

BOWIE STATE UNIVERSITY

Department of Counseling



2020-2021 AY

CACREP

Annual Program Evaluation Report

M.Ed., School Counseling

M.A., Mental Health Counseling

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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 2019-2020 AY, program faculty and other stakeholders met to discuss and implement program changes and modifications based on various evaluations. The six core data sources included:

1. Current Student's Feedback and Evaluations

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

2. Student Learning Outcomes

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

3. Advisory Board

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

4. Graduate Surveys

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

5. Site Supervisor and Employer Surveys

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

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

6. Monthly Faculty Meetings

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

DATA SOURCES USED IN COMPREHENSIVE PROGRAM EVALUATION

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



STUDENT DEMOGRAPHICS

2020-2021

Gender			
Mental Health Counseling Program		School Counseling Program	
Male	7	Male	8
Female	76	Female	55
Total	83	Total	63

Ethnicity					
Mental Health Counseling Program			School Counseling Program		
	Male	Female		Male	Female
African American/Black	4	61	African American/Black	7	35
Asian		1	Asian		
Foreign		3	Foreign		
Hispanic	1	4	Hispanic		5
Native Hawaiian			Native Hawaiian		1
Two or More Races		2	Two or More Races		4
Unknown		1	Unknown		2
White	2	4	White	1	8
Total	7	76		8	55

SCHOOL COUNSELING PROGRAM

SCHOOL COUNSELING

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

Faculty

Program Coordinator

Dr. Cynthia Taylor

Department Faculty with Primary SC (School Counseling) Affiliation

Dr. Audrey Lucas Brown

Dr. Marja Humphrey

Department Faculty with Secondary SC Affiliation

Dr. Janelle Bettis

Dr. Mark Bolden

Dr. Jake Johnson

Dr. Kimberly Mills

Dr. Vanessa Patton-Scott

Dr. Otis Williams III

Mission Statement

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

Program Objectives

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

Program Evaluation Results

1. Current Student's Feedback and Evaluations

Midpoint Evaluation

The *Midpoint Evaluation Survey* is administered to students midway through their Program of Study. Midpoint survey data was collected (Fall 2020 and Spring 2021) in the COUN 702 Introduction to School Counseling course. This course is typically taken after students have passed the comprehensive exam and before they enter Practicum. There was a total of 16 respondents (15 female and 1 male, 10 who identified as African American, 2 as White, 1 as Hispanic, 1 as Asian/Pacific Islander, 1 an American Indian/Alaska Native and 1 multiracial). Using a four-point scale, where 1 was unacceptable, 2 needs improvement, 3 meets standards, and 4 exceeds standards.

The survey included five separate responses (1-unacceptable; 2- needs improvement; 3-meets standards; 4-exceeds standards; NA-not applicable). Program Quality (measured by 13 items), the Fall 2020 mean score was 3.68, and Spring 2021 mean score was 3.91. The average score for Professional Disposition (measured by 4 items) was 3.73 for Fall 2020 and 4.00 for Spring 2021. For Diversity Competencies and Practices (measured by 7 items), the mean score was 3.54 for Fall 2020 and 4.00 for Spring 2021.

School Counseling Midpoint Survey Fall 2020

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 12 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	12	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study is relevant to my career pursuit.	12	0.00%	8.33%	16.67%	75.00%	0.00%	3.67	4.00	4	0.62
The clinical experiences as provided by the program are relevant to my career pursuit.	12	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4.00	4	0.43
The program of study and its clinical experiences represent current and promising practices in the professional field.	12	0.00%	8.33%	16.67%	75.00%	0.00%	3.67	4.00	4	0.62
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	12	0.00%	8.33%	16.67%	75.00%	0.00%	3.67	4.00	4	0.62
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12	12	0.00%	8.33%	25.00%	66.67%	0.00%	3.58	4.00	4	0.64

The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	12	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	12	0.00%	0.00%	16.67%	83.33%	0.00%	3.83	4.00	4	0.37
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	12	0.00%	0.00%	16.67%	83.33%	0.00%	3.83	4.00	4	0.37
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	12	0.00%	8.33%	8.33%	83.33%	0.00%	3.75	4.00	4	0.60
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	12	0.00%	8.33%	16.67%	75.00%	0.00%	3.67	4.00	4	0.62
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	12	0.00%	8.33%	33.33%	41.67%	16.67%	3.40	3.50	4	0.66
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	12	0.00%	8.33%	25.00%	66.67%	0.00%	3.58	4.00	4	0.64
Total	156	0.00%	5.13%	21.79%	71.79%	1.28%	3.68	4.00	4	0.57

PROFESSIONAL DISPOSITION

(Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 12 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	12	0.00%	8.33%	16.67%	75.00%	0.00%	3.67	4.00	4	0.62
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	12	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to provide a positive and safe classroom climate that promotes and values student and/or client diversity.	12	0.00%	0.00%	16.67%	83.33%	0.00%	3.83	4.00	4	0.37
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	12	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4.00	4	0.43
Total	48	0.00%	2.08%	22.92%	75.00%	0.00%	3.73	4.00	4	0.49

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 12 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	12	0.00%	8.33%	33.33%	58.33%	0.00%	3.50	4.00	4	0.65
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.	12	0.00%	8.33%	33.33%	58.33%	0.00%	3.50	4.00	4	0.65
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	12	0.00%	0.00%	50.00%	50.00%	0.00%	3.50	3.50	3,4	0.50
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.	12	0.00%	0.00%	50.00%	41.67%	8.33%	3.45	3.00	3	0.50

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	12	0.00%	0.00%	41.67%	58.33%	0.00%	3.58	4.00	4	0.49
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.	12	0.00%	8.33%	33.33%	58.33%	0.00%	3.50	4.00	4	0.65
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	12	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4.00	4	0.43
fairness and the belief that all students and/or clients can learn.										
Total	84	0.00%	3.57%	38.10%	57.14%	1.19%	3.54	4.00	4	0.57

Spring 2021

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

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

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4.00	4	0.43
The program of study is relevant to my career pursuit.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4.00	4	0.43
The clinical experiences as provided by the program are relevant to my career pursuit.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4.00	4	0.43
The program of study and its clinical experiences represent current and promising practices in the professional field.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	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.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	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.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	4	0.00%	0.00%	0.00%	100.00%	0.00%	4.00	4.00	4	0.00
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	4	0.00%	0.00%	0.00%	100.00%	0.00%	4.00	4.00	4	0.00
The site mentor(s) provides guidance and support that contribute	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
positively to my obtainment of professional competencies.										
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	4	0.00%	0.00%	25.00%	75.00%	0.00%	3.75	4.00	4	0.43
Total	52	0.00%	0.00%	7.69%	78.85%	13.46%	3.91	4.00	4	0.28

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

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

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	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	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
promotes and values student and/or client diversity.										
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
Total	16	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

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

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

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	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.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	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	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00

clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.										
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 fairness and the belief that all students and/or clients can learn.	4	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00
Total	28	0.00%	0.00%	0.00%	75.00%	25.00%	4.00	4.00	4	0.00

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

Many students responded that the professors were the most helpful aspects of the program for their experience in the field, extensive knowledge and passion for teaching. Here is a sample quote: “I love the professors of the School Counseling Graduate Program at Bowie State University. They are huge advocates for the students of the program and are always available for any questions, concerns, and are always very helpful towards ensuring the success of each of their students. During COVID-19, they were very flexible and understanding of any extenuating circumstances and were always willing to accommodate their students.” Several other students commented about the curriculum and teaching modalities. Here are a few quotes: “Including some form of presentations in each class were very helpful. It allowed me to build my confidence with public speaking. I know public speaking is a part of the Counseling job.” “The most helpful aspects of this program were the steps toward developing a collaborative relationship with parents and teachers, how to develop school counseling programs, and learning how to arrange my time when being a school counselor.” (Fall 2020)

