

# The College of Saint Rose Counseling Program Annual Report

**Annual Year 2021-2022**

**Submitted October 1, 2022**

The Counseling program uses a multi-tiered assessment process to assess its program objectives (PO), key performance indicators (KPI), and dispositions and professional comportment of students as part of its annual program evaluation. This report reviews data from Fall 2021, Spring 2022 and Summer 2022. Students are evaluated based on a 4 point rubric ranging from 0 - 3; see table below.

<i>3 - Distinguished</i>	<i>Excellent skills, understanding, and application of concepts. Consistently meets course standards and expectations at the highest level. Can function independently with little supervision.</i>
<i>2 - Proficient</i>	<i>Adequate skills, understanding, and application of concepts. Typically meets course standards and expectations. Can function independently with modest level of supervision.</i>
<i>1 - Novice</i>	<i>Emerging skill development, understanding, and application of concepts. Needs high level of supervision and guidance to meet course standards and expectations.</i>
<i>0 - Unsatisfactory</i>	<i>Insufficient skills, understanding, and application of concepts. Does not meet minimal course standards and expectations.</i>

## STUDENT LEARNING OUTCOMES

The department has three overarching program objectives for student learning outcomes (SLO's). Program SLO's are embedded in course-level student learning outcomes at initial, mid-point and final transition points. Course objectives are linked to CACREP standards along with a chart identifying course-embedded assessment points and learning activities in syllabi. Rubrics connected to course embedded assessments are linked to standards in Chalk & Wire. Additionally, the department collects data on key performance indicators to assess the eight core areas and the clinical mental health and school counseling specialty areas of CACREP.

### **Program Objectives (PO)**

***Program Objective 1:** Students are able to successfully demonstrate the knowledge, skills and ability to practice as an ethical counselor in a multicultural and pluralistic society.*

This objective is measured at the foundation point using the Final Paper in CSL 540 (Social & Cultural Foundations in Counseling), at the midpoint using the General Evaluation of Skills: Case Note in CSL 528 (Clinical Counseling Skills), and at the final assessment point using the final internship evaluation. Faculty reviewed data for relevant rubric criterion standards linked to the abovementioned courses.

In Fall of 2021, 28 students completed CSL 528. Of these students 5 were scored as Distinguished, 20 students received an evaluation of Proficient, and 3 students received an evaluation of Novice. No students were rated as Unsatisfactory in their final case note assignment. In Spring of 2022, CSL 528 was not offered thus no record was available.

For the Final Paper in CSL 540, 10 students in Fall of 2021 and 14 students in Spring of 2022 completed the assignment. For the Fall semester, most students demonstrated an adequate

understanding of a variety of cultures and its influence of counseling relationships (evaluated as Proficient or Outstanding). However, in one different section (i.e., reflection on influential readings), one student was evaluated as Novice. As for the Spring semester, a similar pattern was presented. Most (n=13) of the students were evaluated as Proficient or Outstanding across all categories and one student was evaluated as Novice in the same category (i.e., reflection on influential readings). It showed that in-depth reading should be highlighted and encouraged throughout the duration of the course.

For AY 2021-22, items 2A,2B,and 2F were used to evaluate this objective in the final internship evaluations in CSL 594 for CMHC students. For Internship II (CSL 594), 19 students completed their internship. For item 2A 2 students scored novice, 17 students scored at the proficient level. For item 2B, 2 students scored at the novice level, 2 scored as proficient, and 15 were scored as distinguished. For item 2F 10 scored as proficient and 9 scored as distinguished.

For AY 2021-2022, Items 2A, 2B and 2F were used in CSL 592 (Internship, School Counseling 2), the final internship evaluation in school counseling. Eight school counseling students were scored on these measures by their site supervisor. For Item 2A, 7 were scored distinguished and 1 was scored proficient. For Item 2B, 6 were scored distinguished and 2 were scored proficient. For Item 2F, 4 were scored distinguished and 4 were scored proficient. These data indicate that students are successfully meeting this program objective by the end of their program.

***Program Objective 2: Students are able to successfully develop knowledge and skills to use data and research to inform and evaluate counseling practice.***

This objective is measured at the foundation point using the Statistics Assignment in CSL 505 (Research In Counseling). For the mid-point assessment, the paper in CSL 585 (Psychopathology) for CMHC students (criterion 2) and the Student Success paper in CSL 508 (Practicum in School Counseling) for SC students is used (criterion 4). Twenty-four (24) students completed the Statistics Assignment in AY 2021-22, (14) CMHC , (8) SC and (2) 3+2CMHC programs. One (1) CMHC and (2) SC students scored as a novice on this objective. The remainder (21) scored proficient or higher. Twenty-two (19) CMHC , (1) CAS CMHC, (1) CAS SC, and (2) 3+2 CMHC students completed the Case Conceptualization and Treatment Planning paper, criterion 2 on the rubric was used to evaluate this objective. All (22) scored proficient, or higher .

In Spring of 2022, 7 school counseling students completed the Student Success Plan. Criterion 4 on the rubric was used to evaluate this objective. All students scored proficient on this objective.

*For the final assessment point, the final internship evaluations are reviewed for both CMHC and SC students.* Nineteen (19) completed CSL 594, Internship II. Items 3B and 3C were used to evaluate this objective. For Item 3B 7 scored novice, 9 scored proficient and 3 distinguished. For item 3C 5 students scored at the novice level, 13 proficient and 1 distinguished for this objective. ( it should be noted that 3 CMHC students completed Internship II in Fall 2021, due to COVID related scheduling issues.)

