

# **BOWIE STATE UNIVERSITY**

## **Department of Counseling**



2017 – 2018 AY

CACREP

Annual Program Evaluation Report

M.Ed., School Counseling

M.A., Mental Health Counseling

## TABLE OF CONTENTS

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Department of Counseling .....	3
Annual Systematic Program Evaluation .....	4
Data Sources used in Comprehensive Program Evaluation .....	5
School Counseling.....	7
Mission Statement .....	8
Program Objectives .....	8
Program Modifications .....	9
Mental Health Counseling .....	11
Mission Statement .....	12
Program Objectives .....	12
Program Modifications .....	13

## DEPARTMENT OF COUNSELING

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The Department of Counseling, housed in the College of Education, is committed to providing education, training, and leadership to its students to assist them in developing into the most highly knowledgeable, skilled, and competent professionals and practitioners through the integration of theory and practice. Moreover, the thrust of the department is to prepare its students to become competent and skilled in counseling, consultation, and evaluation; understanding persons across all cultures within the profession; becoming competent professionals in meeting the needs of a multicultural and diverse population in the 21st century. We also offer CACREP-accredited programs in School Counseling and Mental Health Counseling.

The graduate programs in the Department of Counseling prepare students to become certified and/ or licensed in their fields and provide a basic understanding of individuals as cultural, economic, physical, psychological, and social beings by:

1. Incorporating multicultural and global perspectives of people in the school, community, and the world.
2. Assisting students in developing knowledge of theory and practice through classroom and field experiences that are meaningful for their professional growth and development of skills as reflective practitioners.
3. Demonstrating an understanding of a personal and interpersonal perspective through supporting and upholding the ethical and legal standards of their profession, standards, and values of the educational community further by showing respect for the diversity of all persons, serving the needs of all students in helping them to achieve their maximal potential.
4. Becoming effective practitioners through using technological applications to enhance awareness of educational, career, emotional, social, cultural, psychological/cognitive, and physical development.

The graduate programs in the Department of Counseling, in accordance with the department's mission, advocate equality of opportunity for all students. It is designed to educate students in understanding and applying various counseling, consultation, and evaluation methods and techniques to aid a multicultural and diverse population with educational, vocational, and personal concerns. This broad approach will permit the student to develop a repertoire of methods and select the most appropriate for the particular problem and the specific individual.

## ANNUAL SYSTEMATIC PROGRAM EVALUATION

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Through continuous systematic program evaluation activities, the Counseling Programs at Bowie State University strives to refine its mission, objectives, and student learning outcomes. Multiple measures are used to ensure that students develop a strong professional identity, competency in knowledge and skills, and sound ethical practices. Throughout the 2017-2018 AY, program faculty and other stakeholders meet, discuss, and implement program changes and modifications based on continuous systematic evaluations. These sources include:

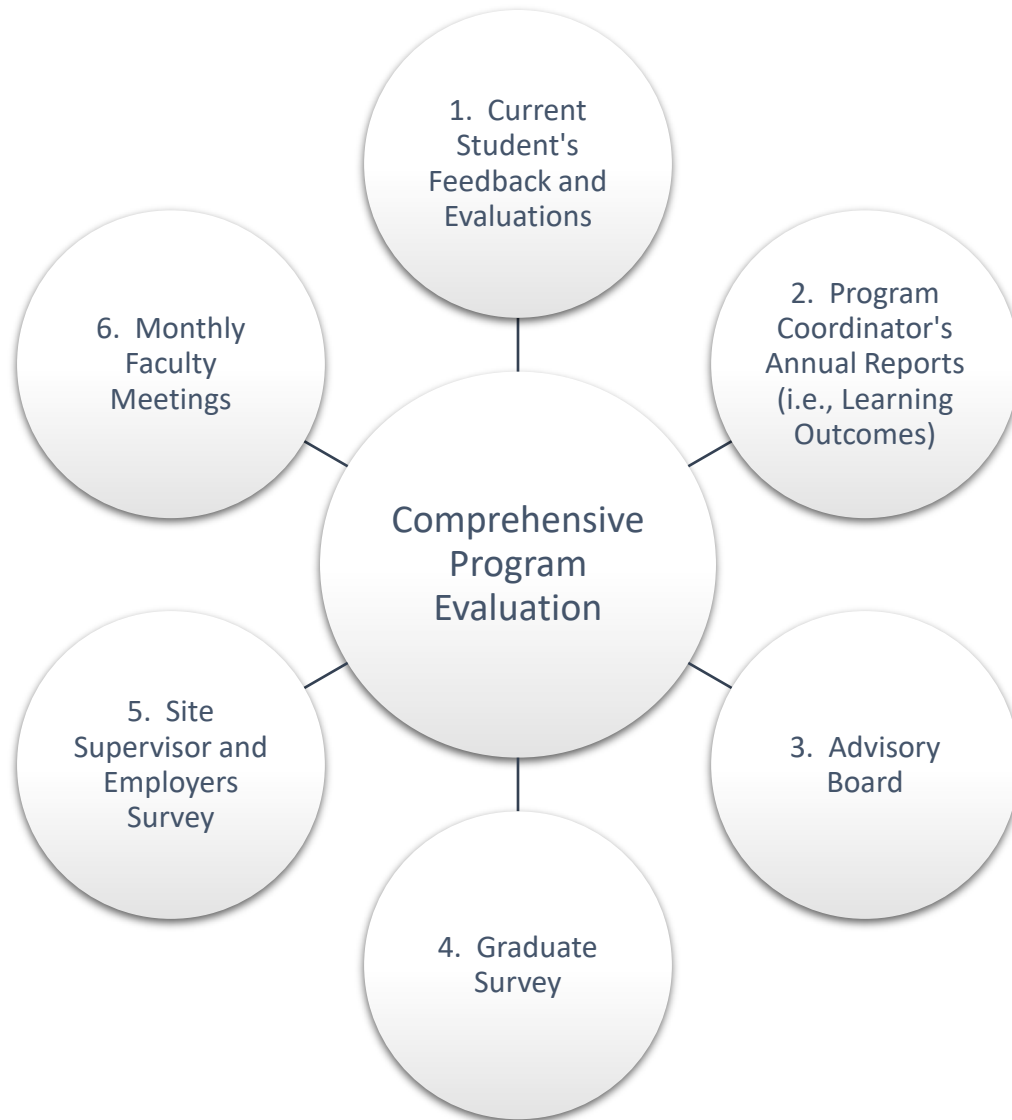
1. Current Student's Feedback and Evaluations (In/formal)
2. Program Coordinator's Annual Reports (i.e., Learning Outcomes)
3. Advisory Board
4. Graduates Survey
5. Site Supervisor and Employer Surveys
6. Monthly Faculty Meetings.

However, the current AY 2017-2018 Annual Program Evaluation Report was primarily based on the CACREP Site Visit. Over the past two years, the counseling programs have undergone major changes and modification in response to feedback from our last CACREP Site Visit. Therefore, many of the items outlined in the report are heavily informed by the site visit. Moving forward, the programs will fully engage the comprehensive program evaluation process as outlined in this report.

## DATA SOURCES USED IN COMPREHENSIVE PROGRAM EVALUATION

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



### **1. Current Student's Feedback and Evaluations**

At the conclusion of every course, students are given the opportunity to formally evaluate the course and instructor's performance. Students also provide informal feedback via the Department's Listserv, ongoing dialogue, and classroom discussions.

### **2. Program Coordinator's Annual Reports**

Program Coordinators are required to complete the Annual Report on Student Outcomes each year. Based on the assessment data provided by the Center for Assessment, Accreditation, and Retention (CAAR), Coordinators develop a report to include a review of program goals and expected learning outcomes. The report includes information about how students are performing in each of the identified course proficiencies. Program Coordinators are also responsible for completing the Academic Program Student Learning Assessment for Middle States accreditation. In this report, Coordinators report on expected learning outcomes, assessment items, and results of evaluative tools.

### **3. Advisory Board**

The Advisory Board is composed of faculty, current and former students, administration, 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.

### **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 prepare graduates for their work as professional counselors, according to the program objectives.