Students spoke about the courses and learning from their peers and professors. They said that they felt prepared for the real world with “information that a book cannot teach you.” (Spring 2021)

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

Several students responded “N/A” to this question. One of the students who provided a response thought: “There should be more transparency about what courses are typically offered in the winter or summer sessions to ensure that students can complete the program in the most time efficient manner.” (Fall 2020)

Students wanted to have courses offered at times other than in the evenings. (Spring 2021)

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

Students shared comments about more review sessions in advance of the comprehensive exam, wishing classes were in person, and having more school counseling specific classes so that they felt “confident and ready before entering practicum/internship”. Another quote expressed something different: “I believe that it’s important that the program allow for more opportunities and courses that are multiculturally aligned. Meaning, more opportunities that include Racial Identity Models and or other methods of counseling that could include other evolved theories which would not make it feel like as a counselor I have only a limited amount of theories to choose from when it comes to working with diverse clients.” (Fall 2020)

Respondents wanted more hybrid courses and a semester by semester course plan. (Spring 2021)

Exit Evaluation

Exit data was collected from two students in the Fall 2020 and Spring 2021 semesters of the COUN 861 Seminar in School Counseling course. This course is taken as one of the last courses in the Program of Study. There was a total of 17 graduates over these two semesters (15 who were female and 2 male, 12 who identified as African American, 3 as White and 2 as multiracial).

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 3.56 for Fall 2020 and 3.72 for Spring 2021. For Professional Disposition (measured by 4 items) the average for Fall 2020 was 3.55 and 3.58 for Spring 2021. For Diversity Competencies and Practices (measured by 7 items) the mean for Fall 2020 was 3.47 and 3.64 for Spring 2021.

Fall 2020

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

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

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	11	0.00%	9.09%	36.36%	54.55%	0.00%	3.45	4.00	4	0.66
The program of study is relevant to my career pursuit.	11	0.00%	0.00%	18.18%	81.82%	0.00%	3.82	4.00	4	0.39
The clinical experiences as provided by the program are relevant to my career pursuit.	11	0.00%	0.00%	9.09%	90.91%	0.00%	3.91	4.00	4	0.29
The program of study and its clinical experiences represent current and promising practices in the professional field.	11	0.00%	0.00%	36.36%	63.64%	0.00%	3.64	4.00	4	0.48
The program of student and/or client learning.	11	0.00%	0.00%	27.27%	72.73%	0.00%	3.73	4.00	4	0.45
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	11	0.00%	0.00%	45.45%	54.55%	0.00%	3.55	4.00	4	0.50

care. Students also noted the most helpful aspects of the program were the networking opportunities and the ability to meet new people and connecting with likeminded professionals to bounce ideas and gain insight. Lastly, students noted the curriculum was helpful. For example, they noted the course gave them effective knowledge and skills needed for counseling practice and the hours of internship gave a diverse wealth of experience and enough time to practice skills.

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	11	0.00%	9.09%	36.36%	54.55%	0.00%	3.45	4.00	4	0.66
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	11	0.00%	9.09%	27.27%	63.64%	0.00%	3.55	4.00	4	0.66
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	11	0.00%	9.09%	18.18%	72.73%	0.00%	3.64	4.00	4	0.64

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

promotes and values student and/or client diversity.										
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	11	0.00%	9.09%	27.27%	63.64%	0.00%	3.55	4.00	4	0.66
Total	44	0.00%	9.09%	27.27%	63.64%	0.00%	3.55	4.00	4	0.66

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

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

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	11	0.00%	0.00%	36.36%	63.64%	0.00%	3.64	4.00	4	0.48
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	11	0.00%	9.09%	45.45%	45.45%	0.00%	3.36	3.00	3,4	0.64
The program of study and its	11	0.00%	18.18%	36.36%	45.45%	0.00%	3.27	3.00	4	0.75
clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.										
The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	11	0.00%	0.00%	36.36%	63.64%	0.00%	3.64	4.00	4	0.48

The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	11	0.00%	9.09%	36.36%	54.55%	0.00%	3.45	4.00	4	0.66
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	11	0.00%	9.09%	45.45%	45.45%	0.00%	3.36	3.00	3,4	0.64
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	11	0.00%	0.00%	45.45%	54.55%	0.00%	3.55	4.00	4	0.50
Total	77	0.00%	6.49%	40.26%	53.25%	0.00%	3.47	4.00	4	0.62

SPRING 2021

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

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

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study is relevant to my career pursuit.	6	0.00%	0.00%	16.67%	83.33%	0.00%	3.83	4.00	4	0.37
The clinical experiences as provided by the program are relevant to my career pursuit.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences represent current and promising practices in the professional field.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences prepare me with the knowledge and skills to measure and improve P-12	6	0.00%	0.00%	16.67%	83.33%	0.00%	3.83	4.00	4	0.37
student and/or client learning.										
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47

The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	6	0.00%	0.00%	0.00%	100.00%	0.00%	4.00	4.00	4	0.00
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The site mentor(s) provides guidance and support that contribute	6	0.00%	0.00%	0.00%	100.00%	0.00%	4.00	4.00	4	0.00
positively to my obtainment of professional competencies.										
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	6	0.00%	16.67%	16.67%	33.33%	33.33%	3.25	3.50	N/A,4	0.83
Total	78	0.00%	1.28%	24.36%	71.79%	2.56%	3.72	4.00	4	0.48

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

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

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	6	0.00%	0.00%	50.00%	50.00%	0.00%	3.50	3.50	3,4	0.50
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	6	0.00%	0.00%	50.00%	50.00%	0.00%	3.50	3.50	3,4	0.50
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	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

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

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences provide opportunities for me to explore different learning styles and encourages adaptation of instruction appropriate for students and/or clients.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
Total	24	0.00%	0.00%	41.67%	58.33%	0.00%	3.58	4.00	4	0.49

The program of study and its clinical experiences provide me with opportunities to interact with P-12 students and/or clients with diverse backgrounds and needs.	6	0.00%	0.00%	50.00%	50.00%	0.00%	3.50	3.50	3,4	0.50
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	6	0.00%	0.00%	33.33%	66.67%	0.00%	3.67	4.00	4	0.47
Total	42	0.00%	0.00%	35.71%	64.29%	0.00%	3.64	4.00	4	0.48

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

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

Students said that the faculty was one of the most helpful aspects of the program. One quote summarizes this well: “The guidance and support the professors provided me was amazing.” Internship was mentioned next most frequently. “Practicum and Internship was such a great and fulfilling experience, I’ve learned so much and will continue to apply them in my professional life.” (Fall 2020)

Students highlighted several different strengths of the program: field experiences, support from the staff, and hands-on experience doing a virtual program which helped the students develop a skillset they did not even anticipate needing: “Having this experience during a pandemic has awarded me with a skillset I would have never thought I needed. I am very appreciative as this has pushed me to be creative by thinking outside the box and to ask more questions when I do not understand. I also appreciate that I was not the only one going through this so everyone had questions as we were learning together.” (Spring 2021)

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

Several students responded with “N/A” to this question. Those that provided responses talked about stress during the capstone project in the Seminar and how information is communicated. One student referred to the pandemic: “The least helpful aspect of my Internship experience would have to be NOT working with students directly in person. But due to the COVID-19 situation this was out of our control. But my site supervisor and I were able to make it work in a virtual setting.” (Fall 2020)

Some students mentioned difficulty contacting their advisor, but receiving help from other faculty members. One student mentioned the challenge of completing their field experience virtually, yet understood how their site supervisors were trying to figure things out in this new virtual school counseling environment. Yet another student mentioned the stress of the final semester, both completing Internship and applying for professional positions. (Spring 2021)

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

Several students responded with “N/A” to this question. Those that provided responses talked about “I think there should be more collaboration between members of a program. I think it would have been beneficial to have formed relationships with people further along in the program to get advice and insight from them.” “Perhaps encourage classmates to create a “buddy system” to work with a partner to help support each other during class.” (Fall 2020)

Half of the respondents answered “N/A” or indicated that they did not have any additional comments. One comment focused on splitting the hours requirement for practicum and internship experiences, such that 600 hours did not have to be completed in one semester. The student seemed to think “this option may make the program more sustainable and accessible to a larger population

of students.” Another student recommended a refresher course towards the end of the program. (Spring 2021)

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 2020 (3.12 out of 4.0), COUN 706 Introduction to Research course in Spring 2021 (2.89 out of 4.0), and COUN 836 Summative Practicum course in Spring 2021 (3.04 out of 4.0).