For school counseling students, this measure is assessed using items 3B and 3C from CSL 592, the final internship evaluation in Internship 2. On item 3B, site supervisors scored 6 students as distinguished and 2 as proficient. On item 3C, 4 students earned distinguished marks,

3 earned proficient marks, and one site supervisor scored this section as N/A, indicating the need for more training in this area to be sure all students are exposed to this measure on internship.

***Program Objective 3:** Students are able to demonstrate a professional counselor identity consistent with the principles of social justice/advocacy, wellness/prevention and ethical practice.*

This objective is measured at the foundation point using the Understanding Professional Organizations Paper in CSL 501 (Professional Orientation & Ethics in Clinical Mental Health Counseling) and CSL 510 (Professional Orientation & Ethics in School Counseling). For the mid-point assessment, the Professional Qualities Assessment (PQA) is used. For the final assessment point, Criterion 1 on the Professional Identity Reflection paper in CSL 592 and CSL 594 is used.

A review of data from CSL 501 indicates that the majority of students scored either proficient or distinguished on outcome measures assessing their understanding of professional counselor identity with a strong focus on advocacy and social justice, ethical practice, and wellness/prevention. Three students scored as novice in the ethics category, but all scored either proficient or distinguished in all other categories. The results are consistent with the developmental level expected for new students and all students were able to demonstrate an understanding of professional identity and the use of an ethical decision-making model appropriate for later coursework and clinical practice.

A review of data from ten CSL 510 students indicates that the majority of students (n=7) scored either distinguished on outcome measures assessing their understanding of their

professional identity which included the principles of social justice/advocacy, wellness and prevention and ethical practice. Three students scored proficient on measures of understanding the school counselor role related to advocacy. One student scored novice on the criterion for advocacy but scored proficient or distinguished on the other indicators. These results are consistent with first semester school counseling students who are exploring their professional identity as counselors.

A review of the Individual Student Progress Report (ISPR) data, which includes a review of the professional qualities assessment of students prior to field placement, indicates that all students were progressing satisfactorily towards their field placements as a mid-point assessment. At this point in their program, students have completed the foundational coursework and have either taken or are enrolled in their clinical skills classes, providing the CSL program faculty opportunity to observe the development of their professional counselor identity. The ISPR data are provided in detail later in this report.

At the end of their second and final internship (CSL 592, 594), students complete the Professional Identity Reflection paper. Eight school counseling students completed this assessment in Spring 2022. Two scored proficient and six scored novice on the criterion measuring this program objective, indicating that by the end of their program, students are meeting this program objective. Sixteen CMHC students completed this assignment in the Summer of 2022; 3 scored proficient and 13 scored distinguished. Three CMHC students completed Internship II in the Fall of 2021; all were proficient on this measure.

### **Key Performance Indicators**

The department collects data annually on key performance indicators (KPI) relative to the CACREP Core standards (Section 2F, 2016) as well as CACREP specialty standards (Section 5C and 5G, 2016). These data are analyzed and reviewed to make program adjustments at the annual May assessment meeting. All the data were evaluated using the 4-point Likert scale described above. The class linkages can be found in the chart below.

For Professional Counseling Orientation and Ethical practice, the KPI is: *Students will demonstrate an understanding of the importance of professional identity, and the ethical requirements of self-care, supervision, and continuing education.* This KPI is assessed through the Understanding Professional Organizations Paper in CSL 501 and CSL 510 and through scores on that section on the Counselor Education Comprehensive Examination (CECE). Eighteen (18) CMHC and 11 SC students completed this section of the CECE; all the students passed this section. Results for CSL 501 from this AY indicate that 24 students completed the Understanding Professional Organizations Paper. All students scored in either the Proficient or Outstanding categories, demonstrating adequate to strong understanding of professional identity and the ethical requirements. Students also demonstrated an understanding of APA style and formatting for graduate level papers.

Ten school counseling students completed the Understanding Professional Organizations Paper in the Fall of 2021. The majority (n=7) scored distinguished on outcome measures assessing their understanding of their professional identity which included the principles of social justice/advocacy, wellness and prevention and ethical practice. Three students scored proficient on measures of understanding the school counselor role related to advocacy. One student scored novice on the criterion for advocacy but scored proficient or distinguished on the

other indicators. These results are consistent with first semester school counseling students who are exploring their professional identity as counselors. All school counseling students scored proficient in writing style indicating an attention to detail in writing their papers in APA style.

For AY 2021-22, 18 CMHC and 11 SC students completed the section of the CECE relating to Professional Orientation and Ethical Practice. All students passed this section of the exam.

For Social and Cultural Diversity, the KPI is: *Students will demonstrate an understanding of a variety of cultures nationally and globally and how this influences the counseling relationship.* This KPI is assessed through the Final Reflection and Self-Evaluation Paper in CSL 540 and through scores on that section of the CECE. Results from this AY indicated: 10 students completed the Final Reflection and Self-Evaluation Paper in the Fall and 14 students completed the assignment in the Spring. For the Fall semester, most students demonstrated an adequate understanding of a variety of cultures and its influence of counseling relationships (evaluated as Proficient or Outstanding). However, in one different section (i.e., reflection on influential readings), one student was evaluated as Novice. As for the Spring semester, a similar pattern was presented. Most (n=13) of the students were evaluated as Proficient or Outstanding across all categories and one student was evaluated as Novice in the same category (i.e., reflection on influential readings). It showed that in-depth reading should be highlighted and encouraged throughout the duration of the course. However, compared to last year, students seemed to have a better grasp of the materials across the board as the evaluation indicated an overall improvement across the board.