### **5. Site Supervisor and Employer Surveys**

Site Supervisor's perceptions are also 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 three levels that consist of Departmental Meetings, 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 Department. Also, during these meetings, faculty discuss and evaluate the data gathered from the five aforementioned sources

## SCHOOL COUNSELING

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

### **Faculty**

#### Program Coordinator

Dr. Cynthia Taylor

#### Department Faculty with Primary SC Affiliation

Dr. Audrey Lucas Brown

Dr. Kimberly Mills

#### Department Faculty with Secondary SC Affiliation

Dr. Mark Bolden

Dr. Jake Johnson

Dr. Frank Norton

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 Pre K – 12.

## Program Objectives

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



**G. Collaboration and Consultation:** Understands theories, models, and processes of consultation in school system settings. Identifies strategies to build effective working teams, and methods for collaboration with communities.

**H. Leadership:** Demonstrates knowledge, skills and practices in implementing roles/strategies for effective leadership in design, implementation and evaluation of a comprehensive school counseling program.

## **Program Modifications**

The current report addressed feedback from the aforementioned data sources. However, due to the recent CACREP Site Visit, the majority of the modifications are informed by CACREP's evaluation.

1. **Improved Interview Questions/ Rubric:** The School Counseling program strengthened the interview process by modifying the rubrics in order to make candidate responses more measureable. As well as being assessed in academic standards, candidates are rated in essential counseling characteristics such as social-emotional qualities, multicultural awareness, and their use of non-judgmental/helping qualities in resolving real-life scenarios.
2. **Change in Course Acronyms:** In an effort to make the psychology programs and counseling programs more distinctive in the Department of Counseling, school counseling students are no longer allowed to take core courses with psychology or other discipline students. This change was also implemented to strengthen student's counseling professional identity. As a result, core courses (e.g., COUN 734) were duplicated with the acronym and COUN (School Counseling) and MHCO (Mental Health Counseling) for counseling students only. For example, school counseling students are required to take **COUN 734 Counseling Theories and Practices** instead of **PSYC 734**.
3. **Practicum and Internship Evaluations:** For Practicum and Internship courses, site supervisors previously completed both formative and summative evaluations for school counseling students. Because some supervisors were not able to effectively use the evaluation system, their responses were often low. In order to increase the response rate in Taskstream, supervisors' evaluations are now completed in paper-pencil format. These evaluations are then collected by the Field Placement Supervisor and entered into the Taskstream system.
4. **Implementation of Graduate (Alumni) Follow-Up Studies:** In the Summer of 2018, online surveys were e-mailed to Spring 2017 counseling graduates as follow-up

studies to assess their perceptions of the program. The survey items focused on the degree to which the program effectively prepared graduates for their work as professional counselors.

5. **Implementation of Graduate Employer Follow-Up Studies:** In the Summer of 2018, online surveys were e-mailed to Spring 2017 counseling graduates' employers as follow-up studies to assess their perceptions of the program. The survey items focused on the degree to which the program effectively prepared graduates for their work as professional counselors.
  
6. **New Faculty:** The School Counseling program hired one new core faculty to start in the Summer of 2018. There is currently a total of three core faculty in the program. The program plans to hire one or two more core faculty to start Spring of 2019.
  
7. **New HIPAA Compliance Form:** Counseling programs developed the use of a new HIPAA Compliance Form for the instructional environment, which will be implemented in fall 2018. Students may be required to participate in classroom-based clinical exercises, such as audio/ visual recorded individual and group counseling sessions, psychological assessments, supervision, etc. During these exercises, the student's confidential and legal rights will be protected. Student records will not be disclosed or shared without the student's written consent or authorization, with the exception of specified legal limitations as listed below ("Section II. Limits of Confidentiality"). Information (e.g., notes) and materials (e.g., audio/ video recordings) produced during such activities will be stored and locked in a secured location.

