Rubric Data Fall 20.	22.22% (2) 77.78% (7)	
	H-4 MAKES APPROPRIATE REFERRALS TO SCHOOL AND/OR COMMUNITY RESOURCES. (Total Assessments: 9)	
COUN 837 Rubric Data Fall 20.		
	H-5 ASSESSES BARRIERS THAT IMPEDE STUDENTS' ACADEMIC, CAREER, AND PERSONAL/SOCIAL DEVELOPMENT. (T.	
COUN 837 Rubric Data Fall 20.		
	5. RESEARCH AND EVALUATION (Total Assessments: 9)	
COUN 837 Rubric Data Fall 20.		
	1-1 APPLIES RELEVANT RESEARCH FINDINGS TO INFORM THE PRACTICE OF SCHOOL COUNSELING. (Total Assessme	
COUN 837 Rubric Data Fall 20.		
	J-2 DEVELOPS MEASURABLE OUTCOMES FOR SCHOOL COUNSELING PROGRAMS, ACTIVITIES, INTERVENTIONS, AND	
COUN 837 Rubric Data Fall 20.		
	LA ANALYZES AND USES DATA TO ENHANCE SCHOOL COMMET INC PROCEDURE (Tabel Assessment)	
COUN 837 Rubric Data Fall 20.	J-3 ANALYZES AND USES DATA TO ENHANCE SCHOOL COUNSELING PROGRAMS. (Total Assessments: 9)  11.11%(1) 88.89% (8)	
COURS COT Builds Date 5-7 22	6. ACADEMIC DEVELOPMENT (Total Assessments: 9)	
COUN 837 Rubric Data Fall 20.	11.11% (1) 00.02% (0)	Page 30 of 143

COUN 837 Rubric Data Fall 2 Generated by: Dawn Johnson			ŧ				
oundrated by: Dumi joinizon	-1410 02,207						
	I-1 CONDUC	TS PROGRAM	IS DESIGNED TO ENHANCE ST	JDENT ACADEMIC DEVELOPMENT. (To	ntal Accoccments: Q)		
COUN 837 Rubric Data Fall 20.		88.89% (8)	is sesioned to entrance st	SOLITI ACABERIC DEVELOTALITI. (1)	our Assessments. 37		
	L-2 IMPLEM	ENTS STRATE	GIES AND ACTIVITIES TO PREP	ARE STUDENTS FOR A FULL RANGE O	F POSTSECONDARY OP		
COUN 837 Rubric Data Fall 20.	22.22% (2)		77.78% (7)				
	L-3 IMPLEM	ENTS DIFFERE	INTIATED INSTRUCTIONAL STR	ATEGIES THAT DRAW ON SUBJECT MA	ATTER AND PEDAGOGI		
COUN 837 Rubric Data Fall 20.	11.11% (1)	33.33% (3)	55.	66% (5)			
	7. COLLABO	RATION AND	CONSULTATION (Total Assess	nents: 9)			
COUN 837 Rubric Data Fall 20.	22.22% (2)		77.78% (7)				
	N-1 WORKS	WITH PARENT	TS, GUARDIANS, AND FAMILIES	TO ACT ON BEHALF OF THEIR CHILD	REN TO ADDRESS PRO		
COUN 837 Rubric Data Fall 20.	22.22% (2)		77.78% (7)				
	N-2 LOCATE	S RESOURCES	S IN THE COMMUNITY THAT CA	N BE USED IN THE SCHOOL TO IMPRO	OVE STUDENT ACHIEVE.		
COUN 837 Rubric Data Fall 20.	22.22% (2)		77.78% (7)				
	N-3 CONSU	LTS WITH TEA	CHERS, STAFF, AND COMMUN	TY-BASED ORGANIZATIONS TO PROM	OTE STUDENT ACADE		
COUN 837 Rubric Data Fall 20.	22.22% (2)		77.78% (7)				
	N-4 USE PEI	ER HELPING S	TRATEGIES IN THE SCHOOL CO	UNSELING PROGRAM. (Total Assessn	nents: 9)		
COUN 837 Rubric Data Fall 20.	22.22% (2)		77.78% (7)				
	N-5 USES RI	EFERRAL PRO	CEDURES WITH HELPING AGE	ITS IN THE COMMUNITY (E.G., MENTA	L HEALTH CENTERS, B		
COUN 837 Rubric Data Fall 20.	33.33% (3)		66.67% (6)				31 -63 -
						Page	31 of 14



## **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 midpoint 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**

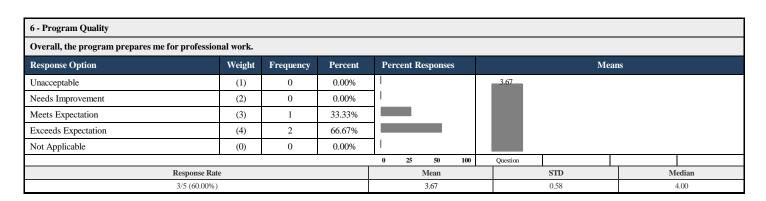
## 1. Current Student's Feedback and Evaluations

## 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											
The program of study is relevant to my career pursu	ıit.										
Response Option	Weight	Frequency	Percent	Perce	ent Resp	onses			N	leans	
Unacceptable	(1)	0	0.00%	I				4.00			
Needs Improvement	(2)	0	0.00%	I							
Meets Expectation	(3)	0	0.00%	I							
Exceeds Expectation	(4)	3	100.00%								
Not Applicable	(0)	0	0.00%	1							
				0	25	50	100	Question			

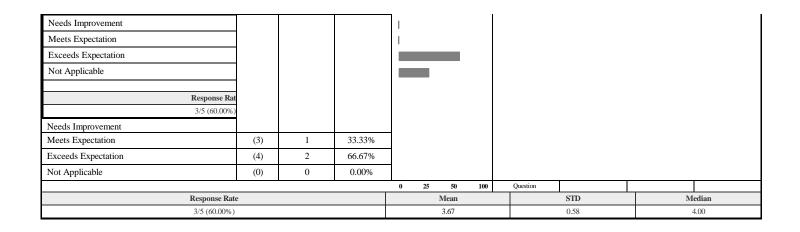
Response Rate	Mean	STD	Median
	4.00	0.00	4.00
3/5 (60.00%)			

6 - Program Quality								
The program of study is relevant to	my career pursuit.							
Response Option	Weight	Frequency	Percent	Percent Responses			Means	
Jnacceptable	(1)	0	0.00%	1	4.00			
Weeds Improvement	(2)	0	0.00%	1				
Meets Expectation	(3)	0	0.00%	1				
Exceeds Expectation	(4)	3	100.00%					
Not Applicable	(0)	0	0.00%	-				
Tot I pplicable	(0)	v	0.0070	0 25 50 100	Question			
	Response Rate			Mean		STD		Median
	3/5 (60.00%)			4.00		0.00		4.00
- Program Quality				<del>-</del>	•		•	
The program of study is relevant to	my career pursuit.							
		Engguener	Percent	Donagat Dogwonges			Means	
esponse Option	Weight			Percent Responses	4.00		Means	
Inacceptable	(1)	0	0.00%	<b>-</b>  ¦	4.00			
Jeeds Improvement	(2)	0	0.00%	<b>-</b>  ;				
Meets Expectation	(3)	0	0.00%	-				
Exceeds Expectation	(4)	3	100.00%	-				
Not Applicable	(0)	0	0.00%	0 25 50 100	Question	1		
	Response Rate			Mean	2 account	STD		Median
	3/5 (60.00%)			4.00		0.00		4.00
- Program Quality								
The program of study and its clinica	al experiences prepare	me with the kn	owledge and	skills to design effective learn	ing experience	es.		
Response Option	Weight		Percent	Percent Responses			Means	
Unacceptable Unacceptable		0	0.00%	r creent responses	4.00		Wicting	
leeds Improvement	(1)	0	0.00%	-i	4.00			
leets Expectation	(3)	0	0.00%	⊣ <u>`</u>				
eceds Expectation	(4)	2	66.67%	1				
Not Applicable	(0)	1	33.33%					
от Аррисавіе	(0)	1	33.33%	0 25 50 100	Question			
	Response Rate			Mean		STD		Median
	3/5 (60.00%)			4.00		0.00		4.00
- Program Quality								
The program of study and its clinica	al experiences prepare	me with the kn	owledge and	skills to design effective learn	ing experience	es.		
Response Option	Weight	Frequency	Percent	Percent Responses			Means	
Jnacceptable	(1)	0	0.00%	I	4.00			
leeds Improvement	(2)	0	0.00%	I				
Meets Expectation	(3)	0	0.00%	<b></b>				
Exceeds Expectation	(4)	2	66.67%					
Not Applicable	(0)	1	33.33%	1				
		1	l	0 25 50 100	Question			
	Response Rate			Mean		STD		Median
<b>5</b> 0 H	3/5 (60.00%)			4.00		0.00		4.00
- Program Quality								
he program of study and its clinica	al experiences provide	instructions an	d activities th	at are consistent with course	and program	objectives.		
esponse Option	Weight	Frequency	Percent	Percent Responses			Means	
Inacceptable	(1)	0	0.00%	I	3.67			
Jeeds Improvement	(2)	0	0.00%	 				
	(3)	1	33.33%					
feets Expectation		2	66.67%					
	(4)		0.00%	<b> </b>				
xceeds Expectation	(4)	0	0.0070	1	Question	1	1	
exceeds Expectation		0	0.0070	0 25 50 100	Question			
Meets Expectation Exceeds Expectation For Applicable	(0) Response Rate	0	0.0070	Mean	Question	STD		Median
xceeds Expectation  for Applicable	(0)	0	0,007		Question	STD 0.58		Median 4.00
xceeds Expectation  for Applicable	(0) Response Rate	0	0.00070	Mean	Question			
exceeds Expectation	(0)  Response Rate 3/5 (60.00%)		I	Mean 3.67		0.58	experience	4.00

Unacceptable	(1)	0	0.00%						3.67			
Needs Improvement	(2)	0	0.00%	I								
Meets Expectation	(3)	1	33.33%									
Exceeds Expectation	(4)	2	66.67%									
Not Applicable	(0)	0	0.00%	I								
				0	25	50	100		Question			
Response Rat	e					Mean				STD	M	edian
3/5 (60.00%)						3.67				0.58	4	1.00
6 - Program Quality												
The program of study and its clinical experiences	provide me	with the oppo	rtunities to co	llabora	ate wit	h collea;	gues a	nd a	dministrator	rs in educational s	ettings.	
The program of study and its clinical experiences Response Option	provide me Weight	with the oppo	rtunities to co			h collea; esponses	_	nd a	dministrator	rs in educational s Me		
							_	nd a	dministrator			
Response Option	Weight	Frequency	Percent				_	and a				
Response Option Unacceptable	Weight (1)	Frequency 0	Percent 0.00%				_	nd a				
Response Option Unacceptable Needs Improvement	Weight (1) (2)	Frequency 0 0	Percent 0.00% 0.00%				_	and a				
Response Option Unacceptable Needs Improvement Meets Expectation	Weight (1) (2) (3)	0 0 0	Percent 0.00% 0.00% 0.00%				_	and ac				
Response Option Unacceptable Needs Improvement Meets Expectation Exceeds Expectation	(1) (2) (3) (4)	0 0 0 0 3	Percent 0.00% 0.00% 0.00% 100.00%				_					
Response Option Unacceptable Needs Improvement Meets Expectation Exceeds Expectation	Weight (1) (2) (3) (4) (0)	0 0 0 0 3	Percent 0.00% 0.00% 0.00% 100.00%	Per	cent R	esponses	S		4.00		ans	edian