For AY 2021-22, 18 CMHC and 11 SC students completed the section of the CECE relating to Social and Cultural Foundations in Counseling. All students passed this section of the exam.

For Human Growth and Development, the KPI is: *Students will demonstrate an understanding of expected and unexpected developmental stages and lifespan development theory.* This KPI is assessed through the Lifespan Project in CSL 530 (Lifespan Development Issues) and the relevant section on the CPCE. For AY 2021-2022 34 students completed the Lifespan Project (23 CMH, 10 SC, 1 Adv Cert). All students demonstrated an understanding of KPI addressed by the Lifespan Project, qualifying as either Proficient or Outstanding. One student (3%) qualified as Novice in the category of understanding Cultural/Psychosocial Milestones, 28 students (83%) qualified as Proficient in understanding Cultural/Psychosocial Milestones, and 7 students (14%) qualified as Outstanding in understanding Cultural/Psychosocial Milestones. All students were at least Proficient or Outstanding in the other three categories measured by the Lifespan Project: Physiological Developmental Milestones, Cultural/Psychosocial Milestones, Cognitive Developmental Milestones, and Developmental Steps on Subsequent Development. All students were able to articulate at least one developmental theory that informed their views on development and most students utilized more than one developmental theory in their Lifespan analysis.

For AY 2021-22, 18 CMHC and 11 SC students completed the section of the CECE relating to Human Growth and Development. All students passed this section of the exam.

For Career Development, the KPI is: *Students will demonstrate an understanding of career development theory and interventions.* This KPI is assessed through the Career

Development Theory Paper in CSL 554 (Career Counseling) and the relevant section of the CECE. 29 students completed the Career Development Theory Paper. Results from this AY indicate: The majority of students demonstrated an understanding of career theory at .One student demonstrated an understanding of career theory at the novice level. The remaining students (28) scored at proficient or higher. For AY 2021-22, 18 CMHC and 11 SC students completed the section of the CECE relating to Career Development. One CMHC student failed this section and all others passed this section of the exam.

For Counseling and Helping Relationships, there are two KPI's. KPI 1 is: *Students will demonstrate an understanding of using client data for assessment and planning* and KPI 2 is: *Students will demonstrate and apply basic counseling skills*. KPI 1 is assessed using the General Evaluation of Skills: Case Note in CSL 528 and the Item 3A in the CSL 592 and CSL 594 Final Internship Evaluation for Internship 2. Results indicated that a total of 28 students completed the Case Note measuring KP1, an understanding of using client data for assessment and planning. Of those 28 students, 5 scored Distinguished and 20 scored Proficient. The data indicate that students completing the assignment have a strong grasp on the acquisition and analysis of client data that is then used to inform treatment goals that are incorporated into the broader treatment plan.

For AY 2021-22 on the final internship evaluation, for CMHC students (CSL 594), a total of 19 students were scored on the criterion measuring this KPI (Item 3A); 3 scored at the proficient level and 16 scored distinguished. Data indicates that the majority of both CMHC and SC students demonstrate proficiency or higher on understanding of using client data for

assessment and planning by the end of their internship year and demonstrate improvement in this skill over time.

KPI 2 was assessed using the General Evaluation of Skills: Skill Practice in CSL 528 and Items 1B and 1D on the Final Practicum evaluation (CSL 508 and CSL 509). A total of 28 students completed the Skill Practice in CSL 528. Twenty-four (24) students scored as proficient and three (3) as novice on this measure. One (1) student was rated as distinguished on the use of evidence-based counseling skills as a part of the assessment and treatment of clients. Students incorporated skills gleaned from the class that were then integrated with the overall structure of the treatment plan and goals set forth in the final assignment. Results indicate that students are gaining sufficient knowledge in treatment planning and use of clinical skills to qualify them to move forward in their program to practicum.

Results from the final practicum evaluation in school counseling for 2021-2022 indicate that while the majority of students were marked as either proficient or distinguished on these items, there were two students for whom these skills were still emerging (Item 1B: 5 met expectations, 1 exceeded expectations; 1 performed near expectations; Item 1D: 5 met expectations, 2 performed near expectations). Of note, one of the students who was scored as performing near expectations on both these measures decided to take a year off from the program to re-evaluate their options. These data are consistent with students whose skills are emerging in their first field placement counseling in a school setting.

The practicum evaluation was completed by site supervisors for 16 CMHC students on practicum. As rated by their site supervisors, 2 students performed near expectations, 14 students

met expectations, on item 1B; for item 1D, 3 students performed near expectations, 13 students met expectations. The data indicate that students are meeting expectations on this KPI.

Additional data points collected were results on the Helping Relationships section of the CECE. For AY 2021-22, 18 CMHC and 11 SC students completed the section of the CECE relating to Helping Relationships. One CMHC and one SC student failed this section and all others passed this section of the exam.