Report: Summary of Performance for Authors in DRF: Graduate School Counseling - Fall 2020
Report Generated by [Taskstream](#)
Program: Graduate School Counseling - Fall 2020
DRF template: Graduate School Counseling - Fall 2020
Authors : 60 Authors matched search criteria
Report Generated : Friday, August 26, 2022

Transition 1: Admission




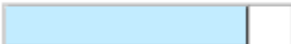


Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%

Transition 2: Core/ Foundations


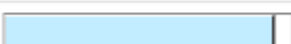




Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
EDUC 507 Access : None	0 of 0 (0%)		<div style="width: 0%; height: 15px; background-color: #add8e6;"></div>
COUN 502: Common Core Final Exam Access : Subset	0 of 11 (0%)		<div style="width: 0%; height: 15px; background-color: #add8e6;"></div>
COUN 608: Grp Prsnttn (Do Not Use) Access : None	0 of 0 (0%)		<div style="width: 0%; height: 15px; background-color: #add8e6;"></div>
COUN 608: Personality Test Paper Access : Subset	10 of 11 (91%)	Avg. = 3.89/4 (97%)	<div style="width: 97%; height: 15px; background-color: #add8e6;"></div>
COUN 633: Social Justice Pres. Access : Subset	14 of 14 (100%)	Avg. = 3.87/4 (97%)	<div style="width: 97%; height: 15px; background-color: #add8e6;"></div>
COUN 730: Class Presentaion Access : None	0 of 0 (0%)		<div style="width: 0%; height: 15px; background-color: #add8e6;"></div>
COUN 731: Group Report Access : Subset	10 of 11 (91%)	Avg. = 3.76/4 (94%)	<div style="width: 94%; height: 15px; background-color: #add8e6;"></div>
COUN 734: Class Presentaion Access : Subset	10 of 11 (91%)	Avg. = 3.76/4 (94%)	<div style="width: 94%; height: 15px; background-color: #add8e6;"></div>
COUN 706: Prog. Evaluation Proposal Access : Subset	5 of 5 (100%)	Avg. = 3.60/4 (90%)	<div style="width: 90%; height: 15px; background-color: #add8e6;"></div>
COUN 702: MID-POINT PROGRAM SURVEY Access : Subset	12 of 12 (100%)	12 Met / 0 Not Met	<div style="width: 100%; height: 15px; background-color: #add8e6;"></div>
COUN 702: Paper Deleted in 2020 Access : None	0 of 0 (0%)		<div style="width: 0%; height: 15px; background-color: #add8e6;"></div>
COUN 702: Exam One Access : Subset	12 of 12 (100%)	Avg. = 94.38/100 (94%)	<div style="width: 94%; height: 15px; background-color: #add8e6;"></div>
COUN 702: Exam Two Access : Subset	12 of 12 (100%)	Avg. = 92.63/100 (93%)	<div style="width: 93%; height: 15px; background-color: #add8e6;"></div>
COUN 702: Exam Three Access : Subset	12 of 12 (100%)	Avg. = 100.00/100 (100%)	<div style="width: 100%; height: 15px; background-color: #add8e6;"></div>

COUN 780: Article Critique Access : Subset	4 of 4 (100%)	Avg. = 3.95/4 (99%)	
COUN 840: Role Play Access : Subset	0 of 8 (0%)		
COUN 610 - Assessment Access : None	0 of 0 (0%)		

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 603 Access : None	0 of 0 (0%)		
SPED 511 Access : None	0 of 0 (0%)		
COUN 702 Access : None	0 of 0 (0%)		
COUN 836: Formative Practicum Access : Subset	7 of 7 (100%)	Avg. = 3.41/4 (85%)	
COUN 836: Summative Practicum Access : Subset	7 of 7 (100%)	Avg. = 3.44/4 (86%)	
COUN 799: CPCE Access : Subset	10 of 13 (77%)	Avg. = 75.70/136 (56%)	

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 837: EXIT PROGRAM SURVEY Access : Subset	11 of 11 (100%)	11 Met / 0 Not Met	
COUN 837: Exit Portfolio Access : Subset	11 of 11 (100%)	Avg. = 3.75/4 (94%)	
COUN 837: Formative Internship Access : Subset	11 of 11 (100%)	Avg. = 3.42/4 (86%)	
COUN 837: Summative Internship Access : Subset	11 of 11 (100%)	Avg. = 3.44/4 (86%)	
COUN 861: Capstone Project Access : Subset	6 of 8 (75%)	Avg. = 3.12/4 (78%)	
COUN 801: Capstone Project Access : None	0 of 0 (0%)		

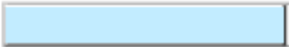


Report: Summary of Performance for Authors in DRF: Graduate School Counseling - Spring 2021
Report Generated by Taskstream
Program: Graduate School Counseling - Spring 2021
DRF template: Graduate School Counseling - Spring 2021
Authors : 69 Authors matched search criteria
Report Generated : Friday, August 26, 2022

Transition 1: Admission







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

Transition 2: Core/ Foundations







Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
EDUC 507 Access : None	0 of 0 (0%)		
COUN 502: Common Core Final Exam Access : Subset	8 of 8 (100%)	Avg. = 68.13/80 (85%)	
COUN 608: Group Presentation Access : None	0 of 0 (0%)		
COUN 608: Personality Test Paper Access : Subset	3 of 3 (100%)	Avg. = 4.00/4 (100%)	
COUN 633: Social Justice Pres. Access : Subset	8 of 8 (100%)	Avg. = 3.68/4 (92%)	
COUN 730: Class Presentaion Access : None	0 of 0 (0%)		
COUN 731: Group Report Access : Subset	7 of 8 (88%)	Avg. = 3.34/4 (84%)	
COUN 734: Class Presentaion Access : Subset	6 of 6 (100%)	Avg. = 3.92/4 (98%)	
COUN 706: Prog. Evaluation Proposal Access : Subset	8 of 8 (100%)	Avg. = 2.89/4 (72%)	
COUN 702: MID-POINT PROGRAM SURVEY Access : Subset	4 of 4 (100%)	4 Met / 0 Not Met	
COUN 702: Paper Deleted in 2020 Access : None	0 of 0 (0%)		
COUN 702: Exam One Access : Subset	4 of 4 (100%)	Avg. = 97.50/100 (98%)	
COUN 702: Exam Two Access : Subset	4 of 4 (100%)	Avg. = 95.00/100 (95%)	
COUN 702: Exam Three Access : Subset	4 of 4 (100%)	Avg. = 89.50/100 (90%)	

COUN 780: Article Critique Access : Subset	10 of 10 (100%)	Avg. = 3.93/4 (98%)	
COUN 840: Role Play Access : Subset	0 of 14 (0%)		
COUN 610 - Assessment Access : Subset	0 of 7 (0%)		