6 - Program Quality							
The program faculty provide guidar	nce and support that co	ntribute positi	ively to my ob	tainment of professional co	ompetencies.		
Response Option	Weight	Frequency	Percent	Percent Responses		Mea	ins
Unacceptable	(1)	0	0.00%	I	4.00		
Needs Improvement	(2)	0	0.00%	1			
Meets Expectation	(3)	0	0.00%	I			
Exceeds Expectation	(4)	3	100.00%				
Not Applicable	(0)	0	0.00%	I			
	•		•	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 a	and suppor	t that contribu	te positively t	o my obtainment of profes	sional competencies.	
Response Option	Weight	Frequency	Percent	Percent Responses	Mear	ns
Unacceptable	(1)	0	0.00%	I	3.67	
6 - Program Quality	(2)	0	0.00%			
The site mentor(s) provides guidance and suppo	rt that cor	tribute positiv	ely to my obta	in ional co	npetencies.	
Response Option	Weight	Frequency	Percent	Percent Responses	Mea	ns
Unacceptable	(1)	0	0.00%	I	3.67	
Needs Improvement	(2)	0	0.00%	1		
Meets Expectation	(3)	1	33.33%			
Exceeds Expectation	(4)	2	66.67%			
Not Applicable	(0)	0	0.00%	I		
				0 25 50 100	Question	
Response Rat	e			Mean	STD	Median
3/5 (60.00%)				3.67	0.58	4.00
6 - Program Quality						
The program provides available and adequate to	echnical fa	cilities (i.e., cor	nputer labs, li	orary) for my professional	preparation.	
Response Option	Weight	Frequency	Percent	Percent Responses	Mea	ns
Unacceptable	(1)	0	0.00%		4.00	



7 - Professional Dispositions						
The program of study and its clinical	experiences prepare	me to work in	a civil manne	r with faculty, staff, adminis	strators and peers, as well	l as other professionals.
Response Option	Weight	Frequency	Percent	Percent Responses		Means
Unacceptable	(1)	0	0.00%	I	4.00	
Needs Improvement	(2)	0	0.00%	1		
Meets Expectation	(3)	0	0.00%	ı		
Exceeds Expectation	(4)	3	100.00%			
Not Applicable	(0)	0	0.00%	I		
	•			0 25 50 100	Question	
1	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	Per	cent R	esponse	s			Me	ans	
Unacceptable	(1)	0	0.00%						4.00			
Needs Improvement	(2)	0	0.00%	I								
Meets Expectation	(3)	0	0.00%	I								
Exceeds Expectation	(4)	3	100.00%									
Not Applicable	(0)	0	0.00%	I								
				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 experience and values student and/or client diversity.	es provide i	me with knowl	ledge, skills a	nd professionalism necessary t	to provide a positive and safe cla	ssroom climate that promotes
Response Option	Weight	Frequency	Percent	Percent Responses	Mea	ans
Unacceptable	(1)	0	0.00%	I	3.67	
Needs Improvement	(2)	0	0.00%	I		
Meets Expectation	(3)	1	33.33%			
Exceeds Expectation	(4)	2	66.67%			
Not Applicable	(0)	0	0.00%	I		
				0 25 50 100	Question	
Response Rate	e			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	Per	cent R	esponses	\$		Me	ans	
Unacceptable	(1)	0	0.00%	Ι				4.00			
Needs Improvement	(2)	0	0.00%	1							
Meets Expectation	(3)	0	0.00%	Ι							
Exceeds Expectation	(4)	3	100.00%								
Not Applicable	(0)	0	0.00%	Ι							
				0	25	50	100	Question			
Response Rate	e					Mean			STD	M	edian
3/5 (60.00%)	•		·	Ť	Ť	4.00	Ť	·	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	Pe	rcent R	esponse	es		Mea	ns	
Unacceptable	(1)	0	0.00%	I				4.00			
Needs Improvement	(2)	0	0.00%	1							
Meets Expectation	(3)	0	0.00%	1							
Exceeds Expectation	(4)	3	100.00%								
Not Applicable	(0)	0	0.00%	1							
				0	25	50	100	Question			
Response Rat	e					Mean			STD	M	edian
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	Pe	rcent R	tesponse	es		Me	eans	
Unacceptable	(1)	0	0.00%	П				4.00			
Needs Improvement	(2)	0	0.00%	1							
Meets Expectation	(3)	0	0.00%	ı							
Exceeds Expectation	(4)	3	100.00%								
Not Applicable	(0)	0	0.00%	ı							
				0	25	50	100	Question			
Response Rate	e					Mean			STD	M	ledian
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.

The program of study and its chinear experience	s provide i	ne with opport	tumties to mo	ci aci v	iiii pee	15 WILLI	uiveis	se na	ickgi oulius a	mu necus.		
Response Option	Weight	Frequency	Percent	Per	rcent R	esponse	s			Mea	ins	
Unacceptable	(1)	0	0.00%						4.00			
Needs Improvement	(2)	0	0.00%	1								
Meets Expectation	(3)	0	0.00%	1								
Exceeds Expectation	(4)	3	100.00%									
Not Applicable	(0)	0	0.00%	1								
				0	25	50	100		Question			
Response Rate	e				, and the second	Mean	Ť			STD	M	Iedian
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%	I	200	
Needs Improvement	(2)	1	33.33%		3.00	
Meets Expectation	(3)	0	0.00%	I	_	
Exceeds Expectation	(4)	1	33.33%		_	
Not Applicable	(0)	1	33.33%			
				0 25 50 100	Question	
Response Ra	e			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	Pei	rcent R	tesponse	s		Mea	ns	
Unacceptable	(1)	0	0.00%	I				4.00			
Needs Improvement	(2)	0	0.00%	1							
Meets Expectation	(3)	0	0.00%	1							
Exceeds Expectation	(4)	3	100.00%								
Not Applicable	(0)	0	0.00%	1							
				0	25	50	100	Question			
Response Rate	;					Mean			STD	M	edian
3/5 (60.00%)	•	·				4.00			0.00		4.00

## $\bf 8$ - 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	Per	cent R	esponse	es	Means				
Unacceptable	(1)	0	0.00%						4.00			
Needs Improvement	(2)	0	0.00%	I								
Meets Expectation	(3)	0	0.00%	ı								
Exceeds Expectation	(4)	3	100.00%									
Not Applicable	(0)	0	0.00%	1								
				0	25	50	100		Question			
Response Rat	e					Mean				STD	M	ledian
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	Perc	rcent Responses Means		Means						
Unacceptable	(1)	0	0.00%							4.00			
Needs Improvement	(2)	0	0.00%	I									
Meets Expectation	(3)	0	0.00%	I									
Exceeds Expectation	(4)	3	100.00%										
Not Applicable	(0)	0	0.00%	I									
				0	25		50	100		Question			
Response Rat	e					Mea	an				STD	N	<b>Iedian</b>
3/5 (60.00%)						4.0	0				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.

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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.

to my cureer pursuits				
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
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.

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.

postary ery to my oxidamient or processional competences.					
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.

peers, as well as other processionals.				
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.

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%	

3.7

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.

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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%	

NT/A	(0)	1	17 000/
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.

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
Exceeds Standards	(4)	0	0.00%
Meets Standards	(3)	0	0.00%
Needs Improvement	(2)	3	75.00%

Exceeds Standards	(4)	0	0.00%
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.

un ough 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.

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%	

Mean

1.5

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.

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.

community by or expression at 2 c s s or expression							
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.

	rds (4) 2 50.00% 3.25 (3) 1 25.00% 1 25.00%			
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)**

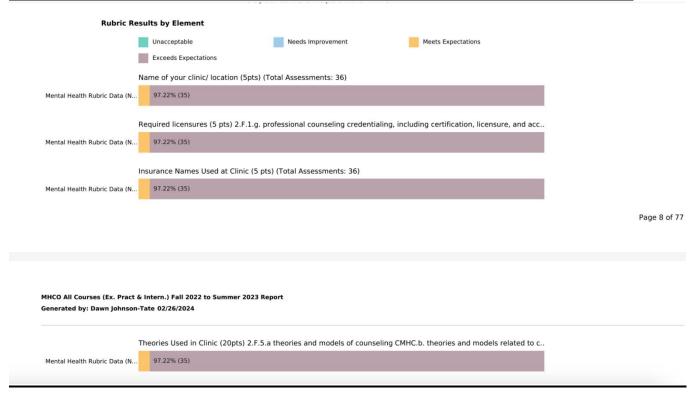
Student learning outcomes are measured in each of the Common Core and Program Specific courses that are aligned to CACREP Standards. In order to "meet expectations," students must score 80% on the assignment. On average, students "met expectations" on all the standards except the following:

#### 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

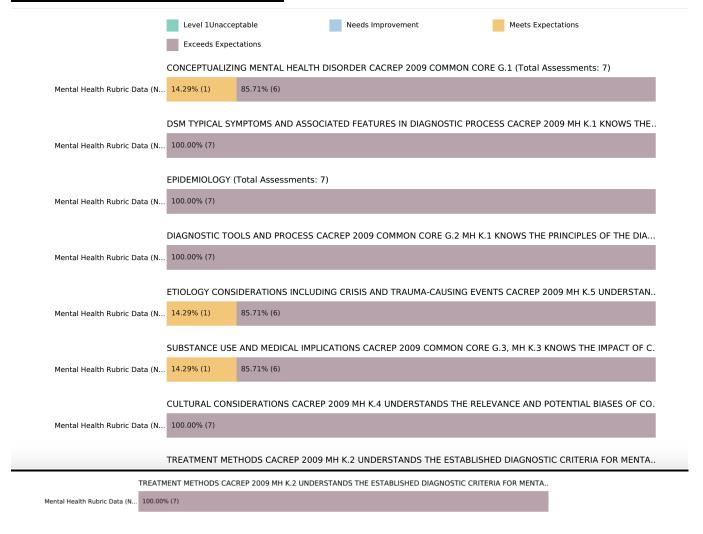
## Fall 2022 Data

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



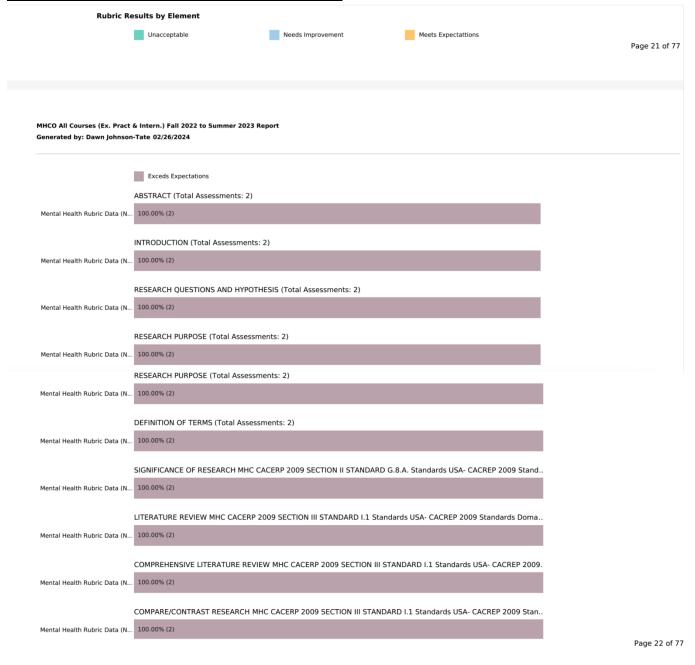
Legal/Ethical Considerations (20pts) CMHC.2.l. legal and ethical considerations specific to clinical mental health co... Mental Health Rubric Data (N.. 97.22% (35) Population Served/ Focus of Clinic (5pts) (Total Assessments: 36) 97.22% (35) Mental Health Rubric Data (N... Handling of Managed care/third Party Reimbursement (20pts) CMHC.2.m. record keeping, third party reimburseme.. 97.22% (35) Mental Health Rubric Data (N... Possible Challenges (20pts) 2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary commun... 97.22% (35) Mental Health Rubric Data (N... How Evaluation of clinic will Occur (15pts) CMHC.2.I. legal and ethical considerations specific to clinical mental hea.. 97.22% (35) Mental Health Rubric Data (N... 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) 97.22% (35) Mental Health Rubric Data (N...