For Group Counseling and Group work, the CSL program has 2 KPI's for student learning outcomes. KPI 1 is: *Students will demonstrate an understanding of group process, theory, and ethics* and KPI 2 is: *Students will design and plan for implementation of a specific counseling group*. KPI 1 is assessed using the Final Paper in CSL 553 (Group Counseling & Dynamics) and the relevant section on the CECE. KPI 2 is assessed using the Final Paper in CSL 553 for the first measure in time; for this AY, the 2nd measure in time was updated to using a Group Proposal Outline paper in CSL 591 and CSL 593. Results from AY 2021-2022 indicate that 18 counseling students completed the Group Counseling course. For the 1st measure in time for KPI & 2, all students demonstrated understanding of group process, theory, and group ethics. Four students (22%) demonstrated knowledge at the Apprentice Level, 10 students (55%) demonstrated knowledge at the Proficient Level, and 4 students (23%) demonstrated knowledge at the Distinguished level on the class Final Paper. For KPI 1, the second measure in time used is the CECE. For AY 2021-2022, For AY 2021-22, 18 CMHC and 11 SC students completed the Group Counseling section of the CECE. One (1) SC student did not pass this section. All other students passed. For the 2nd measure in time for KPI 2 (planning for implementation of a specific group), 17 students completed the Group Proposal Outline paper in Internship 1 (CSL 591/593).

Data indicate that 7 CMHC and 8 SC students scored as proficient on this assessment; one SC and one CMHC student scored distinguished, indicating a progression in students' knowledge and skill over time for this standard.

For Assessment and Testing, the KPI is: *Students will understand basic concepts of standardized and non-standardized testing, norm--referenced and criterion-referenced assessments.* This KPI is assessed through the Survey Project in CSL 529 (Measurement, Stats, and Appraisal) and the relevant section on the CECE. Results from AY 2021-22 indicate 29 students,( 9SC, 19 CMHC, and 1 3+2 program CMHC) completed the Survey Project and were all evaluated as Proficient or higher. This demonstrates that all students demonstrated a basic understanding of concepts related to Assessment and Testing. For AY 2021-22, 18 CMHC and 11 SC students completed the Appraisal section of the CECE. One SC and one CMHC student failed this section. All other students passed.

For Research and Program Evaluation, the KPI is: *Students will understand the use of statistics for data analysis.* This KPI is assessed through the Statistics Assignment in CSL 505 and the relevant section on the CECE. Twenty-four (24) students completed the Statistics Assignment (14 CMHC , 8 SC, and 2 3+2 CMHC). Two (2) SC students and 1 CMHC scored novice on this KPI. The remainder (21) scored proficient or higher. 18 CMHC and 11 SC students completed the research section of the CECE. One (1) CMHC student did not pass.

For the Clinical Mental Health Counseling (CMHC) specialty standards, there are two skill-based KPI's the CSL program uses to assess student learning outcomes. KPI 1 is: Students will demonstrate use of differential diagnosis in relation to case materials and treatment planning. KPI 2 is: Students will conceptualize a case through the biopsychosocial model. Both

KPI's are assessed using the Case Conceptualization and Treatment Plan paper in CSL 585 and the Final Internship Evaluation.

For AY 2021-2022, 18 CMHC students, 2 CMHC 3+2, and 1 CMHCCAS students completed the Case Conceptualization and Treatment Plan Paper. All (21) students scored proficient or better on items assessing KPI 1 and KPI 2. Item numbers 3A and E were selected from the final internship evaluation for CSL 593 (Internship 1) and CSL 594 (Internship 2) to evaluate student performance for both KPI 1 and KPI 2. For CSL 593, sixteen (16) CMHC students completed their first internship. Two (2) students at expectations on the items assessing KPI 1; the remainder (17) exceeds expectations. Two (2) students scored at expectation on items assessing KPI 2; the remainder (17) scored exceeds expectations. For CSL 594, 19 CMHC students successfully completed their second and final internship. Results from the final internship evaluation indicated all students (19) scored exceeds expectations on KPI 1 and KPI 2.

For the School Counseling (SC) specialty standards, there are two skill-based KPI's the CSL program uses to assess student learning outcomes. KPI 1 is: *Students will demonstrate the use of interventions to promote the academic development of K-12 students*. Two students scored as emerging, three scored proficient and two scored distinguished on the criterion assessing this KPI on the Student Success Plan at the initial assessment point. KPI 2 is: *Students will demonstrate the use of data to advocate for programs and students*. One student scored as emerging, three scored as proficient and three scored distinguished on the criterion assessing this KPI on the Student Success Plan at the initial assessment point.

KPI 1 is assessed at the second measure in time using Item 46 from CSL 591 and Item 3D from the internship evaluation from CSL 592. We modified our internship evaluations from

Fall to Spring semester after the CACREP site visit but this KPI was measured each semester. On this measure for CSL 591, the 1st internship for school counseling students, four students were marked as exceeding expectations and four were marked as meeting expectations. On this measure for CSL 592, the 2nd internship for school counseling students, three students were marked as meeting expectations, four were marked as exceeding expectations, and one was marked as not observed. School counseling students intern at a K-8 level one semester and a 9-12 level the other semester. They are at different schools and levels with different supervisors evaluating this skill. While the majority of students are evaluated by their site supervisors as able to demonstrate the use of interventions to promote the academic development of K-12 students, it is of note that one supervisor marked “not observed” indicating a need to support supervisors in this area so that students are exposed to this skill consistently in the field.

KPI 2 is assessed at the second measure in time using Item 62 from the final internship evaluation in CSL 591 and Item 3E from the final evaluation in CSL 592. On this measure for CSL 591 (the 1st internship placement), three students were marked as exceeding expectations, 4 were scored as meeting expectations, and one was marked as “not observed.” On this measure for CSL 592 (the 2nd internship placement), two students were marked as meeting expectations, five were marked as exceeding expectations, and one was marked as not observed. While the majority of students were evaluated by their site supervisors as able to demonstrate the use of data to advocate for programs and students, there was at least once placement where this skill was not observed. Whereas students may not have gotten exposure to this skill at one placement, a review of the individual reports shows that in both cases, the students were able to demonstrate proficiency at their other placement.