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 603 Access : None	0 of 0 (0%)		
SPED 511 Access : None	0 of 0 (0%)		
COUN 702 Access : None	0 of 0 (0%)		
COUN 836: Formative Practicum Access : Subset	5 of 5 (100%)	Avg. = 3.18/4 (80%)	
COUN 836: Summative Practicum Access : Subset	5 of 5 (100%)	Avg. = 3.07/4 (77%)	
COUN 799: CPCE Access : Subset	10 of 10 (100%)	Avg. = 73.90/136 (54%)	

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 837: EXIT PROGRAM SURVEY Access : Subset	6 of 7 (86%)	6 Met / 0 Not Met	
COUN 837: Exit Portfolio Access : Subset	6 of 7 (86%)	Avg. = 4.00/4 (100%)	
COUN 837: Formative Internship Access : Subset	6 of 7 (86%)	Avg. = 3.58/4 (90%)	
COUN 837: Summative Internship Access : Subset	6 of 7 (86%)	Avg. = 3.82/4 (96%)	
COUN 861: Capstone Project Access : Subset	3 of 7 (43%)	Avg. = 3.62/4 (90%)	
COUN 801: Capstone Project Access : None	0 of 0 (0%)		




Report: Summary of Performance for Authors in DRF: Graduate School Counseling - Summer 2021
Report Generated by Taskstream
Program: Graduate School Counseling - Summer 2021
DRF template: Graduate School Counseling - Summer 2021
Authors : 21 Authors matched search criteria
Report Generated : Friday, August 26, 2022

Transition 1: Admission








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

Transition 2: Core/ Foundations







Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
EDUC 507 Access : None	0 of 0 (0%)		
COUN 502: Common Core Final Exam Access : None	0 of 0 (0%)		
COUN 608: Group Presentation Access : None	0 of 0 (0%)		
COUN 608: Personality Test Paper Access : None	0 of 0 (0%)		
COUN 633: Social Justice Pres. Access : None	0 of 0 (0%)		
COUN 730: Class Presentaion Access : None	0 of 0 (0%)		
COUN 731: Group Report Access : Subset	4 of 4 (100%)	Avg. = 4.00/4 (100%)	
COUN 734: Class Presentaion Access : None	0 of 0 (0%)		
COUN 706: Prog. Evaluation Proposal Access : Subset	3 of 3 (100%)	Avg. = 2.03/4 (51%)	
COUN 702: MID-POINT PROGRAM SURVEY Access : None	0 of 0 (0%)		
COUN 702: Paper Deleted in 2020 Access : None	0 of 0 (0%)		
COUN 702: Exam One Access : None	0 of 0 (0%)		
COUN 702: Exam Two Access : None	0 of 0 (0%)		
COUN 702: Exam Three Access : None	0 of 0 (0%)		

COUN 780: Article Critique Access : Subset	6 of 6 (100%)	Avg. = 3.92/4 (98%)	
COUN 840: Role Play Access : None	0 of 0 (0%)		
COUN 610 - Assessment Access : None	0 of 0 (0%)		

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 603 Access : None	0 of 0 (0%)		
COUN 840 Access : None	0 of 0 (0%)		
SPED 511 Access : None	0 of 0 (0%)		
COUN 702 Access : None	0 of 0 (0%)		
COUN 836: Formative Practicum Access : None	0 of 0 (0%)		
COUN 836: Summative Practicum Access : None	0 of 0 (0%)		
COUN 799: CPCE Access : Subset	4 of 4 (100%)	Avg. = 78.75/136 (58%)	

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 100%
COUN 837: EXIT PROGRAM SURVEY Access : None	0 of 0 (0%)		
COUN 837: Exit Portfolio Access : None	0 of 0 (0%)		
COUN 837: Formative Internship Access : None	0 of 0 (0%)		
COUN 837: Summative Internship Access : None	0 of 0 (0%)		
COUN 861: Capstone Project Access : None	0 of 0 (0%)		
COUN 801: Capstone Project Access : None	0 of 0 (0%)		

Counselor Preparation Comprehensive Examination (CPCE)

In fall 2020, eight school counseling students completed the CPCE. Of the eight, six (75%) passed the exam with a median of 75. The national mean was 84.39.

In spring 2021, nine school counseling students completed the CPCE. Of the nine, four (44%) passed the exam with a median of 89. The national mean was 89.

In summer 2021, four school counseling students completed the CPCE. Of the four, two (50%) passed the exam with a mean score of 92. The national mean was 92.

3. Advisory Board

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

For the fall 2020 board meeting, faculty members briefed the board regarding program updates. During the meeting, members also discussed ongoing program improvements. Several areas of support will continue or will be implemented, including offering CPCE test preparation sessions, and increasing advisement sessions. Stakeholders considered whether it would be useful to move COUN 702 (Introduction to School Counseling) to the beginning level in the program. Per student feedback, students should reflect on what the school counseling role entails so that they can decide if they have made the appropriate career selection and to assess their “fitness” for becoming counselors.

Program specific enhancements were also reviewed. For School Counseling, stakeholders suggested ways to streamline the NCE registration process and discussed improvements for teaching students the ASCA (American School Counselor Association) model (e.g., PBIS programs, program planning, 504 plans). They also brainstormed ways to identify more LGPCs (Licensed Graduate Professional Counselor) in the field who offer supervision for school counseling students. School Counseling programs supported the creation of a counseling suite to be utilized for mock clinical sessions.

4. Graduate Surveys

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

Fall 2020

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

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

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

Rated somewhat effective: crisis management skills

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

Rated good: overall quality of classroom instruction

Spring 2021

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

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

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

Rated good: overall quality of classroom instruction

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

5. Site Supervisor and Employer Survey

Site Supervisor Survey

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

Employer Survey

Department of Counseling, School Counseling program contacted alumni regarding employers completing an employer survey. One school counseling former student responded and noted they did not want us to contact their employer. The Department of Counseling, School Counseling program does not have an employer survey for Fall 2020.

Department of Counseling, School Counseling program had one school student responded and noted they did not want Department of Counseling to contact their employer, so the Department of Counseling does not have an employer survey for Spring 2021.

6. Monthly Faculty Meetings

Department meetings are held the first Thursday of each month during the academic year (September - May). As standing agenda items throughout the year, faculty discussed CACREP, the Comprehensive Examination, curriculum offerings, student dispositions, and policy and procedures. Considerable discussion was devoted to how faculty can continue to support academic learning in the online/virtual space. Department meetings are also an opportunity to process informal feedback and information from classroom dialogues, emails, and advisement sessions.

Program Modifications

*****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.

From 2019-2020 Annual Report

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. Janelle Cox

Department Faculty with Primary MHCO Affiliation

Dr. Mark Bolden

Dr. Jake Johnson

Dr. Kimberly Mills

Dr. Vanessa-Patton-Scott

Dr. Otis Williams III

Department Faculty with Secondary MHCO Affiliation

Dr. Audrey Lucas Brown

Dr. Marja Humphrey

Dr. Cynthia Taylor

Mission Statement

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

Program Objectives

- G. 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.
- H. Counseling, Prevention, & Intervention.** Evaluates theories and practices regarding etiology, diagnostic process, treatment options, and strategies for effectiveness service delivery and impact.
- I. 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.
- J. 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.
- K. 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.
- L. 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 Evaluation Results

1. Current Student’s Feedback and Evaluations

Midpoint Evaluation

The *Midpoint Evaluation Survey* is administered to student’s midway through their Program of Study. Midpoint survey data was collected (Fall 2020, Spring 2021, and Summer 2021) in the Practicum course. This course is typically taken at 30 credit hours. Twenty students in total completed the Midpoint survey, including 18 females, 2 male, 16 African Americans, 2 Other, and 1 Races. 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 3.66. The average score for Professional Disposition (measured by 4 items) was 3.72. For Diversity Competencies and Practices (measured by 7 items), the mean score was 3.68.