#### **MHCO 744 Mental Health Presentation**



Page 15 of 77

#### MHCO 801 (SA) (2009) Capstone Project Rubric



ORGANIZATION MHC CACERP 2009 SECTION III STANDARD I.1 Standards USA- CACREP 2009 Standards Domain: CL.. Mental Health Rubric Data (N... 100.00% (2) THEORY (Total Assessments: 2) Mental Health Rubric Data (N... 100.00% (2) METHODOLOGY MHC CACERP 2009 SECTION II STANDARD G.8.B. Standards USA- CACREP 2009 Standards Domain... Mental Health Rubric Data (N... 100.00% (2) DATA ANALYSIS MHC CACERP 2009 SECTION II STANDARD G.8.C. SECTION III STANDARD J.3 Standards USA- CACRE. Mental Health Rubric Data (N... 100.00% (2) RESULTS AND DATA INTERPRETATION MHC CACREP 2009 SECTION III STANDARD J.3. Standards USA- CACREP 2009. Mental Health Rubric Data (N... 100.00% (2) DISCUSSION MHC CACERP 2009 SECTION II STANDARD G.8.D. SECTION III STANDARD J.1. Standards USA- CACREP .. Mental Health Rubric Data (N... 100.00% (2) IMPLICATIONS MHC CACERP 2009 SECTION II STANDARD G.8.E. SECTION III STANDARD J.3. Standards USA- CACRE... Mental Health Rubric Data (N... 100.00% (2) STRENGTHS, WEAKNESSES, AND IMPLICATIONS MHC CACERP 2009 SECTION III STANDARD J.1 STANDARD J.3 Stand... Mental Health Rubric Data (N... 100.00% (2)

Page 23 of 77

SCHOLARLY WRITING (Total Assessments: 2)

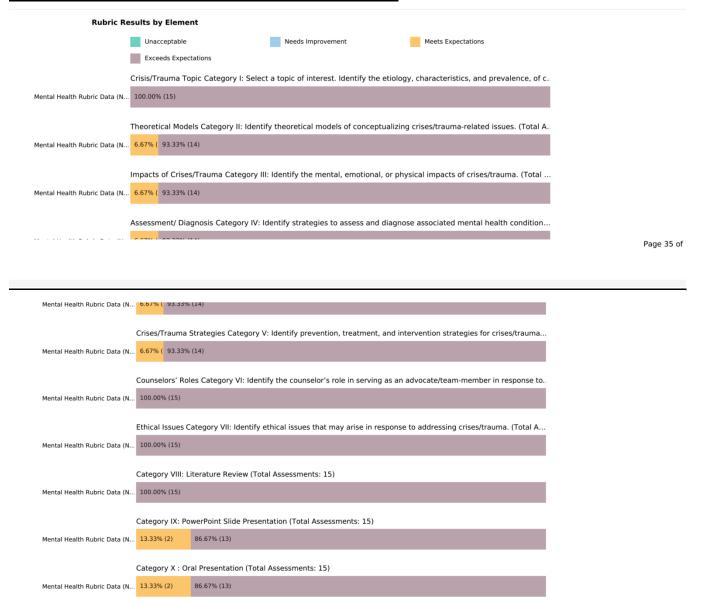
Mental Health Rubric Data (N... 100.00% (2)

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

ORGANIZATION (Total Assessments: 2)

ental Health Rubric Data (N... 100.00% (2)

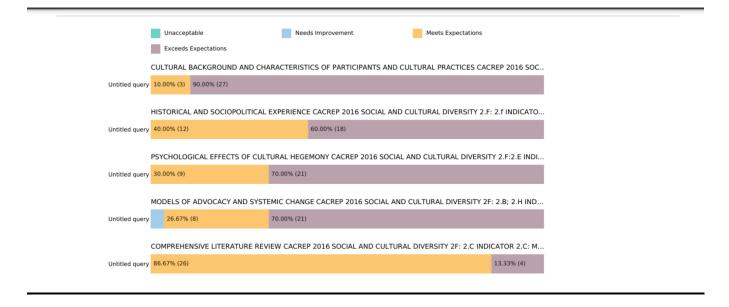
#### MHCO 701 Trauma/Crisis Specialization Project Rubric



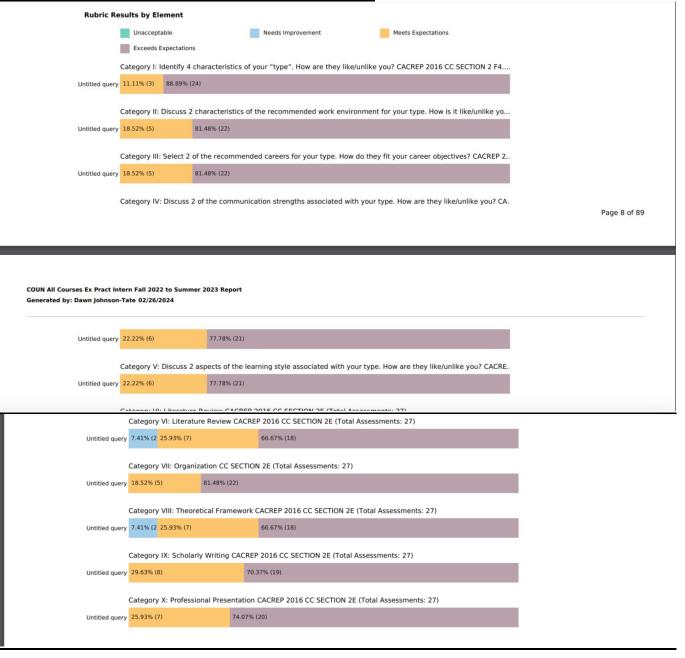
# MHCO 700 (SA) (2016) Private Practice Proposal - Summer 2023

Rubric Re	sults by Elem	ent				
	Unacceptable		Needs Improvement	Meets Exp	ectations	
	Exceeds Expe	ectations	N/A			
	Rationale for Pr	rivate Practice (Total Assess	sments: 8)			
Mental Health Rubric Data (N	37.50% (3)		62.50% (5)			
	Proposed Privat	te Practice MH 5.C.2.a roles	and settings of clinical	mental health counselor	s (Total Assessments: 8)	
	75.00% (6)				.00% (2)	
						Page 48 of 77
MHCO All Courses (Ex. Pract & Generated by: Dawn Johnson-						
	Range of Menta	al Health Delivery MH (MH 5	5.C.2.c). Mental health s	ervice delivery modalitie	s within the continuum	
Mental Health Rubric Data (N	50.00% (4)		50.00%	(4)		
		osophy (Total Assessments				
Mental Health Rubric Data (N	37.50% (3)		62.50% (5)			
	Description of N	Mental Health Population M	H (5.C.2.d) diagnostic p	rocess, including differen	itial diagnosis and the us	
Mental Health Rubric Data (N	25.00% (2)	12.50% (1)	50.00% (4)		12.50% (1)	
	Casa Consontu	alization and Treatment Me	thod MH (5 C 2 b) otiols	agy namonalatura traati	mont referral and prove	
	Case Conceptua	mizacion and Treatment Me	criod MH (3.C.2.b) etioic	ogy, nomenciature, treati	ment, reierral, and preve.	
		Mental Health Population		ic process, including diff		
Mental Health Rubric Data (N	25.00% (2)	12.50% (1)	50.00% (4)		12.50% (1	1)
	Case Conceptu	ualization and Treatment I	Method MH (5.C.2.b) et	tiology, nomenclature, t	reatment, referral, and p	reve.
Mental Health Rubric Data (N	12.50% (1)	37.50% (3)	50.0	00% (4)		
		ting the development of m		MH (5.C.2.e.) potential	for substance use disord	ers
Mental Health Rubric Data (N	37.50% (3)		62.50% (5)			
	Considerations	s for Private Practice MH (	5.C.2.i.) legislation and	government policy rele	evant to clinical mental he	ealt
Mental Health Rubric Data (N	. 12.50% (1)	50.00% (4)		37.50% (3)		
	Comprehensiv	e Literature Review (Total	Assessments: 8)			_
Mental Health Rubric Data (N	50.00% (4)		25.0	00% (2)	25.00% (2)	
	Scholarly Writi	ing (Total Assessments: 8)	1			
Mental Health Rubric Data (N		62.50% (5)	•		25.00% (2)	
(11)	- (-)					_
	Organization (	Total Assessments: 8)				_
	62 E00/ /E)			37.50% (3)		
Mental Health Rubric Data (N	62.50% (5)					
	62.50% (5)					_
	62.30% (3)					Page 49 of 7

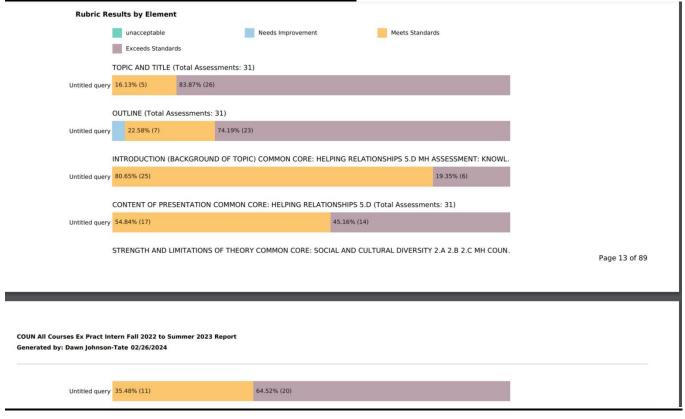
#### COUN 633 (SA) (2016) Social Justice Presentation Rubric