Overall, the data show that students are progressing in both these KPI's from their practicum placements through their internship experiences.

## **DISPOSITIONS AND RETENTION**

The CSL program reviews individual student progress at multiple points in the program. An initial review of academic progress is completed after students take the foundational course in their chosen specialty area (e.g. CSL 501/CSL 510). Student progress is again reviewed prior to practicum and again prior to each field placement.

### **Fall 2021 Individual Student Progress Reviews**

*School counseling.* Eleven SC MEd students completed CSL 510 and were reviewed at the initial assessment point of the Individual Student Progress Review (ISPR) process. They were all scored as novice. Eight students applying for practicum placement in the Spring were reviewed; all were scored as novice. Eight SC students applying for internship II placements in the Spring 2022 were rated as proficient. These data indicate a solid progression in dispositional assessment from the start of the program to the final internship semester for SC students.

*Clinical Mental Health Counseling.* In the Fall of 2021, we had our second cohort of 3+2 BS Psy/MEd CMHC students move into the graduate portion of their Dual Degree program. Of these, all (4) scored novice at the initial benchmark assessment (end of junior year). Of the 23 CMHC MEd students who completed 501 in the Fall of 2021, 2 were scored as proficient and the rest as novice (21). For the (16) CMHC MEd students heading to Internship II in the Spring 2022, one scored novice and 15 scored proficient rating. These data indicate a solid progression in dispositional assessment from the start of the program to the final internship semester for CMHC students despite disruptions due to the COVID-19 pandemic.



## **Spring 2022 Individual Student Progress Reviews**

SC students currently on practicum were reviewed during Spring 2022 to assess their readiness for Internship I the following Fall. Six students were reviewed; of these, 5 received scores of proficient and one received a score of novice.

For the 2021-2022 AY, we shifted practicum for CMHC students to the Fall with internships running Spring and Summer. Sixteen CMHC (1 CAS and 15 MSED) students who applied for practicum Fall 2021 were scored as novice. For the 16 students moving into Internship II in the summer of 2022 one remained as novice the rest 15 were scored as proficient.

## **Conclusion**

A review of our process indicates that the large majority of students (99%) progress through the program with novice to proficient skills and eventually graduate with proficiency in related areas. Occasionally, we accept a student who does well in classes or struggles in their field placement; a review of the data suggests that our process works in both supporting, remediating, and if necessary, counseling out the student for better suitability into a related program or work in the field.

## **PROGRAM EVALUATION**

### **Demographic Data**

*Applicants.* Our program admits students in both the Fall and Spring semesters. The review of demographic data for applicants to our programs in Fall 2021 and Spring 2022 follows.

In the Fall of 2021, we had 31 applicants to our CMHC MSED Program, 24 applicants to our SC MSED program, 6 applicants to our CAS in SC program and 1 applicant to our CAS in

CMHC program. For the Spring of 2022, we had 16 applicants to our CMHC MEd Program, 7 applicants to our SC MEd program, and 3 applicants to our CAS in SC (12 credit) program.

In terms of the ethnicity of applicants, 66 identified as white and 19 identified themselves as having an ethnicity/race other than white. All applicants chose to answer this questions on the survey. The percentage of students of color applying to our programs is significantly lower than the last academic year.

Twenty-two applicants identified as female, two identified as male and two chose not to respond. The average age range for applicants was 25.08 in the Fall 2021 and 27.58 in the Spring of 2022, with the average age range of applicants spanning 21-44 in the Fall of 2021 and 22-36 in the Spring of 2022. These numbers are similar to last year with the exception of the age range for the Spring, which in AY 2020-2021 was much broader.

These data suggest we need to continue to focus our recruitment efforts on diversifying our applicant pool.

*Enrolled students.* For the Fall 2021, there were 79 students enrolled across all our programs; in the Spring of 2022, there were 87. This reflects an upward trend in enrollement across the programs.

The majority of students identified as female (86%) and white (75%) which is similar to last AY. Twenty-five (20) percent of students identified themselves from an ethnic or racial category other than white, showing a slight uptick from last year. While the average age of students in Fall of 2021 was 26.2 and in Spring 2022 was 26.8, the age range of enrolled students for Fall 2021 was 20-45 and Spring 2022 was 21-45 demonstrating continued diversity in age range among enrolled students from year to year.

Of the CMHC students enrolled in the MEd program in Fall 2021, 30 were enrolled full-time and 18 part-time. Of the 50 CMHC students enrolled in the MEd program in Spring 2022, 35 were enrolled full-time and 20 were enrolled part-time. This represents a continuing trend from last AY, in which the majority of students are attending full-time.

Of the SC students enrolled in the MEd program in the Fall of 2021, 17 were enrolled full-time and 6 attended on a part-time basis . Of the SC students enrolled in the MEd program in the Spring of 2022, 14 were enrolled full-time and 10 were part-time . This represents a continuing trend from last year in which the majority of students are attending full-time.. As with last year, we hypothesize this shift could be due to the on-going pandemic and resulting economic factors. Students are choosing to attend school full-time to move through the program faster.

The Certificate of Advanced Study (CAS) programs usually attract students wishing to obtain additional coursework for New York State (NYS) certification or licensure. For this AY, there were 2 students enrolled in the Fall 2021 and 3 students enrolled in Spring 2022 for the CAS for CMHC Fall. For the CAS in SC program, 5 were enrolled in the Fall semester and 3 in the Spring semester. All CAS students in both programs were enrolled part-time with the exception of one CAS in SC student Fall 2021/Spring 2022. While these numbers are small, these programs represent opportunities for students seeking coursework to complete licensure or certification requirements in their fields.