Mental Health Counseling Midpoint Survey 2020-2021 Academic Year

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 20 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	20	0.00%	0.00%	35.00%	65.00%	0.00%	3.65	4	4	0.48
The program of study is relevant to my career pursuit.	20	0.00%	0.00%	20.00%	75.00%	5.00%	3.79	4	4	0.41
The clinical experiences as provided by the program are relevant to my career pursuit.	20	0.00%	5.00%	30.00%	65.00%	0.00%	3.6	4	4	0.58
The program of study and its clinical experiences represent current and promising practices in the professional field.	20	0.00%	5.00%	30.00%	65.00%	0.00%	3.6	4	4	0.58

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	20	0.00%	5.00%	30.00%	65.00%	0.00%	3.6	4	4	0.58
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.	20	0.00%	5.00%	40.00%	55.00%	0.00%	3.5	4	4	0.59
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	20	0.00%	5.00%	40.00%	55.00%	0.00%	3.5	4	4	0.59
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	20	0.00%	5.00%	35.00%	60.00%	0.00%	3.55	4	4	0.59
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	20	0.00%	0.00%	30.00%	70.00%	0.00%	3.7	4	4	0.46
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	20	0.00%	5.00%	20.00%	75.00%	0.00%	3.7	4	4	0.56
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	20	0.00%	5.00%	25.00%	70.00%	0.00%	3.65	4	4	0.57
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	20	0.00%	20.00%	5.00%	75.00%	0.00%	3.55	4	4	0.8
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	20	0.00%	5.00%	35.00%	50.00%	10.00%	3.5	4	4	0.6
Total	260	0.00%	5.00%	28.85%	65.00%	1.15%	3.61	4	4	0.58

PROFESSIONAL DISPOSITION

(Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 20 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	20	0.00%	0.00%	30.00%	70.00%	0.00%	3.7	4	4	0.46
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	20	0.00%	0.00%	30.00%	70.00%	0.00%	3.7	4	4	0.46
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.	20	0.00%	0.00%	25.00%	70.00%	5.00%	3.74	4	4	0.44
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	20	0.00%	0.00%	30.00%	70.00%	0.00%	3.7	4	4	0.46
Total	80	0.00%	0.00%	28.75%	70.00%	1.25%	3.71	4	4	0.45

DIVERSITY COMPETENCIES

AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 20 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				

The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	20	0.00%	5.00%	50.00%	45.00%	0.00%	3.4	3	3	0.58
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.	20	0.00%	0.00%	35.00%	65.00%	0.00%	3.65	4	4	0.48
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	20	0.00%	5.00%	40.00%	55.00%	0.00%	3.5	4	4	0.59
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.	20	0.00%	5.00%	30.00%	60.00%	5.00%	3.58	4	4	0.59
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	20	0.00%	5.00%	40.00%	55.00%	0.00%	3.5	4	4	0.59
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.	20	0.00%	0.00%	45.00%	55.00%	0.00%	3.55	4	4	0.5
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to demonstrate classroom behaviors that are consistent with ideas of fairness and the belief that all students and/or clients can learn.	20	0.00%	0.00%	35.00%	65.00%	0.00%	3.65	4	4	0.48
Total	140	0.00%	2.86%	39.29%	57.14%	0.71%	3.55	4	4	0.55

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

Students identified the most helpful aspects of the program were the professors and variety of clinical supervisors during their Practicum, Internship I and II courses. Students noted professors were very knowledgeable in this field and passionate about the topic. Professors demonstrated genuine caring and flexibility with varied instructional activities that aid our learning. Students noted also enjoying having different supervisors in the Practicum course. A student reported “I like how we have a class supervisor to talk to in the class. I like that having small groups gives us more of an intimate approach towards guidance”. Another student noted “I like how I have the opportunity to receive feedback on four different domains: from my class supervisor, my external supervisor appointed from my class teacher, my site supervisor and my peers”.

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

Students identified the least helpful aspects of the program were technology (18%) and sequence of courses with the program of study (9%). Students noted, due to the Pandemic, inconsistencies with the use of Blackboard across courses. In addition, students noted wanting to move advanced techniques sooner in the program to help learn counseling skills before starting practicum.

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

Additional comments students noted were overall enjoying their experience within the program. Although some students felt as though they were not prepared for practicum, other students commented otherwise. One student stated, “the program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences” and “overall, the program prepares me for professional work”.

Additional comments students noted were overall enjoying their experience within the program. Students noted wanting more opportunities for practicing clinical skills such as role-play, observation of skills and practicing how to proceed with actual clients with diverse diagnoses. Another student suggested having the same professors follow students throughout their clinical courses.

Exit Evaluation

Exit data was collected from the three semesters (Fall 2020, Spring 2021 and Summer 2021) in Internship II course. This course is taken as one of the last in the Program of Study. There were a total of 27 graduates over these three semesters (23 who were female, and 4 male, 27 who identified as Black). 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 3.19, for Professional Disposition (measured by 4 items) was 3.28, and 3.42 for Diversity Competencies and Practices (measured by 7 items).

Mental Health Exit Survey 2020-2021 Academic Year

PROGRAM QUALITY (Required

Element)

Form Element Type: Rating

Scale

Total Author Response(s): 27 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
Overall, the program prepares me for professional work.	27	0.00%	11.11%	33.33%	55.56%	0.00%	3.44	4	4	0.68
The program of study is relevant to my career pursuit.	27	0.00%	0.00%	40.74%	59.26%	0.00%	3.59	4	4	0.49
The clinical experiences as provided by the program are relevant to my career pursuit.	27	0.00%	3.70%	48.15%	48.15%	0.00%	3.44	3	3,4	0.57
The program of study and its clinical experiences represent current and promising practices in the professional field.	27	0.00%	3.70%	48.15%	48.15%	0.00%	3.44	3	3,4	0.57
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	27	0.00%	3.70%	55.56%	37.04%	3.70%	3.35	3	3	0.55
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.	27	0.00%	7.41%	62.96%	25.93%	3.70%	3.19	3	3	0.56
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	27	0.00%	7.41%	44.44%	48.15%	0.00%	3.41	3	4	0.62
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	27	0.00%	3.70%	37.04%	59.26%	0.00%	3.56	4	4	0.57
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	27	0.00%	7.41%	33.33%	55.56%	3.70%	3.5	4	4	0.64
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	27	0.00%	3.70%	51.85%	44.44%	0.00%	3.41	3	3	0.56

The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	27	0.00%	18.52%	44.44%	37.04%	0.00%	3.19	3	3	0.72
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	27	0.00%	7.41%	51.85%	40.74%	0.00%	3.33	3	3	0.61
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	27	0.00%	7.41%	62.96%	29.63%	0.00%	3.22	3	3	0.57
Total	351	0.00%	6.55%	47.29%	45.30%	0.85%	3.39	3	3	0.61

PROFESSIONAL DISPOSITION (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 27 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences prepare me to work in a civil manner with faculty, staff, administrators and peers, as well as other professionals.	27	0.00%	0.00%	59.26%	40.74%	0.00%	3.41	3	3	0.49
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	27	0.00%	0.00%	59.26%	40.74%	0.00%	3.41	3	3	0.49
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.	27	0.00%	3.70%	48.15%	44.44%	3.70%	3.42	3	3	0.57
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	27	0.00%	7.41%	44.44%	48.15%	0.00%	3.41	3	4	0.62
Total	108	0.00%	2.78%	52.78%	43.52%	0.93%	3.41	3	3	0.55

DIVERSITY COMPETENCIES AND PRACTICES

(Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 27 Author Response(s)