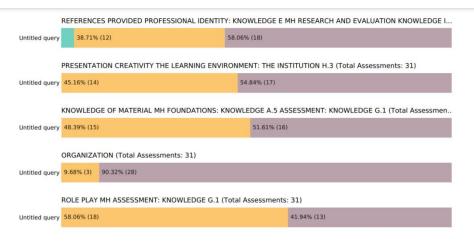


#### COUN 608 (SA) (2016) Career Personality Test Rubric



#### COUN 734 SA (2009 Standards) Class Presentation

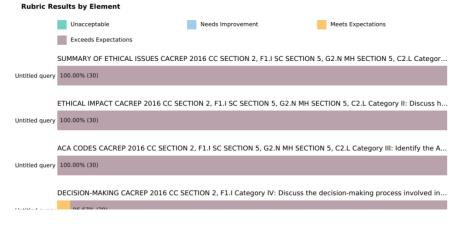




Element	Query	unacceptable	Needs Improvement	Meets Standards	Exceeds Standards	Mean	Stdev
TOPIC AND TITLES:1	Untitled query	0.00% (0)	0.00% (0)	16.13% (5)	83.87% (26)	3.00	0
OUTLINES:1	Untitled query	0.00% (0)	3.23% (1)	22.58% (7)	74.19% (23)	2.97	0.18

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# COUN 780 (SA) (2016) Legal Critique Rubric



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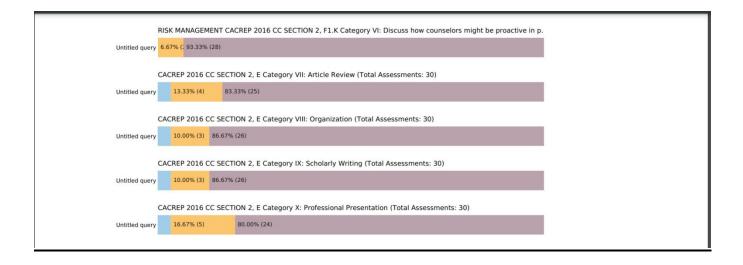
COUN All Courses Ex Pract Intern Fall 2022 to Summer 2023 Report

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

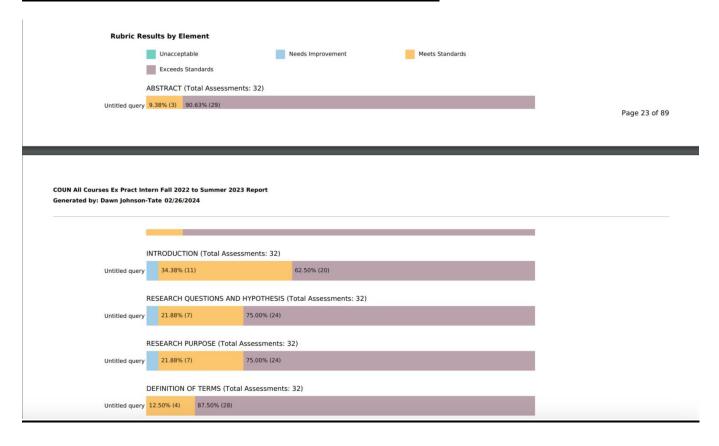
Unitated query 90.07 % (29)

PERSONAL REFLECTION CACREP 2016 CC SECTION 2, F1.K Category V: Discuss your personal reflection of the artic..

Untitled query 6.67% (193.33% (28)



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



	SIGNIFICANCE OF RESEARCH INDICATORS DOMAIN: COMMON CORE 8. A. THE IMPORTANCE OF RESEARCH IN ADVA.									
Untitled query	12.50% (4)	87.50% (28)								
	LITERATURE R	EVIEW RESEARCH	AND EVALUAT	ION 2.F.8.A INDICATOR 8. A. THE IMPORTANCE OF RESEARCH IN AD						
Untitled query	6.25% ( 21.88%	5 (7)	71.88% (23)							
COMPREHENSIVE LITERATURE REVIEW RESEARCH AND EVALUATION INDICATOR 2.F.8.B IDENTIFICATION OF EVID										
Untitled query	6.25% ( 28.13%	5 (9)	65.63%	(21)						
COMPARE/CONTRAST RESEARCH SC RESEARCH AND EVALUATION (Total Assessments: 32)										
Untitled query	6.25% ( 34.38%	5 (11)		59.38% (19)						
	ORGANIZATIO	ZATION (Total Assessments: 32)								
Untitled query	6.25% ( 34.38%	5 (11)		59.38% (19)						

Page 24 of 89

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

THEORY (Total Assessments: 32) Untitled query 6.25% ( 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.. 71.88% (23) METHODOLOGY- DESIGN MH RESEARCH AND EVALUATION COMMON CORE INDICATORS 2.F.8.F 2.F.8.G 8F APPLY Q. Untitled query 9.38% (3) 18.75% (6) 71.88% (23) METHODOLOGY NEEDS ASSESSMENT MH RESEARCH AND EVALUATION COMMON CORE INDICATOR 2.F.8.C NEEDS . Untitled query 12.50% (4) 25.00% (8) 62.50% (20) METHODOLOGY- INSTRUMENTS MH RESEARCH AND EVALUATION COMMON CORE INDICATOR 2.F.8.D DEVELOPMEN Untitled query 15.63% (5) 65.63% (21) METHODOLOGY- EVALUATION MH RESEARCH AND EVALUATION COMMON CORE INDICATOR 2.F.8.E EVALUATION O. Untitled query 12.50% (4) 18.75% (6) 68.75% (22) MH RESEARCH AND EVALUATION COMMON CORE METHODOLOGY- DESIGN INDICATOR 2.F.8.H DELINEATE STATIST.. 12.50% (4) 25.00% (8) 59.38% (19) DISCUSSION MH COMMON CORE INDICATOR 2.F.8.I UNDERSTAND THE IMPORTANCE OF ANALYSIS AND USE OF DAT. Untitled query 6.25% ( 34.38% (11) 59.38% (19) STRENGTHS, WEAKNESSES, AND IMPLICATIONS (Total Assessments: 32) Untitled query 12.50% (4) 34.38% (11) 53.13% (17) SCHOLARLY WRITING (Total Assessments: 32) Untitled query 25.00% (8) 56.25% (18) 18.75% (6)

Page 25 of 89

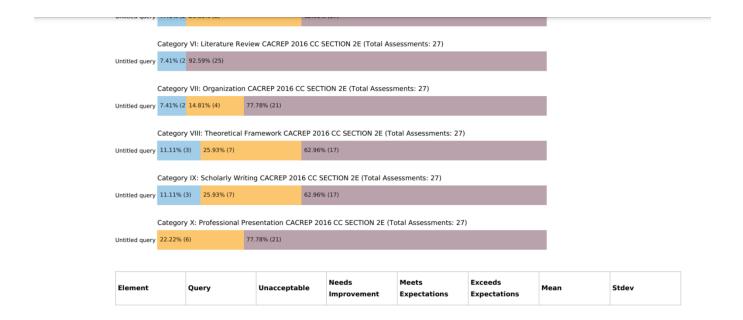
ORGANIZATION (3) (Total Assessments: 32)
Untitled query 6.25% ( 31.25% (10) 62.50% (20)

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)

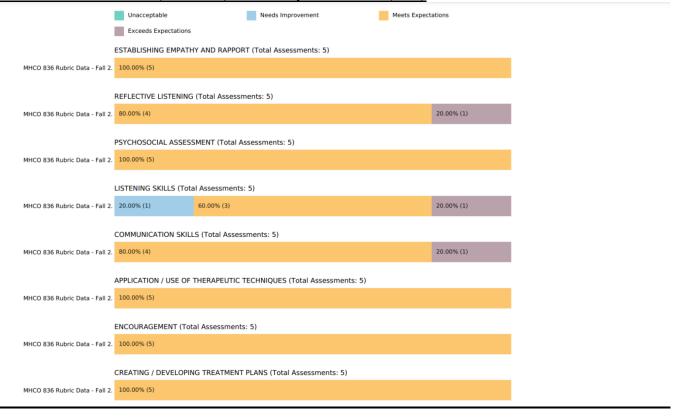
### COUN 608 (SA) (2016) Group Presentation





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



# 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) Page 5 of 157 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 - Fail 2. 100.00% (5)

FOUNDATIONS 1-E STUDENT UNDERSTANDS AND APPLIES PSYCHOLOGICAL TESTS AND ASSESSMENTS SPECIFIC TO.

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

FOUNDATIONS CONTEXTUAL DIMENSIONS 2-A STUDENT UNDERSTANDS AND APPLIES ROLES AND SETTINGS OF CL..

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

FOUNDATIONS CONTEXTUAL DIMENSIONS 2-B STUDENT UNDERSTANDS AND APPLIES ETIOLOGY, NOMENCLATURE...

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

FOUNDATIONS CONTEXTUAL DIMENSIONS 2-B PROMOTES OPTIMAL HUMAN DEVELOPMENT, WELLNESS, AND MENT..

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

FOUNDATIONS CONTEXTUAL DIMENSIONS 2-C STUDENT UNDERSTANDS AND APPLIES MENTAL HEALTH SERVICE D...

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

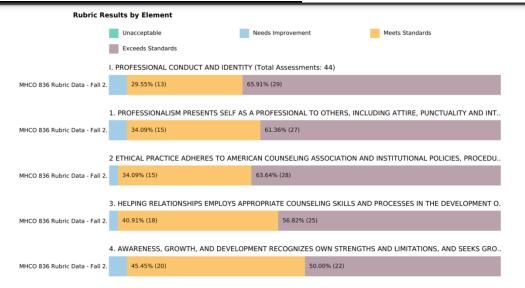
FOUNDATIONS CONTEXTUAL DIMENSIONS 2-C STUDENTS UNDERSTANDS AND APPLIES INFORMATION REGARDING...