This year we welcomed our 1st graduate cohort of our dual degree program with psychology. Two students in the Fall 2021 and Spring 2022 transitioned to full-time graduate

study in the CMHC MSED and a third started CMHC MSED coursework part-time in the Spring 2022.

### **Retention and Persistence to Graduation**

A total of 34 students graduated in Fall 2021, Spring 2022 and Summer 2022. Of these, 17 graduated from the CMHC MSED program and one student graduated from the CAS in CMHC program. Eight graduated from the SC MSED program and 8 graduated from the CAS in SC program. The majority of students in both programs persisted to graduation, despite delays due to the COVID pandemic.

### **Graduate Student Exit Surveys**

Each year, the CSL program surveys graduating counseling students on their experiences in the program. During May & August of 2022, there were 36 graduates (18 CMHC , 8 SC, 9 SC CAS, and 1 CMHC CAS students) who received this survey on at least three separate occasions using a Google Form survey. This year, 23 responded to the exit survey (64% of graduating students).

Graduates reported feeling best prepared across all areas of our program objectives including counselor identity, ethics, cultural competency, clinical counseling skills, using data and assessment and social justice in counseling CMHC students noted a desire for better training in appraisal, deeper level clinical classes, and how to deal with third party payors. SC students noted a desire for preparation on college and career readiness and the administrative tasks of a school counselor and the use of internet based programming. (e.g. scheduling, school climate & politics, graduation requirements, etc.) Students in general found the focus on theory to practice; self-care and wellness; cultural competence; and self-reflection & personal growth to be some of

the most valuable things they learned in the program. Interestingly, all students expressed a desire for more exposure to crisis management and assessment of those with serious mental health issues in light of the impact of COVID in schools and community programs. This year, program graduates were also asked to respond to three questions evaluating our three program objectives on a 5 point Likert Scale ( 0=not at all to 5=extremely). On question 1 “To what extent do you agree that you have demonstrated the knowledge, skills and ability to practice as an ethical counselor in a multicultural and pluralistic society?,” twenty respondents marked “5” and three respondents marked “4.” On question 2, “To what extent do you agree that you developed knowledge and skills to use data to inform and evaluate counseling practice?” Twenty respondents marked “5”, 2 marked “4” and one graduate marked “3”. On question 3, “To what extent do you agree that you demonstrate a professional identity consistent with the principles of social justice/advocacy, wellness/prevention & ethical practice?” Twenty respondents marked “5,” and 3 marked “4”, indicating their strong connection with a professional counseling identity consistent with our principles and program objectives.

### **Job Placement Rates**

A survey of all 2022 MSED graduates found that 100% of CMHC students found employment in their field or a related field within three months of graduation. One CAS in CMHC student remained at her current employer and moved into a more clinical role. Of the school counseling students who responded to requests for employment information, 100% indicated they had found employment within 1 week to 4 months of graduation. Two MSED students and one CAS student did not respond to a request for information as of the writing of this report.

## **Employer Surveys**

According to our 2022 evaluation and assessment plan, the employer survey will next be sent out in 2023.

## **NCMHCE results for Clinical Mental Health Counseling Graduates**

NYS requires candidates to pass the NCMHCE exam for licensure. The data are based on students indicating to NYSED that they attended [the College of Saint Rose for CMHC counseling and are only for students who elected to have their results submitted for NYS licensure purposes, so the data may not be complete or fully accurate.

Updated information was requested multiple times during the 2021-22 AY; as of the writing of this report, no new information has been shared from NYSED with the Counseling program.

## **Site Supervisor Survey**

During the 2021-2022 academic year, as part of the Saint Rose Counseling Program's systemic evaluation, the program conducted a Site Supervisor Program Evaluation Survey to collect information about program activities and effectiveness. Supervisors were sent an online survey via email and were asked to respond to a set of questions. Questions were designed to elicit general feedback on topics related to (a) the quality of the educational preparation of students, (b) the structure and delivery of the curriculum, (c) training needs and supports and (d) program modification to better meet the needs of supervisors and students. Respondents were asked several yes/no questions as well as asked to rate questions on a scale of 0 (poor) to 5 (excellent) or a scale of 0 (strongly disagree) to 5 (strongly agree.) The survey form also included an open invitation to provide feedback on the major strengths and weaknesses and any suggested

changes to courses/curriculum/learning experiences in the Counselor Education program.

### **Findings: Survey of Practicum and Internship Site Supervisors**

Site supervisors were asked a series of questions to describe the competencies of CSR master's level student interns they supervised. They were asked to quantify their responses using a rating scale of poor, unsatisfactory, satisfactory, very good, or excellent and a rating scale of strongly disagree, disagree, neutral, agree, and strongly agree. Out of a total number of twenty-five Site Supervisors who received the survey, we received seventeen (68%) responses. These supervisors encompassed school counseling (14) and community/clinical mental health counseling settings (3).

Students in our Clinical Mental Health program intern in a variety of settings, including independent practice, community agencies, hospitals, hospice care, employee assistance programs, student counseling centers, and substance abuse centers. Similarly, students in our School Counseling Program intern in both traditional and nontraditional public schools, private, charter, magnet, special education, and college preparatory schools.

In surveying Site Supervisors, we asked them to identify how adequately our CSR student interns were prepared for his/her field placement. 100% of the respondents felt that the students were adequately prepared for their field placement experience.