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

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		1	2	3	4	N/A				
The program of study and its clinical experiences provide a foundation for understanding diversity within the classroom, including English language learners and students and/or clients with exceptions.	27	0.00%	3.70%	37.04%	51.85%	7.41%	3.52	4	4	0.57
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.	27	0.00%	3.70%	48.15%	44.44%	3.70%	3.42	3	3	0.57
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	27	0.00%	3.70%	37.04%	59.26%	0.00%	3.56	4	4	0.57
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.	27	0.00%	7.41%	48.15%	44.44%	0.00%	3.37	3	3	0.62
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	27	0.00%	7.41%	44.44%	48.15%	0.00%	3.41	3	4	0.62
The program of study and its clinical experiences provide opportunities for me to develop and demonstrate diversity competencies necessary for helping students and/or clients with diverse backgrounds and needs.	27	0.00%	0.00%	40.74%	59.26%	0.00%	3.59	4	4	0.49

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.	27	0.00%	0.00%	40.74%	55.56%	3.70%	3.58	4	4	0.49
Total	189	0.00%	3.70%	42.33%	51.85%	2.12%	3.49	4	4	0.57

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

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

Students identified the most helpful aspects of the program were related to the professors, networking among peers, and the curriculum. Students reported the professor's knowledge/experience, professors mentioning the need for social justice, the dedication professors provided as helpful. Specific professors were mentioned such as Dr. Mills, Cox, and Bolden. Students also found the clinical course supervisors (practicum) helpful, noting, they provide guidance, talked about emerging topics, such as new medications, multicultural awareness, and self-care. Students also noted the most helpful aspects of the program were the networking opportunities and the ability to meet new people and connecting with likeminded professionals to bounce ideas and gain insight. Lastly, students noted the curriculum was helpful. For example, they noted the course gave them effective knowledge and skills needed for counseling practice and the hours of internship gave a diverse wealth of experience and enough time to practice skills.

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

Students identified the least helpful aspects of the program were not having more practice-based assignments to reflect their clinical practice. In addition, students wanted additional support and accommodations during the COVID pandemic.

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

Additional comments students noted were having new courses within the program.

2. Student Learning Outcomes

TaskStream Data (Signature Assignments)

Student learning outcomes are measured in each of the Common Core and Program Specific courses that are aligned to CACREP Standards. In order to “meet expectations,” students must

score 80% on the assignment. On average, students “met expectations” on all the standards, except Formative Evaluations in the MHCO 836 Practicum in Mental Health Counseling course in Fall 2020 (2.97 out of 4), Spring 2021 (3.0 out of 4) and Summer 2021 (2.76 out of 4), Summative Evaluations in the MHCO 836 Practicum in Spring 2021 (2.9 out of 4) and Summer 2021 (2.72 out of 4), Program Evaluation in the COUN 706 Introduction to Research course in Summer 2021 (1.9 out of 4), and MHCO 806: Professional Portfolio in Spring 2021 (3.0 out of 4).

Mental Health Counseling Program Data (Signature Assignments) 2020-2021

Graduate Mental Health - Fall 2020

DRF template:	Graduate Mental Health - Fall 2020
# Authors :	79 Authors matched search criteria

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
COUN 502: Common Core Final Exam Access : Subset	0	1	Calculated Score (Points)				
MHCO 671 Clinic Creation Access : Subset	21	21	Calculated Score (Points)	3.99/4	4	0.03	99.78
EDUC 507 Access : None	0	0	Calculated Score (Points)				
COUN 633: Field Experience Access : Subset	7	7	Calculated Score (Points)	3.89/4	3.8	0.11	97.14
COUN 633: Social Justice Access : Subset	0	7	Calculated Score (Points)				
COUN 608: Grp Prsnttn (Do Not Use) Access : None	0	0	Calculated Score (Points)				
COUN 608: Personality Test Paper Access : Subset	8	8	Calculated Score (Points)	3.41/4	4	1.39	85.31
COUN 734: Class Presentation Access : Subset	10	11	Calculated Score (Points)	3.75/4	3.7	0.07	93.75
COUN 780: Article Critique Access : Subset	14	14	Calculated Score (Points)	3.95/4	4	0.11	98.66
COUN 706: Prog. Evaluation Proposal Access : Subset	7	8	Calculated Score (Points)	3.62/4	3.71	0.29	90.48
COUN 731: Group Report Access : Subset	8	9	Calculated Score (Points)	3.50/4	3.7	0.59	87.5
COUN 730: Class Presentation Access : None	0	0	Calculated Score (Points)				
COUN 610 Access : Subset	0	2	Calculated Score (Points)				

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
MHCO 744:Mental Health Presentation Access : Subset	10	11	Calculated Score (Points)	3.59/4	3.63	0.2	89.69
COUN 732 Access : None	0	0	Calculated Score (Points)				
COUN 762 Access : None	0	0	Calculated Score (Points)				
MHCO 836: PROGRAM MID-POINT SURVEY Access : Subset	0	8	Calculated Score (Points)				
MHCO 836: Practicum Evaluation Access : Subset	8	8	Calculated Score (Points)	2.97/4	3	0.09	74.16
MHCO 836: Practicum Evaluation Access : Subset	8	8	Calculated Score (Points)	3.70/4	3.96	0.4	92.4
MHCO 799: CPCE Access : Subset	12	19	Calculated Score (Points)	85.50/130	85	8.82	65.77

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
MHCO 858: PROGRAM EXIT SURVEY Access : Subset	1	1	Meets/Does Not Meet Requirements	1 Met / 0 Not Met	N/A	N/A	100
MHCO 700 Access : None	0	0	Calculated Score (Points)				
MHCO 775 Access : None	0	0	Calculated Score (Points)				
MHCO 833 Access : None	0	0	Calculated Score (Points)				
MHCO 858: Formative I Access : Subset	9	9	Calculated Score (Points)	3.35/4	3.51	0.4	83.74
MHCO 858: Summative I Access : Subset	9	9	Calculated Score (Points)	3.82/4	3.86	0.16	95.5
MHCO 806: Formative II Access : Subset	7	7	Calculated Score (Points)	3.40/4	3.43	0.19	84.99
MHCO 806:Summative II Access : Subset	7	7	Calculated Score (Points)	3.44/4	3.41	0.32	85.91
MHCO 806: Professional Portfolio Access : Subset	6	7	Calculated Score (Points)	3.52/4	3.5	0.3	87.96
MHCO 806: Case Study Access : Subset	7	7	Calculated Score (Points)	3.54/4	3.75	0.39	88.39
MHCO 806: Video Access : Subset	6	7	Calculated Score (Points)	3.52/4	3.5	0.28	88.02
MHCO 861: Capstone Project Access : Subset	7	7	Calculated Score (Points)	3.34/4	3.27	0.34	83.44
MHCO 801: Capstone Project Access : None	0	0	Calculated Score (Points)				

Graduate Mental Health - Spring 2021

DRF template:	Graduate Mental Health - Spring 2021
# Authors :	71 Authors matched search criteria

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
COUN 502: Common Core Final Exam Access : None	0	0	Calculated Score (Points)				
MHCO 671 Clinic Creation Access : Subset	9	9	Calculated Score (Points)	3.98/4	4	0.04	99.49
EDUC 507 Access : None	0	0	Calculated Score (Points)				
COUN 633: Social Justice Access : Subset	11	12	Calculated Score (Points)	3.71/4	3.8	0.29	92.73
COUN 608: Group Presentation Access : None	0	0	Calculated Score (Points)				
COUN 608: Personality Test Paper Access : Subset	14	15	Calculated Score (Points)	3.93/4	4	0.15	98.21
COUN 734: Class Presentation Access : Subset	15	15	Calculated Score (Points)	3.89/4	3.9	0.08	97.33
COUN 780: Article Critique Access : Subset	7	7	Calculated Score (Points)	3.96/4	4	0.09	99.11
COUN 706: Prog. Evaluation Proposal Access : Subset	7	7	Calculated Score (Points)	3.36/4	3.43	0.5	84.01
COUN 731: Group Report Access : Subset	9	9	Calculated Score (Points)	3.51/4	3.6	0.25	87.78
COUN 730: Class Presentation Access : None	0	0	Calculated Score (Points)				
COUN 610: Final Exam Access : None	0	0	Calculated Score (Points)				