## MENTAL HEALTH COUNSELING

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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. Frank Norton

#### Department Faculty with Primary MHCO Affiliation

Dr. Mark Bolden  
Dr. Jake Johnson  
Dr. Otis Williams III

#### Department Faculty with Secondary MHCO Affiliation

Dr. Audrey Lucas Brown  
Dr. Kimberly Mills  
Dr. Cynthia Taylor

## Mission Statement

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

## Program Objectives

- A. Foundation.** Understands knowledge of the history, roles, functions, professional identity, current treatment models, effects of diverse contexts and needs, and processes and operational management of the counseling profession.
- B. Counseling, Prevention, & Intervention.** Evaluates theories and practices regarding etiology, diagnostic process, treatment options, and strategies for effectiveness service delivery and impact.
- C. Social and Cultural Diversity.** Analyzes the effects of discrimination, power, privilege, social justice and oppression on one's own life and career and those of the client; and are able to advocate and identify opportunities and maximize impact in multicultural settings.
- D. Assessment.** Applies principles and models of assessment and evaluation, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational, psychopharmacological medications and personality and cognitive assessments.
- E. Research and Evaluation.** Analyzes and interprets research methods and designs, statistical analysis, needs assessment, and program evaluation to inform effective and relevant evidence-based treatment and to advance the counseling profession.

**F. Diagnosis.** Uses the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the *Diagnostic and Statistical Manual of Mental Disorders* (DSM); impact of co-occurring substance use disorders on medical and psychological disorders; and appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

## **Program Modifications**

The current report addressed feedback from the aforementioned data sources. However, due to the recent CACREP Site Visit, the majority of the modifications are informed by CACREP's evaluation.

1. **Change in Course Acronyms:** Mental health counseling students are no longer allowed to take core courses with psychology or other discipline students. This change was also implemented to strengthen student's counseling professional identity. As a result, core courses (e.g., COUN 734) were duplicated with the acronym MHCO (Mental Health Counseling) and COUN (School Counseling) for counseling students only. For example, mental health counseling students are required to take **COUN 734 Counseling Theories and Practices** instead of **PSYC 734**.
2. **New Courses to Program of Study:** The Mental Health Counseling program added two new courses (i.e., MHCO 671 Foundations in Mental Health Counseling and MHCO 700 Mental health Prevention and Intervention) to its curriculum. It was determined that COUN 502 Principles and Philosophy claimed to have measured too many CACREP Standards in this one course. With the addition of the new courses (to be offered Spring 2019), the mental health counseling program can now appropriately assess the targeted CACREP Standards.
3. **Implemented Interview Process to Admissions:** In the Summer 2018, the mental health counseling program implemented an interview process to its Admissions Requirement. Several interviews were conducted to better understand the applicant's ability to utilize problem-solving and interpersonal counseling skills while resolving counseling dilemmas within multicultural team environments. The Mental Health Counseling program collaborated with School Counseling to develop new interview questions and rubric.
4. **Implementation of Graduate (Alumni) Follow-Up Studies:** In the Summer of 2018, online surveys were e-mailed to Spring 2017 as follow-up studies to assess their

perceptions of the program. The survey items focused on the degree to which the program effectively prepared graduates for their work as professional counselors.

5. **Implementation of Site Supervisor Follow-Up Studies:** In the Summer of 2018, online surveys were e-mailed to Spring 2017 counseling graduates' employers as follow-up studies to assess their perceptions of the program. The survey items focused on the degree to which the program effectively prepared graduates for their work as professional counselors.
  
6. **Implementation of Graduate Employer Follow-Up Studies:** In the Summer of 2018, online surveys were e-mailed to Spring 2017 counseling graduates' employers as follow-up studies to assess their perceptions of the program. The survey items focused on the degree to which the program effectively prepared graduates for their work as professional counselors.
  
7. **New Faculty:** The Mental Health Counseling program hired one new core faculty to start in the Summer of 2018. There is currently a total of four core faculty in the program. The program plans to hire one or two more core faculty to start Spring of 2019.
  
8. **New HIPAA Compliance Form:** Counseling programs developed the use of a new HIPAA Compliance Form for the instructional environment, which will be implemented in fall 2018. Students may be required to participate in classroom-based clinical exercises, such as audio/ visual recorded individual and group counseling sessions, psychological assessments, supervision, etc. During these exercises, the student's confidential and legal rights will be protected. Student records will not be disclosed or shared without the student's written consent or authorization, with the exception of specified legal limitations as listed below ("Section II. Limits of Confidentiality"). Information (e.g., notes) and materials (e.g., audio/ video recordings) produced during such activities will be stored and locked in a secured location.