In an effort to understand how prepared our CSR students were, we asked site supervisors to rate the preparedness of our students in comparison to other master's level practicum and/or internship students using a rating scale of poor, unsatisfactory, satisfactory, very good, or excellent to quantify their responses. Site Supervisors told us that they felt that our student's

preparedness in comparison to other master's level practicum and/or internship students was very good (35.3%) or excellent (58.8%). One Site Supervisor (5.9%) indicated unsatisfactory performance with student preparedness as compared to other master's level programs.

Site Supervisors were asked to comment on to what extent they agree that CSR students demonstrate the knowledge, skills, and ability to practice as an ethical counselor in a multicultural and pluralistic society. Site supervisors were asked to qualify their responses utilizing the following rating scale of strongly disagree, disagree, neutral, agree, and strongly agree. Site Supervisors agreed (29.4%) or strongly agreed (64.7%) that students demonstrated the knowledge, skills, and abilities needed to practice ethically. One Site Supervisor (5.9%) disagreed that the student demonstrated the knowledge, skills, and ability to practice as an ethical counselor in a multicultural and pluralistic society.

Recognizing the importance in the use of data, we asked our Site Supervisors to what extent they agree that CSR students develop knowledge and skills to use data to inform and evaluate counseling practice. Site supervisors were asked to qualify their responses using a rating scale of strongly disagree, disagree, neutral, agree, and strongly agree. The results indicate that 41.2% and 52.9% Site Supervisors agree or strongly agree respectively. One Site Supervisor rated this area as neutral.

Ensuring CSR students develop a professional identity consistent with the principles of social justice/advocacy, wellness/prevention and ethical practice is essential to our program's mission. Given this, we surveyed our Site Supervisors to determine to what extent they agreed with the aforementioned statement. Site supervisors were asked to qualify their responses using a



rating scale of strongly disagree, disagree, neutral, agree, and strongly agree. 29.4% of Site Supervisors agreed with this statement while 64.7% of Site Supervisors strongly agreed with this statement. One Site Supervisor rated this as neutral.

As counselors it is imperative that providers continually seek out opportunities for learning and growth. New areas of knowledge and practice demand ongoing education. Our Site Supervisors have a variety of experiences and expertise they are able to share with our students. These areas of expertise include: Addictions, Dual Diagnosis (MH & DD), Relational therapy, Crime Victims, Pediatrics, Complex Medical Conditions (children), Domestic Violence, Trauma, Attachment, Advocacy, Military, Self-Regulation, Residential, Outpatient Clinic Services, Community Based Services, LBGTQIA, Life Transitions, Relational Therapy, and Art Therapy.

Professional development encompasses all activities that provide or strengthen professional knowledge/skills. Ongoing professional development is a requirement for mental health and school practitioners in order to maintain competency and for keeping up-to-date on the latest research and evidence-based practices in an ever-changing field. To that end, the counseling program is interested in hearing from Site Supervisors regarding their training needs. Site Supervisors were asked if they would be interested in attending training sessions, workshops, or summer classes sponsored by the counseling program. 64.7 % indicated that they would not be interested, while 35.3% stated they would be interested if continuing education credit is offered.

As the program aspires to hear from all Site Supervisor regarding their experiences in hosting and supervising our students, distribution and completion of evaluations continues to be a needed area of improvement.

### **Alumni Survey**

The alumni survey was sent out in August and September of 2022 to 35 alumni (CMHC alums n=21; SC alums, n=14) who graduated from our MEd and CAS programs between 2021 and 2022. Only 14% (5) responses were received . Three were MsED in Sc, 1 Ms.Ed in CMHC, and 1 CASin CMHC. The survey asks several questions that are tied to the program objectives on a 5-point likert-type scale. All believe that they are prepared to practice in a pluralistic society, and that the skills learned contributed greatly to their professional practice and identity. Students feel comfortable practicing individual and group counseling across schools and community settings. All students noted that the faculty are exceptional teachers, advisors, and mentors, who have each contributed to a strong professional identity. However, three students suggested that the department “change adjunct instructors”for the Appraisal course and one CMHC student suggested that the department often “focuses too much on CACREP”. Given the small response rate, it is difficult to generalize these findings to the program as a whole. It appears those few who were motivated to complete the survey had a very positive opinion of their experience in the Counseling programs.

## **ASSESSMENT CONCLUSIONS**

### **Key Findings**

Data indicate our students are progressing satisfactorily though foundational material, at the midpoint, and showing proficiency at the point of final internship. Data from multiple

measures over time also show growth from novice to proficient in the areas used to measure program objectives and key performance indicators. Similarly, dispositional data indicate a solid progression from the start of the program to the final internship semester for SC and CMHC students despite disruptions due to the COVID-19 pandemic. The overwhelming majority of students (99%) progress through the program without incident and graduate with proficiency in the dispositional areas assessed. A review of the data suggests that our individual student progress review process works well in supporting, remediating, and if necessary counseling out students.

The CSL program continues to be successful in attracting and retaining students from diverse backgrounds and ages. Although only 20% of our students identify as non-white, this is higher than other graduate programs at the College. We will continue to expand our recruitment efforts to attract students from minoritized groups in AY 2022-23.

For AY 2022-23, significantly more MEd students have attended full-time; we hypothesize that this could be due to students' desire to complete the program in the least amount of time. The majority of students move through the MEd programs full-time and graduate within three years. All of our students report that they are employed while attending graduate school. We retain a majority of our students and almost all persist to graduation. This data are collected manually through a review of each student. An institutional system for tracking this data at the graduate level would be helpful in collecting more nuanced data.