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

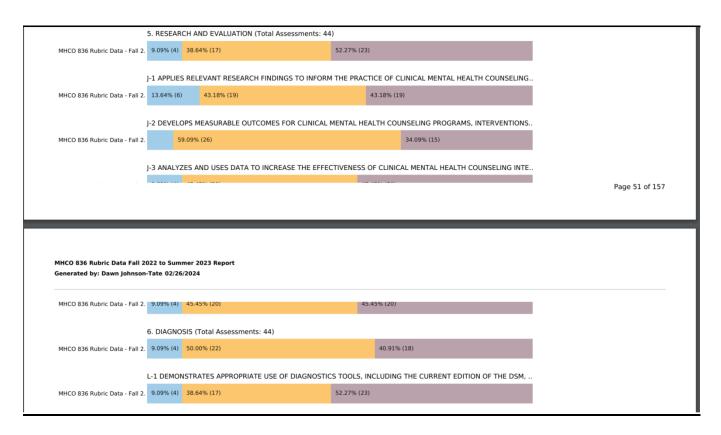
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PRACTICE 3-D STUDENT UNDERSTANDS AND APPLIES STRATEGIES FOR INTERFACING WITH INTEGRATED BEHAVIO... MHCO 836 Rubric Data - Fall 2. 100.00% (5) PRACTICE 3-E STUDENT UNDERSTANDS AND APPLIES STRATEGIES TO ADVOCATE FOR PERSONS WITH MENTAL HEA. MHCO 836 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) 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**



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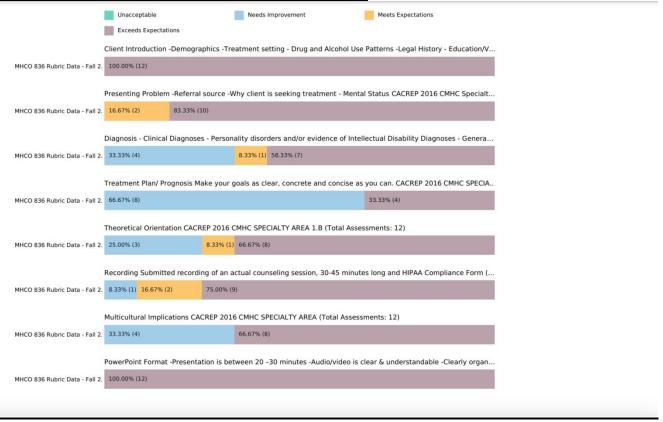


#### MHCO 836 Rubric Data Fall 2022 to Summer 2023 Report Generated by: Dawn Johnson-Tate 02/26/2024

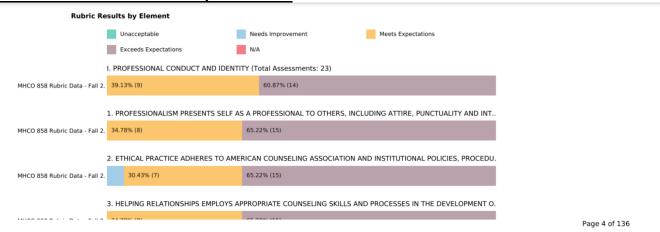
	MHCO 836 Rubric Data - Fall 2.	47.73% (2	21)		50.00% (22)			
		4. ASSESSMENT (Total Assessments: 44)						
	MHCO 836 Rubric Data - Fall 2.	40.91% (18)		54.	54.55% (24)			
		H-1 SELECTS APPROPRIATE COMPREHENSIVE ASSESSMENT INTERVENTIONS TO ASSIST IN DIAGNOSIS AND TREATM						
	MHCO 836 Rubric Data - Fall 2.	65.91%	% (29)		29.55% (13)			
		H-2 DEMONS	STRATES SKILL IN COI	NDUCTING AN INTAKE II	UCTING AN INTAKE INTERVIEW, A MENTAL STATUS EVALUATION, A BIOPSYCHO			
	MHCO 836 Rubric Data - Fall 2.	56.82% (25)			36.36% (16)			
		H-3 SCREEN	S FOR ADDICTION, AC	GGRESSION, AND DANG	RESSION, AND DANGER TO SELF AND/OR OTHERS, AS WELL AS CO- OCCURRING			
	MHCO 836 Rubric Data - Fall 2.	13.64% (6)	38.64% (17)		47.73% (21)			
		H-4 APPLIES	THE ASSESSMENT OF	A CLIENT'S STAGE OF	CLIENT'S STAGE OF DEPENDENCE, CHANGE, OR RECOVERY TO DETERMINE TH			
	MHCO 836 Rubric Data - Fall 2.	11.36% (5)	54.55% (24)		34.09% (15)			
				ES TO FROMOTE CEIEN				
	MHCO 836 Rubric Data - Fall 2.			59.09% (		ESS TO A VARIETY OF COM		
		D-5 DEMONSTRATES APPROPRIATE USE OF CULTURALLY RESPONSIVE INDIVIDUAL, COUPLE, FAMILY, GROUP, AND S.						
	MHCO 836 Rubric Data - Fall 2.		34.09% (15)		52.27% (23)			
		D-6 DEMONSTRATES THE ABILITY TO USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. (Total Asse						
	MHCO 836 Rubric Data - Fall 2.	9.09% (4)	13.18% (19)		47.73% (21)			
		D-7 APPLIES CURRENT RECORD-KEEPING STANDARDS RELATED TO MENTAL HEALTH COUNSELING. (Total Assessm						
MHCO 836 Rubric Data - Fall 2. 45.45% (20) 54.55% (24)								
		D-8 PROVIDES APPROPRIATE COUNSELING STRATEGIES WHEN WORKING WITH CLIENTS WITH ADDICTION AND CO						
	MHCO 836 Rubric Data - Fall 2.	11.36% (5)	43.18% (19)		45.45% (20)			
		D-9 DEMONS	STRATES THE ABILITY	TO RECOGNIZE HIS OR	HER OWN LIMITATIONS AS A MEN	NTAL HEALTH COUNSELO.		
	MHCO 836 Rubric Data - Fall 2.	45.45%	6 (20)		50.00% (22)			
		3. DIVERSITY & ADVOCACY (Total Assessments: 44)						
	MHCO 836 Rubric Data - Fall 2.	27.27%	6 (12)	68.18% (30)				
		F-1 MAINTAIN	NS INFORMATION REC	GARDING COMMUNITY F	RESOURCES TO MAKE APPROPRIA	TE REFERRALS. (Total As		
	MHCO 836 Rubric Data - Fall 2.	45.4	45% (20)		47.73% (21)			
		F-2 ADVOCATES FOR POLICIES, PROGRAMS, AND SERVICES THAT ARE EQUITABLE AND RESPONSIVE TO THE UNIQU						
	MHCO 836 Rubric Data - Fall 2.	11.36% (5)	38.64% (17)		50.00% (22)			

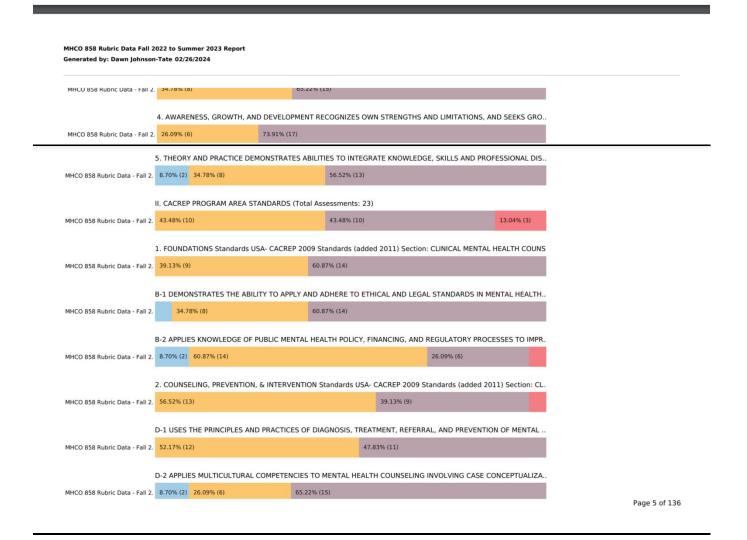
	5. THEOR	RY AND PRACTICE DEMONSTRATES A	BILITIES TO	INTEGRATE KNO	WLEDGE	E, SKILLS AND PROFESSIONAL DIS.
MHCO 836 Rubric Data - Fall 2	9.09% (4	40.91% (18)		50.00% (22)		
	II. CACRE	EP PROGRAM AREA STANDARDS (Tot	al Assessme	ents: 44)		
MHCO 836 Rubric Data - Fall 2	38.64% (	17)	61.36% (27)			
	1. FOUND	DATIONS (Total Assessments: 44)				
MHCO 836 Rubric Data - Fall 2	38	.64% (17)	56.829	6 (25)		
	B-1 DEM	ONSTRATES THE ABILITY TO APPLY A	ND ADHERE	TO ETHICAL ANI	LEGAL	. STANDARDS IN MENTAL HEALTH.
MHCO 836 Rubric Data - Fall 2	36.36	% (16)	61.36% (27)			
	B-2 APPL	IES KNOWLEDGE OF PUBLIC MENTAI	. HEALTH PO	LICY, FINANCING	, AND R	EGULATORY PROCESSES TO IMPR
MHCO 836 Rubric Data - Fall 2	47	.73% (21)		47.73% (21)		
	2. COUNS	SELING, PREVENTION, & INTERVENTI	ON (Total As	ssessments: 44)		
MHCO 836 Rubric Data - Fall 2	36.36	% (16)	61.36% (27)			
	D-1 USES	5 THE PRINCIPLES AND PRACTICES O	F DIAGNOSIS	S, TREATMENT, R	EFERRA	L, AND PREVENTION OF MENTAL .
MHCO 836 Rubric Data - Fall 2						29.55% (13)
	D-2 APPL	IES MULTICULTURAL COMPETENCIES	TO MENTAL	L HEALTH COUNS	ELING II	NVOLVING CASE CONCEPTUALIZA.
MHCO 836 Rubric Data - Fall 2	9.09% (4	54.55% (24)			36.36%	(16)
	D-3 PROM	MOTES OPTIMAL HUMAN DEVELOPMI	ENT WELLN	ESS AND MENTA	ΙΗΕΔΙΤ	TH THROUGH PREVENTION FOLIC
MHCO 836 Rubric Data - Fall 2		.18% (19)		52.27% (23)	LILALI	