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
MHCO 744:Mental Health Presentation Access : Subset	11	11	Calculated Score (Points)	3.63/4	3.88	0.42	90.63
COUN 732 Access : None	0	0	Calculated Score (Points)				
COUN 762 Access : None	0	0	Calculated Score (Points)				
MHCO 836: PROGRAM MID-POINT SURVEY Access : Subset	1	9	Calculated Score (Points)	2.92/4	2.92	0	72.92
MHCO 836: Practicum Evaluation Access : Subset	8	9	Calculated Score (Points)	3.00/4	3	0.01	75.08
MHCO 836: Practicum Evaluation	6	9	Calculated Score (Points)	2.90/4	2.89	0.12	72.52

Access : Subset							
MHCO 799: CPCE	9	9	Calculated Score (Points)	80.89/130	79	11.91	62.22
Access : Subset							

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
MHCO 858: PROGRAM EXIT SURVEY Access : Subset	7	7	Meets/Does Not Meet Requirements	7 Met / 0 Not Met	N/A	N/A	100
MHCO 700 Access : None	0	0	Calculated Score (Points)				
MHCO 775 Access : None	0	0	Calculated Score (Points)				
MHCO 833 Access : None	0	0	Calculated Score (Points)				
MHCO 858: Formative I Access : Subset	7	7	Calculated Score (Points)	3.59/4	3.76	0.37	89.77
MHCO 858: Summative I Access : Subset	8	8	Calculated Score (Points)	3.85/4	3.92	0.23	96.37
MHCO 806: PROGRAM EXIT SURVEY Access : Subset	8	8	Meets/Does Not Meet Requirements	8 Met / 0 Not Met	N/A	N/A	100
MHCO 806: Formative II Access : Subset	8	8	Calculated Score (Points)	3.29/4	3.26	0.21	82.16
MHCO 806:Summative II Access : Subset	7	8	Calculated Score (Points)	3.20/4	3.16	0.15	80.12
MHCO 806: Professional Portfolio Access : Subset	8	8	Calculated Score (Points)	3.07/4	3	0.13	76.74
MHCO 806: Case Study Access : Subset	8	8	Calculated Score (Points)	3.41/4	3.5	0.38	85.16
MHCO 806: Video Access : Subset	8	8	Calculated Score (Points)	3.45/4	3.44	0.34	86.33
MHCO 861: Capstone Project Access : Subset	11	11	Calculated Score (Points)	3.65/4	3.91	0.49	91.32
MHCO 801: Capstone Project Access : Subset	1	3	Calculated Score (Points)	3.00/4	3	0	75

Graduate Mental Health - Summer 2021

DRF template:	Graduate Mental Health - Summer 2021
# Authors :	35 Authors matched search criteria

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
COUN 502: Common Core Final Exam Access : None	0	0	Calculated Score (Points)				
MHCO 671 Clinic Creation Access : None	0	0	Calculated Score (Points)				

EDUC 507 Access : None	0	0	Calculated Score (Points)					
COUN 633: Social Justice Access : None	0	0	Calculated Score (Points)					
COUN 608: Group Presentation Access : None	0	0	Calculated Score (Points)					
COUN 608: Personality Test Paper Access : None	0	0	Calculated Score (Points)					
COUN 734: Class Presentation Access : None	0	0	Calculated Score (Points)					
COUN 780: Article Critique Access : Subset	3	3	Calculated Score (Points)	3.67/4	4	0.58	91.67	
COUN 706: Prog. Evaluation Proposal Access : Subset	5	7	Calculated Score (Points)	1.90/4	1.95	0.61	47.62	
COUN 731: Group Report Access : Subset	4	4	Calculated Score (Points)	4.00/4	4	0	100	
COUN 730: Class Presentation Access : None	0	0	Calculated Score (Points)					
COUN 610: Final Exam Access : None	0	0	Calculated Score (Points)					

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
MHCO 744:Mental Health Presentation Access : None	0	0	Calculated Score (Points)				
COUN 732 Access : None	0	0	Calculated Score (Points)				
COUN 762 Access : None	0	0	Calculated Score (Points)				
MHCO 836: PROGRAM MID-POINT SURVEY Access : Subset	2	3	Calculated Score (Points)	2.92/4	2.92	0	72.92
MHCO 836: Practicum Evaluation Access : Subset	3	3	Calculated Score (Points)	2.76/4	2.75	0.24	68.88
MHCO 836: Practicum Evaluation Access : Subset	3	3	Calculated Score (Points)	2.72/4	2.7	0.11	68.02
MHCO 799: CPCE Access : Subset	8	8	Calculated Score (Points)	80.25/130	77	14.56	61.73

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Authors Eligible for Evaluation	Evaluation Method	Raw Results	Median for Group	Standard Deviation for Group	Average for Group (%)
MHCO 858: PROGRAM EXIT SURVEY Access : Subset	8	8	Meets/Does Not Meet Requirements	8 Met / 0 Not Met	N/A	N/A	100
MHCO 700 Access : None	0	0	Calculated Score (Points)				
MHCO 775	0	0	Calculated Score (Points)				

Access : None							
MHCO 833 Access : None	0	0	Calculated Score (Points)				
MHCO 858: Formative I Access : Subset	8	8	Calculated Score (Points)	3.51/4	3.59	0.3	87.84
MHCO 858: Summative I Access : Subset	8	8	Calculated Score (Points)	3.86/4	3.99	0.35	96.45
MHCO 806: PROGRAM EXIT SURVEY Access : Subset	3	4	Meets/Does Not Meet Requirements	3 Met / 0 Not Met	N/A	N/A	100
MHCO 806: Formative II Access : Subset	4	4	Calculated Score (Points)	3.43/4	3.38	0.5	85.64
MHCO 806:Summative II Access : Subset	4	4	Calculated Score (Points)	3.77/4	4	0.46	94.26
MHCO 806: Professional Portfolio Access : Subset	3	4	Calculated Score (Points)	3.33/4	3.33	0.33	83.33
MHCO 806: Case Study Access : Subset	4	4	Calculated Score (Points)	3.88/4	3.88	0.14	96.88
MHCO 806: Video Access : Subset	4	4	Calculated Score (Points)	3.53/4	3.56	0.48	88.28
MHCO 861: Capstone Project Access : None	0	0	Calculated Score (Points)				
MHCO 801: Capstone Project	0	0	Calculated Score (Points)				

Counselor Preparation Comprehensive Examination (CPCE)

In fall 2020, six mental health counseling students completed the CPCE. Of the six, 6 (100%) passed the exam with a median of 85. On average, students performed within one standard deviation of the national mean on all eight standard areas.

In spring 2021, seven mental health students completed the CPCE. Of the seven, five (71.4%) who took the exam passed with a median of 77.

In summer 2021, nine mental health students completed the CPCE. Of the nine, 7 (77.7%) passed the exam, with a mean score of 79.