Exit surveys of graduating students indicate we are meeting our program objectives, particularly in the areas of counselor identity and ethical and culturally competent practice. Feedback from site supervisors complement these findings, indicating our students are well

prepared to enter the field as emerging counselors. Areas of strength include the comprehensive curriculum with its focus on theory to practice, self-care and wellness, cultural competence and counselor identity. The deep mentorship provided by faculty and staff is also a great strength of our programs.

Areas of growth include expanding opportunities for students to use data for program evaluation and expanding the number of advanced clinical elective courses. Since accurate and timely data on the NCMHC exam scores is lacking, we need to consider gathering this data directly from those Alumni who respond to our existing surveys.

### **Continuous Program Improvement**

The CSL program met on September 28th, 2022 for its annual assessment day to review the annual report data and set action items for AY 2022-2023. Action steps taken in the past year included obtaining and implementing advisory council feedback on the alumni survey.

Follow up on the AY 2021-2022 action steps that continue to be “in progress” include:

1. *Completion of evaluations in Chalk & Wire (C&W)*. The goal for this AY was to focus on ways to get 100% completion of the field placement evaluations through increased focus on site supervisor selection and orientation as well as on-going consultation with sites to problem solve potential technological issues. The hiring of a graduate assistant dedicated to C&W helped immensely this year.
2. *Graduate exit survey and alumni data* continues to provide important feedback. We will continue to try to get demographic data on who is answering the survey in an effort to increase the diversity of response rates. On-going.

3. *Data points on licensure pass rates.* This is an on-going action item from AY 2020-2021. It's been difficult to obtain the pass rates on the CMHC credentialing examination from NBCC/NYSED despite numerous requests. As the CSL program looks to gain insight into the various career paths upon which counseling graduate students have embarked after graduation, faculty will continue to consult with the advisory council and the college career center in an effort to develop improved strategies to further enhance response rates. Other efforts will include consulting with other colleges and universities and to add this information to items on our Alumni survey. The goal is to enhance overall response rates for next year.

#### **Response to September 2021 CACREP site visit**

We had our CACREP site visit Fall 2021. The site visit went extremely well. We met 207 of 210 standards. The report noted many strengths of our program including being mission driven, supporting our students and site supervisors, and providing quality programs in alignment with CACREP standards. Of the three standards that were unmet, one was resolved immediately after the site visit (posting job placement rates to the website). The other 2 were resource issues which resulted in a new hire in the school counseling program and SOE office/secretarial support.

The site visit report from 9/28/21 contained numerous helpful suggestions. Action steps we took are outlined below:

1. Field placement processes were updated to streamline student files. References to technology in site screening and supervisor agreement forms were added to ensure supervisors were aware of this requirement. Coordination of management systems

- (e.g. Canvas, Chalk & Wire, Google Forms) continues to be addressed by our Coordinator of Counseling placements in collaboration with department faculty.
2. Consistency in syllabi was addressed by adopting a standard syllabus format.
  3. Faculty addressed use of CCS-R throughout skills, practicum and internship placements by streamlining the internship evaluations and updating the Counseling Program Evaluation plan to include these new measures.
  4. Counselor education credentials were added to the website for all faculty.
  5. For CMHC specialty area suggestions, we updated course content to focus more heavily on post-graduate outcomes (e.g. limitations to licensure in NYS currently, extra exposure to third party payers and interdisciplinary work). See Action Plans below.

### **Action Plans for 2022-2023 Academic Year**

1. Integrate suggestions from CACREP site visit into CMHC field work classes:
  - a. Content related to distance learning will be added to practicum class to expand opportunities for students to develop skills in distance learning and telehealth, including issues related to technology limitations and professional credentialing issues;
  - b. In Internship II, strengthen content across all seminar sections for the review of the professional orientation landscape related to licensure in NY post-graduation (e.g. limits to scope of practice, strategies for obtaining employment under a limited permit, self-advocacy in navigating licensure requirements, etc);

- c. Expand exposure of students to third party payer issues by adding guest speakers in to the advanced seminar classes;
  - d. Add language to the case presentation assignment to prompt thinking around interdisciplinary collaboration to broaden opportunities for students to navigate the dynamics and politics of interdisciplinary relationships (particularly post-graduation).
2. Continue to improve students' use of data to inform treatment planning and to evaluate efficacy of services and interventions.
- a. Emphasize the importance of students having more opportunities to demonstrate how data informs their practice with field supervisors.
  - b. Consider ways we can add a program evaluation project to internships across the MSED programs.
3. Develop more elective courses to focus on advanced clinical skills, supervision, and administrative practices. To expand course options to MSED and Advanced Certificate students as well as clinicians working in the field.
- a. We will offer an elective on nature based and expressive therapies for children and adolescents who experience grief (Spring 2023) and a best practices in clinical supervision course (Summer or Fall 2023). We are considering a course on understanding the administrative and business practices for mental health practitioners.

- b. We will continue to utilize our Advisory Council to explore new areas of our curriculum to meet the needs of agencies and schools in the community.

4. Continue to expand exposure of our program to minoritized and underrepresented communities

- a. We will participate in the annual Capital of New York State Black Expo Conference on Mental Health & Awareness ( November, 2022) to raise awareness of our Counseling programs among those seeking higher education opportunities.
- b. Continue to work with Graduate Admissions to market and recruit from underrepresented communities. With the restrictions of COVID lifting, we hope to add international students in the coming year.