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



# **MHCO 858 Formative Internship Evaluation**

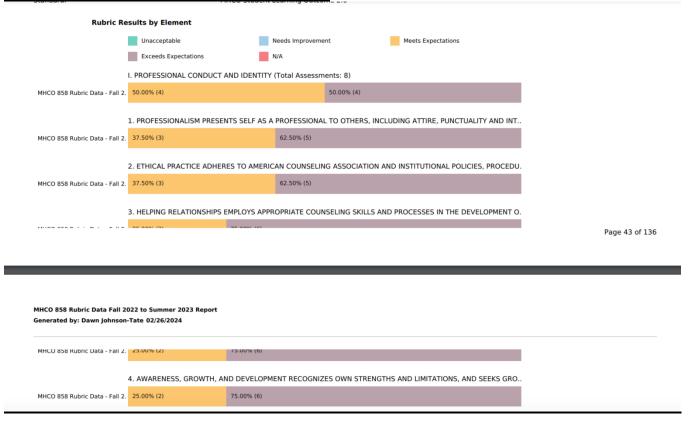




	F-2 ADVOCAT	TES FOR POLICIES,	PROGRAMS, AND SERVICES THAT ARE EQUITABLE AND RESPONSIVE TO THE UNIQU
MHCO 858 Rubric Data - Fall 2.	8.70% (2) 52	2.17% (12)	39.13% (9)
	F-3 DEMONS	TRATES THE ABILIT	TY TO MODIFY COUNSELING SYSTEMS, THEORIES, TECHNIQUES, AND INTERVENTION
MHCO 858 Rubric Data - Fall 2.	56.52% (13)		43.48% (10)
	A ASSESSME	NT Standards LISA	- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSE
MHCO 858 Rubric Data - Fall 2.			39.13% (9)
MHCO 858 Rubric Data - Fall 2.			MPREHENSIVE ASSESSMENT INTERVENTIONS TO ASSIST IN DIAGNOSIS AND TREATM 30.43% (7)
MINEO 636 RUDIIC Data - Pail 2.	0.70% (2)	0.0770 (14)	30.73 0 (7)
			ONDUCTING AN INTAKE INTERVIEW, A MENTAL STATUS EVALUATION, A BIOPSYCHO
MHCO 858 Rubric Data - Fall 2.	8.70% (2) 34	4.78% (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	3.48% (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	I Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL H
MHCO 858 Rubric Data - Fall 2.	56.52% (13)		43.48% (10)
	I 1 ADDI IEC D	ELEVANT DECEADO	CH EINDINGS TO INFORM THE PRACTICE OF CHINICAL MENTAL HEALTH COUNSELING
MHCO 858 Rubric Data - Fall 2.		52.17% (12)	CH FINDINGS TO INFORM THE PRACTICE OF CLINICAL MENTAL HEALTH COUNSELING  34.78% (8)
MHCO 858 Rubric Data - Fall 2.	13.04% (3)	52.17% (12)	
MHCO 858 Rubric Data - Fall 2.	13.04% (3) J-2 DEVELOPS	52.17% (12) 5 MEASURABLE OU	34.78% (8)
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47	52.17% (12) 5 MEASURABLE OU 7.83% (11)	34.78% (8)  TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47	52.17% (12)  5 MEASURABLE OU  7.83% (11)  5 AND USES DATA	34.78% (8) TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47 J-3 ANALYZES 8.70% (2) 73	52.17% (12)  5 MEASURABLE OU  7.83% (11)  5 AND USES DATA  3.91% (17)	34.78% (8)  TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47 J-3 ANALYZES 8.70% (2) 73 6. DIAGNOSIS	52.17% (12)  5 MEASURABLE OU 7.83% (11)  5 AND USES DATA 3 3.91% (17)  5 Standards USA- C	34.78% (8)  TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)  CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47 J-3 ANALYZES 8.70% (2) 73	52.17% (12)  5 MEASURABLE OU 7.83% (11)  5 AND USES DATA 3 3.91% (17)  5 Standards USA- C	34.78% (8)  TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47 J-3 ANALYZES 8.70% (2) 73 6. DIAGNOSIS	52.17% (12)  5 MEASURABLE OU 7.83% (11)  5 AND USES DATA 3 3.91% (17)  5 Standards USA- C (12)	34.78% (8)  TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)  CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47  J-3 ANALYZES 8.70% (2) 73  6. DIAGNOSIS 52.17%  L-1 DEMONST	52.17% (12)  5 MEASURABLE OU 7.83% (11)  5 AND USES DATA 3.91% (17)  5 Standards USA- C (12)	34.78% (8)  TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)  CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL  43.48% (10)
MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47  J-3 ANALYZES 8.70% (2) 73  6. DIAGNOSIS 52.17%  L-1 DEMONST	52.17% (12)  5 MEASURABLE OU  7.83% (11)  5 AND USES DATA  3.91% (17)  5 Standards USA- C  (12)  TRATES APPROPRIA  (12)	34.78% (8)  TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)  CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL  43.48% (10)  ATE USE OF DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM,
MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47  J-3 ANALYZES 8.70% (2) 73  6. DIAGNOSIS 52.17%  L-1 DEMONSI	52.17% (12)  5 MEASURABLE OU  7.83% (11)  5 AND USES DATA  3.91% (17)  5 Standards USA- C  (12)  TRATES APPROPRIA  (12)	TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)  CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL  43.48% (10)  ATE USE OF DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM,  43.48% (10)
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47  J-3 ANALYZES 8.70% (2) 73  6. DIAGNOSIS 52.17%  L-1 DEMONSI 52.17%  L-2 IS ABLE T 13.04% (3)	52.17% (12)  5 MEASURABLE OU  7.83% (11)  5 AND USES DATA  6.91% (17)  5 Standards USA- C  (12)  TRATES APPROPRIA  (12)  O CONCEPTUALIZE  43.48% (10)	TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS 43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE 17.39% (4)  CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL 43.48% (10)  ATE USE OF DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM, 43.48% (10)
MHCO 858 Rubric Data - Fall 2.  MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47  J-3 ANALYZES 8.70% (2) 73  6. DIAGNOSIS 52.17%  L-1 DEMONST 52.17%  L-2 IS ABLE T 13.04% (3)  L-3 DIFFEREN	52.17% (12)  5 MEASURABLE OU 7.83% (11)  5 AND USES DATA 6.391% (17)  5 Standards USA- C (12)  TRATES APPROPRIA (12)  O CONCEPTUALIZE 43.48% (10)	TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)  CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL  43.48% (10)  ATE USE OF DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM,  43.48% (10)  E AN ACCURATE MULTI-AXIAL DIAGNOSIS OF DISORDERS PRESENTED BY A CLIENT A  43.48% (10)
MHCO 858 Rubric Data - Fall 2.	J-2 DEVELOPS 8.70% (2) 47  J-3 ANALYZES 8.70% (2) 73  6. DIAGNOSIS 52.17%  L-1 DEMONST 52.17%  L-2 IS ABLE T 13.04% (3)  L-3 DIFFEREN	52.17% (12)  5 MEASURABLE OU 7.83% (11)  5 AND USES DATA 6.391% (17)  5 Standards USA- C (12)  TRATES APPROPRIA (12)  O CONCEPTUALIZE 43.48% (10)	TCOMES FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS  43.48% (10)  TO INCREASE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE  17.39% (4)  CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL  43.48% (10)  ATE USE OF DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM,  43.48% (10)  E AN ACCURATE MULTI-AXIAL DIAGNOSIS OF DISORDERS PRESENTED BY A CLIENT A  43.48% (10)  DIAGNOSIS AND DEVELOPMENTALLY APPROPRIATE REACTIONS DURING CRISES, DIS.

D-3 I	PROMOTES	OPTIMAL HUMAN DEVELOPMENT, W	VELLNESS	, AND MENTAL	HEALTH THROUGH PREVENTION, EDU	JC
MHCO 858 Rubric Data - Fall 2. 43.4	.48% (10)		56.52% (1	3)		
D-4 /	APPLIES EFF	-ECTIVE STRATEGIES TO PROMOTE	CLIENT U	NDERSTANDING	G OF AND ACCESS TO A VARIETY OF CO	.OM
MHCO 858 Rubric Data - Fall 2. 56.5	.52% (13)			43.48% (1	0)	
D-5 I	DEMONSTR	ATES APPROPRIATE USE OF CULTUR	RALLY RES	SPONSIVE INDIV	IDUAL, COUPLE, FAMILY, GROUP, AND	os.
MHCO 858 Rubric Data - Fall 2.	47.83% (11	.)		47.83% (11)		
						_
D-6 I	DEMONSTR	ATES THE ABILITY TO USE PROCEDU	JRES FOR	ASSESSING AN	D MANAGING SUICIDE RISK. Standard	ls
MHCO 858 Rubric Data - Fall 2. 8.70	70% (2) 56.52	2% (13)			34.78% (8)	
D.7.	ADDUIES SU	DDENT DECORD KEEDING CTANDAD	DC DELAT	ED TO MENTAL	UEALTH COUNCELING Standards US	
D-77	APPLIES CU	RRENT RECORD-REEPING STANDAR	DS RELAT	ED TO MENTAL	HEALTH COUNSELING. Standards USA	Α
MHCO 858 Rubric Data - Fall 2. 65.2	.22% (15)				34.78% (8)	
D-8 F	PROVIDES A	APPROPRIATE COUNSELING STRATE	GIES WHE	N WORKING WI	TH CLIENTS WITH ADDICTION AND CO	o
MHCO 858 Rubric Data - Fall 2. 13.0	.04% (3)	43.48% (10)		34.78% (8	8.70%	(2)
D-9 I	DEMONSTR	ATES THE ABILITY TO RECOGNIZE H	IIS OR HE	R OWN LIMITAT	IONS AS A MENTAL HEALTH COUNSEL	٠
MHCO 858 Rubric Data - Fall 2. 52.1	.17% (12)			47.83% (11)		
3. DI	OIVERSITY &	ADVOCACY Standards USA- CACRE	2009 Sta	andards (added	2011) Section: CLINICAL MENTAL HEA	AL
MHCO 858 Rubric Data - Fall 2. 52.1	.17% (12)			43.48% (10)		
F-1 N	MAINTAINS	INFORMATION REGARDING COMMU	NITY RESO	OURCES TO MAI	KE APPROPRIATE REFERRALS. Standar	rd
MHCO 858 Rubric Data - Fall 2. 8.70	'0% (2) 56.52	2% (13)			34.78% (8)	

# MHCO 858 Summative Internship Evaluation I



		TRATES ABILITIES TO INTEGRATE KNOWLEDGE, SKILLS AND PROFESSIONAL DIS	
MHCO 858 Rubric Data - Fal	2. 25.00% (2) 75.009	% (6)	
	II. CACREP PROGRAM AREA STANDA	ARDS (Total Assessments: 8)	
MHCO 858 Rubric Data - Fal	2. 37.50% (3)	62.50% (5)	
		ACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNS	
MHCO 858 Rubric Data - Fal	2. 37.50% (3)	62.50% (5)	
	B-1 DEMONSTRATES THE ABILITY TO	D APPLY AND ADHERE TO ETHICAL AND LEGAL STANDARDS IN MENTAL HEALTH	
MHCO 858 Rubric Data - Fal	2. 37.50% (3)	62.50% (5)	
		C MENTAL HEALTH POLICY, FINANCING, AND REGULATORY PROCESSES TO IMPR	
MHCO 858 Rubric Data - Fal	2. 75.00% (0)	25.00% (2)	
	2. COUNSELING, PREVENTION, & IN	TERVENTION Standards USA- CACREP 2009 Standards (added 2011) Section: CL.	
MHCO 858 Rubric Data - Fal	2. 50.00% (4)	50.00% (4)	
	D.1 LICES THE DRINGING CO AND DRA	CTICES OF DIAGNOSIS, TREATMENT, REFERRAL, AND PREVENTION OF MENTAL	
MHCO 858 Rubric Data - Fal		62.50% (5)	
Mileo 636 Nubile Data - Fai	2. 37.30%(3)	02.3070 (3)	
	D-2 APPLIES MULTICULTURAL COMP	ETENCIES TO MENTAL HEALTH COUNSELING INVOLVING CASE CONCEPTUALIZA	
MHCO 858 Rubric Data - Fal	2. 37.50% (3)	62.50% (5)	Page 44 of 136
			Page 44 of 136
	D-3 PROMOTES OPTIMAL HUMAN DE	EVELOPMENT, 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		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	D USE PROCEDURES FOR ASSESSING AND MANAGING SUICIDE RISK. Standards	
MHCO 858 Rubric Data - Fall	2. 37.50% (3)	62.50% (5)	
		PING STANDARDS RELATED TO MENTAL HEALTH COUNSELING. Standards USA	
MHCO 858 Rubric Data - Fall	2. 25.00% (2) 75.009	6 (6)	
	D-8 PROVIDES APPROPRIATE COUNS	SELING STRATEGIES WHEN WORKING WITH CLIENTS WITH ADDICTION AND CO	
MHCO 858 Rubric Data - Fall	2. 12.50% (1) 37.50% (3)	50.00% (4)	
	MEAU OR A CONTROL OF MENOSCOPE		
		D 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 Standard	ds USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEAL	
MHCO 858 Rubric Data - Fall	2. 37.50% (3)	62.50% (5)	
		RDING COMMUNITY RESOURCES TO MAKE APPROPRIATE REFERRALS. Standard	
MHCO 858 Rubric Data - Fall	2. 12.50% (1) 25.00% (2)	62.50% (5)	n
			Page 45 of 136