3. Advisory Board

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

For the fall 2020 board meeting, faculty members updated the board regarding the two most recent modifications involving course sequence and program changes. First, COUN 502 (Principles & Philosophies of Counseling) was replaced with MHCO 671 (Foundations for Mental Health Counseling) and MHCO 700 (Mental Health Prevention & Intervention). The two courses combine

a specialized understanding of the theoretical models and treatment options utilized in the mental health setting, thereby replacing the more generalized course. One former student offered that the latter courses were beneficial in her current work as a doctoral student. Secondly, two courses have been moved in the program sequence. COUN 608 (Career Counseling & Development) is now in Level 3, and COUN 610 (Appraisal, Assessment & Evaluation) has been moved to Level 2. This adjustment was made so that students will be introduced to research concepts earlier in their program.

During the meeting, members also discussed ongoing program improvements. Several areas of support will continue or will be implemented, including offering CPCE test preparation sessions, adopting the use of Tevera by Spring 2021 for clinical supervision, and increasing advisement sessions. Stakeholders considered whether it would be useful to move COUN 702 (Introduction to School Counseling) to the beginning level in the program. Per student feedback, students should reflect on what the school counseling role entails so that they can decide if they have made the appropriate career selection and to assess their “fitness” for becoming counselors.

Program specific enhancements were also reviewed. For School Counseling, stakeholders suggested ways to streamline the NCE registration process and discussed improvements for teaching students the ASCA model (e.g., PBIS programs, program planning, 504 plans). They also brainstormed ways to identify more LGPC’s in the field who offer supervision for school counseling students. The Mental Health members announced the development of a new advanced Multicultural course. Both programs supported the creation of a counseling suite to be utilized for mock clinical sessions.

4. Graduate Surveys

During fall 2019, seven students completed the Graduate Survey. Graduates from spring 2020 and summer 2020 did not complete the survey. The demographics included 3 African-American females; 1 European-American female; and 3 African-American males. One student graduated from the School Counseling program, the remaining respondents were graduates of the Mental Health 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.

Course Instruction

The first section of the survey allowed respondents to evaluate course instruction in 9 areas of: Professional Counselor Identity, Foundational Counseling Skills, Ethical/Legal Issues; Counseling Theories; Human Growth & Development; Career Counseling; Group Counseling; Research, Social & Cultural Foundations, and Crisis Management. There were four separate response options, including: “not so effective”; somewhat effective”; “very effective”; and “extremely effective”.

Two of the assessment areas indicated response ratings from “not so effective” to “extremely effective”. These included: Career counseling and Group Counseling. For Crisis management, respondents indicated scores from “not so effective” to very effective”. Five of the assessment areas indicated response ratings from “somewhat effective” to “extremely effective”. These included: Professional counselor identity; Foundational counseling skills; Counseling theories; Ethical/legal issues; and Human growth & development. The Social & cultural foundations course earned a rating of “very effective” to “extremely effective”. Across the seven participants, overall scores for course

instruction include: 28 “extremely effective”; 24 “very effective”; 13 “somewhat effective”; and 5 “not so effective”

Program Rating

The second section of the survey allowed respondents to evaluate the program in 5 areas of: Overall quality of instruction, Quality of practicum/internship sites, Faculty members’ knowledge of subject matter, Impact of program in building networks, and Overall quality of program. There were four separate response options, including: “poor”; “fair”; “good”; and “excellent”. For “Quality of practicum/internship sites”, respondents indicated scores from “poor to excellent”. For “Overall quality of instruction”, participants indicated response ratings from “fair” to “excellent”. Three of the assessment areas indicated response ratings from “good” to “excellent”. These included: “Overall program quality”, Impact of program in building networks, and “Faculty members’ knowledge of subject-matter”. Across the seven participants, overall scores for program rating include: 19 “excellent”; 11 “good”; 4 “fair”; and 1 “poor”.

Areas for Program Improvement:

Participants rated three areas of instruction as particularly low including, Career Counseling & Development, Crisis Management, and Group Counseling. Enhancements can be made to each of these courses through the selection of new course materials (i.e., textbook, resources) and reviewing current assignments/assessments. Additionally, there is the development of a trauma counseling course that will offer a knowledge base of crisis management.

Areas of Recognition:

Participants rated the multicultural course “Social & Cultural Foundations” to be the most effective in fostering their knowledge base. Further enhancement of this course will be offered in Spring 2022 with the addition of an advanced level multicultural training course, “Theories of African-Centered Counseling”.

5. Site Supervisor and Employer Survey

Site Supervisor Survey

Of the 60 surveys emailed out, 23 site supervisors responded. Overall, the feedback and comments were positive. Specific areas needing improvement included: (a) Prepare students to apply current record-keeping standards related to clinical mental health counseling; (b) Prepare students to demonstrate skills in conducting intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management, (c) Prepare students to understand established diagnostic criteria for mental and emotional disorders, and treatment modalities; and (d) Prepare students to demonstrate the ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

Employer Survey

Of the three surveys emailed out, none of the employers responded.

6. Monthly Faculty Meetings

Department meetings are held the first Thursday of each month. As standing agenda items throughout the year, faculty discussed CACREP, Comprehensive Examination, curriculum offerings, student dispositions, and policy and procedures. Considerable discussion was devoted to converting from continuing to support academic learning in online/virtual learning. Department meetings are also an opportunity to process informal feedback and information from classroom dialogues, emails, and advisement sessions.

2019- 2020 Program Modifications (Previous Year)

1. **Monthly Faculty Meetings, and Current Student's Feedback and Evaluation:** During townhall meetings with students and faculty meetings it was suggested that COUN 610 (Appraisal, Assessment & Evaluation) be taken before COUN 706 (Research). Students noted struggling with the course material in COUN 706 and having the foundational knowledge from COUN 610 would be helpful for students. Faculty also noted students' difficulty with the course material through course assignments and class discussions.
 - a. **Program modification(s):** Program moved COUN 610 (Appraisal, Assessment & Evaluation) has been moved to Level 2. This adjustment was made so that students will be introduced to research concepts earlier in their program.
2. **Midpoint and Exit Survey and Advisory board:** Students reported in the survey **several concerns regarding the Practicum/Internship process and experience.**
 - a. **Program Modification(s):** Program hired Field Placement Director who updated the site list, providing support for students through the program, and increased the number of practicum and internship orientations.

2020- 2021 Program Modifications (Current Year)

3. **Mid-point and exit survey, faculty meetings, and advisory board:** Feedback given reflected reviewing changes that can be implemented related to the program of study, specifically moving the Advanced Techniques course earlier in the program.
 - a. **Possible Program Modification(s) –** Adding counseling skills into earlier course curriculum in the program, providing more opportunities to role play in course, and assignments that require identification of counseling skills.
4. **Program Annual Report/Student Learning Outcomes:** The Practicum formative and summative evaluation scores were low throughout the academic year. Developmentally, students in Practicum may score low since this is students initial supervised counseling practicum experience.
 - a. **Possible Program Modification(s) –** Faculty will include discussions to identify specific standards that were scored lower and develop a plan within the curriculum.

5. **Program Annual Report/Student Learning Outcomes:** The signature assignment, Program evaluation in COUN 706 scored significantly low.
 - a. **Possible Program Modification(s)** – Faculty that teaches the course will discuss the course, and identify which standards are graded lower than others.
6. **Graduate Survey:** Alumni rated three areas of instruction as particularly low in the program: Career Counseling & Development, Crisis Management, and Group Counseling.
 - a. **Possible Program Modification(s)** – Faculty that teaches those courses will discuss the course and identify which standards within the rubric are graded lower than others. Additionally, there is the development of a trauma counseling course that will offer a knowledge base of crisis management.
7. **Site Supervisor and Employer Surveys:** Site supervisors rated our students low in four areas.
 - a. **Possible Program Modification(s)** – Faculty will review these standards and identify methods to include these standards within the curriculum/assignments.
8. **Graduate Survey:** The alumni surveys for the academic school year response rate were low.
 - a. **Possible Program Modification(s)** – Faculty will collaborate with students who are leaving the program to engage them.