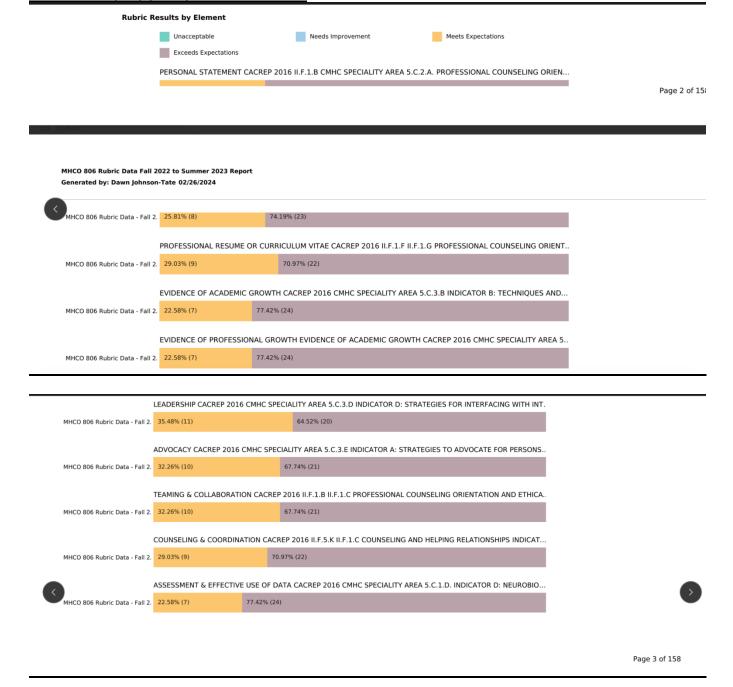
	F-2 ADVOCATE	ES FOR POLICIES, PROGRAMS,	AND SERVICE	S THAT ARE EQUITABLE AND	RESPONSIVE TO THE UNIQU
MHCO 858 Rubric Data - Fall 2.	12.50% (1)	37.50% (3)		50.00% (4)	
	F-3 DEMONSTI	RATES THE ABILITY TO MODIFY	COUNSELING	G SYSTEMS, THEORIES, TECH	NIQUES, AND INTERVENTION
MHCO 858 Rubric Data - Fall 2.	37.50% (3)		62.50% (5)		
	4. ASSESSMEN	NT Standards USA- CACREP 200	9 Standards	(added 2011) Section: CLINIC	CAL MENTAL HEALTH COUNSE
MHCO 858 Rubric Data - Fall 2.	37.50% (3)		62.50% (5)		
	H-1 SELECTS A	APPROPRIATE COMPREHENSIVE	ASSESSMEN	IT INTERVENTIONS TO ASSIST	IN DIAGNOSIS AND TREATM
MHCO 858 Rubric Data - Fall 2.	37.50% (3)		62.50% (5)		
	H-2 DEMONST	RATES SKILL IN CONDUCTING	AN INTAKE IN	TERVIEW, 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 DANGE	ER 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 T	HE ASSESSMENT OF A CLIENT'	S STAGE OF D	DEPENDENCE, CHANGE, OR R	ECOVERY TO DETERMINE TH
MHCO 858 Rubric Data - Fall 2.	50.00% (4)			50.00% (4)	
	5. RESEARCH	AND EVALUATION Standards U	SA- CACREP 2	2009 Standards (added 2011)	) Section: CLINICAL MENTAL H
MHCO 858 Rubric Data - Fall 2.	75.00% (6)				25.00% (2)
	J-1 APPLIES RE	ELEVANT RESEARCH FINDINGS	TO INFORM T	HE PRACTICE OF CLINICAL MI	ENTAL HEALTH COUNSELING
MHCO 858 Rubric Data - Fall 2.	50.00% (4)			50.00% (4)	

OPS MEASURABLE OUTCOMES FO	OR CLINICAL MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS
)	50.00% (4)
ZES AND USES DATA TO INCREAS	SE THE EFFECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTE
)	50.00% (4)
OSIS Standards USA- CACREP 200	9 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEL
)	50.00% (4)
NSTRATES APPROPRIATE USE OF	DIAGNOSTICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM,
)	50.00% (4)
E TO CONCEPTUALIZE AN ACCUR	RATE MULTI-AXIAL DIAGNOSIS OF DISORDERS PRESENTED BY A CLIENT A
75.00% (6)	
RENTIATES BETWEEN DIAGNOSIS	AND DEVELOPMENTALLY APPROPRIATE REACTIONS DURING CRISES, DIS.
)	62.50% (5)
	ZES AND USES DATA TO INCREAS  )  OSIS Standards USA- CACREP 200  )  NSTRATES APPROPRIATE USE OF  )  E TO CONCEPTUALIZE AN ACCUR  )  75.00% (6)

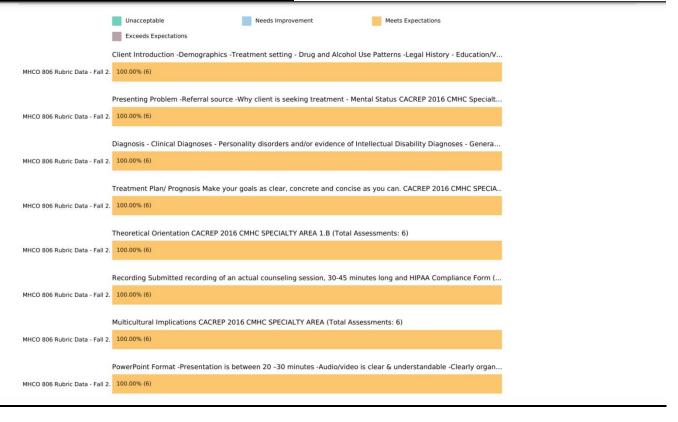
## MHCO 858 Case Study & Recording Rubric



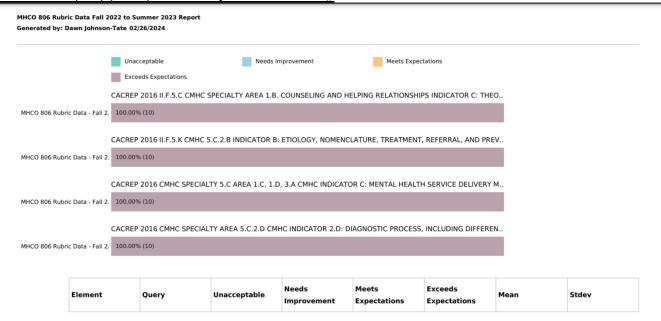
## MHCO 806 (SA) (2016) Portfolio Rubric



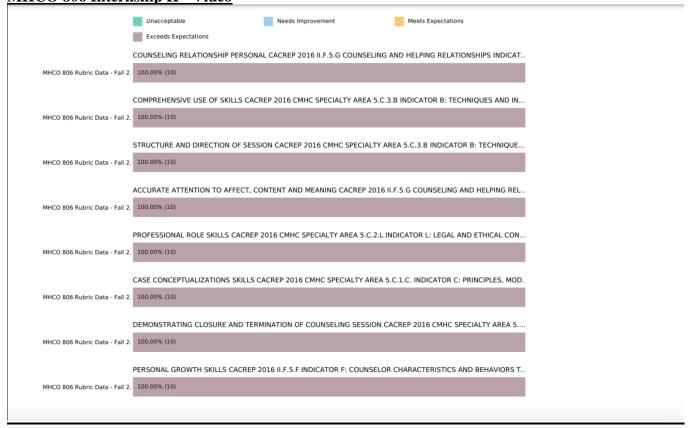
## MHCO 806 Case Study & Recording Rubric



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



# MHCO 806 Internship II - Video



# **MHCO 806 Formative II Internship Evaluation**





	J-2 DEVELOPS MEASURABLE OUTCOMES FOR CLINICA	L MENTAL HEALTH COUNSELING PROGRAMS, INTERVENTIONS
MHCO 806 Rubric Data - Fall 2.	. 52.63% (20)	44.74% (17)
	J-3 ANALYZES AND USES DATA TO INCREASE THE EFF	ECTIVENESS OF CLINICAL MENTAL HEALTH COUNSELING INTO
MHCO 806 Rubric Data - Fall 2.	. 50.00% (19)	47.37% (18)
	6. DIAGNOSIS Standards USA- CACREP 2009 Standards	ds (added 2011) Section: CLINICAL MENTAL HEALTH COUNSEI
MHCO 806 Rubric Data - Fall 2.	. 47.37% (18)	50.00% (19)
	L-1 DEMONSTRATES APPROPRIATE USE OF DIAGNOST	FICS TOOLS, INCLUDING THE CURRENT EDITION OF THE DSM,
MHCO 806 Rubric Data - Fall 2.	. 55.26% (21)	42.11% (16)
	L-2 IS ABLE TO CONCEPTUALIZE AN ACCURATE MULT	I-AXIAL DIAGNOSIS OF DISORDERS PRESENTED BY A CLIENT A
MHCO 806 Rubric Data - Fall 2.	. 42.11% (16)	50.00% (19)
	L-3 DIFFERENTIATES BETWEEN DIAGNOSIS AND DEVE	ELOPMENTALLY APPROPRIATE REACTIONS DURING CRISES, DI
MHCO 806 Rubric Data - Fall 2.	50.00% (19)	42.11% (16)

# **MHCO 806 Summative II Internship Evaluation**

	5. THEORY AND PRACTICE DEMONSTR	RATES ABILITIES TO	INTEGRATE KNOWLEDGE, SKILLS AND PROFESSIONAL DIS
MHCO 806 Rubric Data - Fall 2	2. 42.11% (16)	57.89%	6 (22)
	II. CACREP PROGRAM AREA STANDAR	DS (Total Assessme	ents: 38)
MHCO 806 Rubric Data - Fall 2	2. 47.37% (18)		52.63% (20)
	1. FOUNDATIONS Standards USA- CAG	CREP 2009 Standar	ds (added 2011) Section: CLINICAL MENTAL HEALTH COUNS
MHCO 806 Rubric Data - Fall 2	2. 34.21% (13)	65.79% (25)	
	B-1 DEMONSTRATES THE ABILITY TO	APPLY AND ADHER	E TO ETHICAL AND LEGAL STANDARDS IN MENTAL HEALTH
MHCO 806 Rubric Data - Fall 2	2. 31.58% (12)	68.42% (26)	
	B-2 APPLIES KNOWLEDGE OF PUBLIC	MENTAL HEALTH PO	OLICY, FINANCING, AND REGULATORY PROCESSES TO IMPR.
MHCO 806 Rubric Data - Fall 2	2. 50.00% (19)		50.00% (19)
	2. COUNSELING, PREVENTION, & INTE	RVENTION Standar	rds USA- CACREP 2009 Standards (added 2011) Section: CL.
MHCO 806 Rubric Data - Fall 2	2. 50.00% (19)		50.00% (19)
	D-1 USES THE PRINCIPLES AND PRAC	TICES OF DIAGNOS	IS, TREATMENT, REFERRAL, AND PREVENTION OF MENTAL
MHCO 806 Rubric Data - Fall 2	2. 36.84% (14)	63.16% (24)	
	D-2 APPLIES MULTICULTURAL COMPE	TENCIES TO MENTA	AL HEALTH COUNSELING INVOLVING CASE CONCEPTUALIZA
MHCO 806 Rubric Data - Fall 2	2. 47.37% (18)		52.63% (20)

Rubric Re	sults by Element									
	1111 1188 1111111	No ada Issaessassassas	Manta Franchakina							
	Unacceptable	Needs Improvement	Meets Expectations							
	Exceeds Expectations									
	I. PROFESSIONAL CONDUCT	T AND IDENTITY (Total Assessments:	38)							
MHCO 806 Rubric Data - Fall 2.	28.95% (11)	71.05% (27)								
	1. PROFESSIONALISM PRESENTS SELF AS A PROFESSIONAL TO OTHERS, INCLUDING ATTIRE, PUNCTUALITY AND INT									
MHCO 806 Rubric Data - Fall 2.		73.68% (28)								
	2. ETHICAL PRACTICE ADHE	ERES TO AMERICAN COUNSELING AS	SOCIATION AND INSTITUTIONAL PO	LICIES, PROCEDU.						
MHCO 806 Rubric Data - Fall 2.	28.95% (11)	71.05% (27)								
	3. HELPING RELATIONSHIPS	S EMPLOYS APPROPRIATE COUNSELII	NG SKILLS AND PROCESSES IN THE	DEVELOPMENT O.						
	26 2207 (20)	72 600/ (20)			D 05 (					
					Page 65 of					
MHCO 806 Rubric Data Fall 20 Generated by: Dawn Johnson-										
MHCO 806 Rubric Data - Fall 2.	20.32% (10)	/3.08% (28)								
		A TOTAL AT A TOTAL								
			MAIN STRENGTHS AND LIMITATIONS	AND SEEKS ORO						
	4. AWARENESS, GROWTH, 7	AND DEVELOPMENT RECOGNIZES OF	WN STRENGTHS AND LIMITATIONS,	AND SEEKS GRO						
MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, 7		WN STRENGTHS AND LIMITATIONS,	AND SEEKS GRO						
MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, 7	AND DEVELOPMENT RECOGNIZES OF	WN STRENGTHS AND LIMITATIONS,	AND SEEKS GRO						
MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13) 022 to Summer 2023 Report	AND DEVELOPMENT RECOGNIZES OF	WN STRENGTHS AND LIMITATIONS,	AND SEEKS GRO						
MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13) 022 to Summer 2023 Report	AND DEVELOPMENT RECOGNIZES OF	WN STRENGTHS AND LIMITATIONS,	AND SEEKS GRO						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2  Generated by: Dawn Johnson	4. AWARENESS, GROWTH, 7 34.21% (13) 022 to Summer 2023 Report -Tate 02/26/2024	AND DEVELOPMENT RECOGNIZES OF								
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2  Generated by: Dawn Johnson	4. AWARENESS, GROWTH, 7 34.21% (13) 022 to Summer 2023 Report -Tate 02/26/2024  J-2 DEVELOPS MEASURABL	65.79% (25)  65.79% (25)								
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall Z  Generated by: Dawn Johnson  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  0.22 to Summer 2023 Report -Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)	65.79% (25)  65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL	. HEALTH COUNSELING PROGRAMS 47.37% (18)	, INTERVENTIONS						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2.  Generated by: Dawn Johnson  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  022 to Summer 2023 Report -Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL OPERATOR OF THE REFECTIVENTY OF	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH (	, INTERVENTIONS						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall Z  Generated by: Dawn Johnson  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  022 to Summer 2023 Report -Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL OPERATOR OF THE REFECTIVENTY OF	. HEALTH COUNSELING PROGRAMS 47.37% (18)	, INTERVENTIONS						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2.  Generated by: Dawn Johnson  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  022 to Summer 2023 Report  1-Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D 52.63% (20)	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL OPERATOR OF THE REFECTIVENTY OF	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18)	, INTERVENTIONS						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2.  Generated by: Dawn Johnson  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  UZZ TO SUMMER ZUZ3 REPORT  -Tate 02/26/2024  J-2 DEVELOPS MEASURABL  52.63% (20)  J-3 ANALYZES AND USES D  52.63% (20)  6. DIAGNOSIS Standards U	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL	L HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18) 2011) Section: CLINICAL MENTAL I	, INTERVENTIONS						
MHCO 806 Rubric Data - Fall 2.  MHCU 806 Rubric Data Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, 7 34.21% (13)  022 to Summer 2023 Report  1-Tate 02/26/2024  J-2 DEVELOPS MEASURABL  52.63% (20)  J-3 ANALYZES AND USES D  52.63% (20)  6. DIAGNOSIS Standards U  47.37% (18)	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL DATA TO INCREASE THE EFFECTIVENT (1994)  USA- CACREP 2009 Standards (added 52.63%)	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18) 2011) Section: CLINICAL MENTAL ( (20)	, INTERVENTIONS COUNSELING INTE HEALTH COUNSEL						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  022 to Summer 2023 Report -Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D 52.63% (20)  6. DIAGNOSIS Standards U 47.37% (18)  L-1 DEMONSTRATES APPRO	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL DATA TO INCREASE THE EFFECTIVENI (15A- CACREP 2009 Standards (added 52.63%)  OPRIATE USE OF DIAGNOSTICS TOOL	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18) 2011) Section: CLINICAL MENTAL ( (20)	, INTERVENTIONS COUNSELING INTE HEALTH COUNSEL						
MHCO 806 Rubric Data - Fall 2.  MHCU 806 Rubric Data Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  022 to Summer 2023 Report -Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D 52.63% (20)  6. DIAGNOSIS Standards U 47.37% (18)  L-1 DEMONSTRATES APPRO	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL DATA TO INCREASE THE EFFECTIVENT (1994)  USA- CACREP 2009 Standards (added 52.63%)	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18) 2011) Section: CLINICAL MENTAL ( (20)	, INTERVENTIONS COUNSELING INTE						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, 7 34.21% (13)  022 to Summer 2023 Report -Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D 52.63% (20)  6. DIAGNOSIS Standards U 47.37% (18)  L-1 DEMONSTRATES APPRO 47.37% (18)	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL DATA TO INCREASE THE EFFECTIVENI (15A- CACREP 2009 Standards (added 52.63%)  OPRIATE USE OF DIAGNOSTICS TOOL	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18) 2011) Section: CLINICAL MENTAL ( (20) LS, INCLUDING THE CURRENT EDITI( (20)	, INTERVENTIONS COUNSELING INTE HEALTH COUNSEL ON OF THE DSM,						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  022 to Summer 2023 Report  1-Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D 52.63% (20)  6. DIAGNOSIS Standards U 47.37% (18)  L-1 DEMONSTRATES APPRO 47.37% (18)  L-2 IS ABLE TO CONCEPTU	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL DATA TO INCREASE THE EFFECTIVENISTS. CACREP 2009 Standards (added 52.63%)  OPRIATE USE OF DIAGNOSTICS TOOL 52.63%	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18) 2011) Section: CLINICAL MENTAL ( (20) LS, INCLUDING THE CURRENT EDITI( (20)	, INTERVENTIONS COUNSELING INTE HEALTH COUNSEL ON OF THE DSM,						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2.  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, A 34.21% (13)  022 to Summer 2023 Report 1-Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D 52.63% (20)  6. DIAGNOSIS Standards U 47.37% (18)  L-1 DEMONSTRATES APPRO 47.37% (18)  L-2 IS ABLE TO CONCEPTU. 55.26% (21)	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL DATA TO INCREASE THE EFFECTIVENI (15A- CACREP 2009 Standards (added 52.63%)  OPRIATE USE OF DIAGNOSTICS TOOL 52.63%  VALIZE AN ACCURATE MULTI-AXIAL D	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18)  2011) Section: CLINICAL MENTAL I (20)  .S, INCLUDING THE CURRENT EDITI (20)  AGNOSIS OF DISORDERS PRESENT 42.11% (16)	ON OF THE DSM,						
MHCO 806 Rubric Data - Fall 2.  MHCO 806 Rubric Data Fall 2.  MHCO 806 Rubric Data - Fall 2.	4. AWARENESS, GROWTH, 7 34.21% (13)  022 to Summer 2023 Report -Tate 02/26/2024  J-2 DEVELOPS MEASURABL 52.63% (20)  J-3 ANALYZES AND USES D 52.63% (20)  6. DIAGNOSIS Standards U 47.37% (18)  L-1 DEMONSTRATES APPRO 47.37% (18)  L-2 IS ABLE TO CONCEPTU. 55.26% (21)  L-3 DIFFERENTIATES BETW	AND DEVELOPMENT RECOGNIZES OF 65.79% (25)  LE OUTCOMES FOR CLINICAL MENTAL DATA TO INCREASE THE EFFECTIVENISTS. CACREP 2009 Standards (added 52.63%)  OPRIATE USE OF DIAGNOSTICS TOOL 52.63%	. HEALTH COUNSELING PROGRAMS 47.37% (18) ESS OF CLINICAL MENTAL HEALTH ( 47.37% (18)  2011) Section: CLINICAL MENTAL I (20)  .S, INCLUDING THE CURRENT EDITI (20)  AGNOSIS OF DISORDERS PRESENT 42.11% (16)	ON OF THE DSM,						

	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.	
MHCO 806 Rubric Data - Fall 2.	4. ASSESSMENT Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL HEALTH COUNSE  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.	
MHCO 806 Rubric Data - Fall 2.	5. RESEARCH AND EVALUATION Standards USA- CACREP 2009 Standards (added 2011) Section: CLINICAL MENTAL H  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.	
MUCO 006 Bubula Bata Fall 2	D-5 DEMONSTRATES APPROPRIATE USE OF CULTURALLY RESPONSIVE INDIVIDUAL, COUPLE, FAMILY, GROUP, AND S.  42.11% (16)  57.89% (22)
MHCO 806 Rubric Data - Fall 2.	37.09% (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)
	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.	
	D-9 DEMONSTRATES THE ABILITY TO RECOGNIZE HIS OR HER OWN LIMITATIONS AS A MENTAL HEALTH COUNSELO
MHCO 806 Rubric Data - Fall 2.	
Muse est T. I. T. I. T. I. T. I.	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 <u>fall 2022</u>. 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 <u>summer</u> **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 oncampus 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	Percentag e
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)
				Distribu	ition %		

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)
				Distribu	ıtion %		
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 Cultura Development	1 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
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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. <u>Mid-point survey:</u> 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. <u>Program Modification</u> 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. <u>Advisory Board:</u> At our Fall 2021 advisory board meeting stakeholders reported for clinical experiences, students requested that specific practicum/internship sites are more thoroughly reviewed.
  - a. <u>Program Modification(s)</u> 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. <u>Program Modification</u>— 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. <u>Program Modification</u> 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. <u>Graduate Survey & Advisory Board:</u> Lastly, alumni communicated a desire to connect with other graduates to establish a supportive, networking community.
  - a. <u>Program Modification</u>—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.