BOWIE STATE UNIVERSITY

Department of Counseling

2019 – 2020 AY

CACREP

Annual Program Evaluation Report

(REVISED) 5/12/2021*

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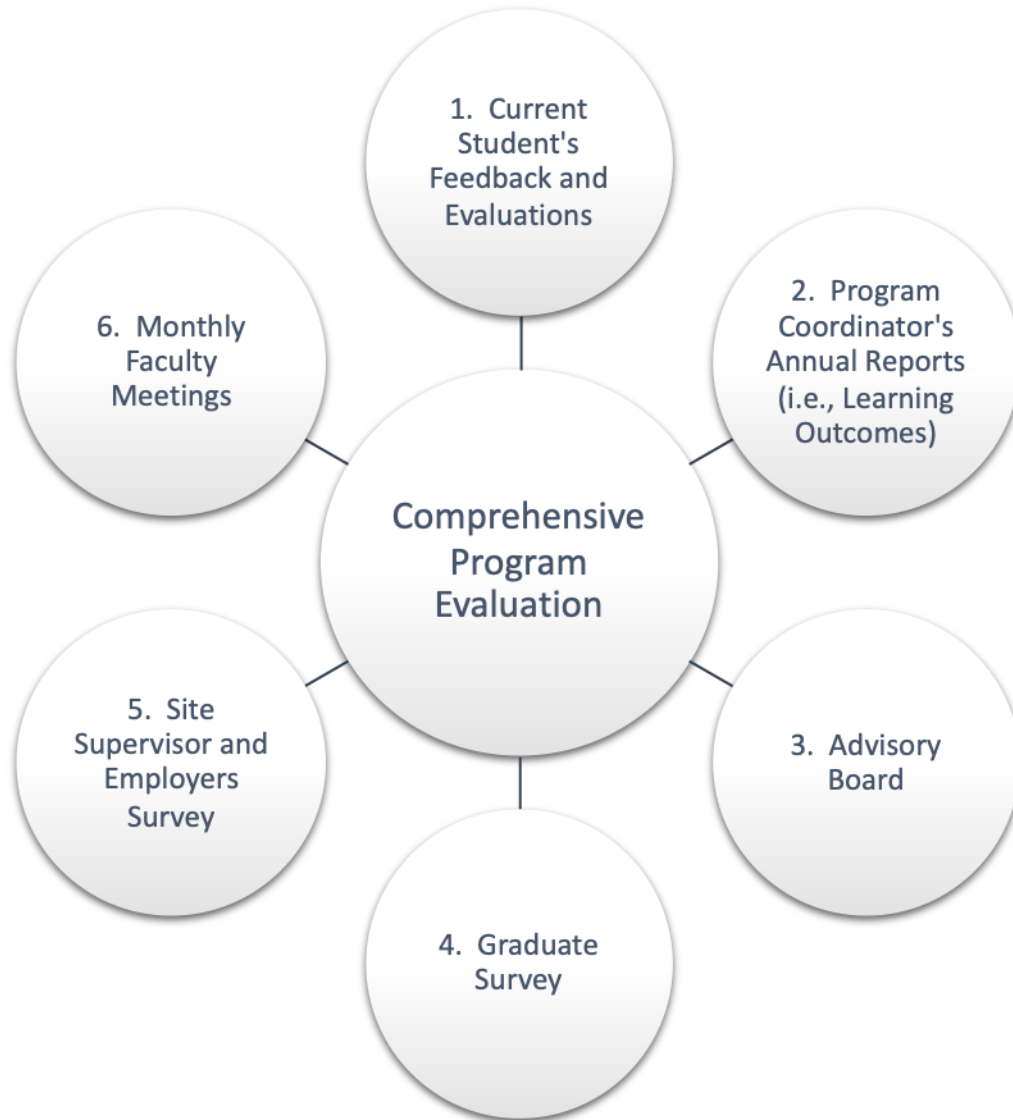
former graduates to provide their current employer contact information during their time of evaluation.

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.

Comprehensive Program Evaluation

1. Current Student's Feedback and Evaluations

2. Program Coordinator's Annual Reports (i.e., Learning Outcomes)

3. Advisory Board

4. Graduate Survey

5. Site Supervisor and Employers Survey

6. Monthly Faculty Meetings

STUDENT DEMOGRAPHICS

FALL 2019

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

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

STUDENT DEMOGRAPHICS

SPRING 2020

Gender			
Mental Health Counseling Program		School Counseling Program	
Male	10	Male	10
Female	68	Female	52

Ethnicity					
Mental Health Counseling Program			School Counseling Program		
	Male	Female		Male	Female
African American/Black	7	54	African American/Black	7	33
Asian		1	Asian		
Foreign		2	Foreign		
Hispanic	1	3	Hispanic		5
Native Hawaiian			Native Hawaiian		1
Two or More Races		2	Two or More Races	1	2
Unknown		1	Unknown		2
White	2	5	White	2	9

SCHOOL COUNSELING PROGRAM

SCHOOL COUNSELING

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

Faculty

Program Coordinator

Dr. Cynthia Taylor

Department Faculty with Primary SC Affiliation

Dr. Audrey Lucas Brown
Dr. Marja Humphrey

Department Faculty with Secondary SC Affiliation

Dr. Janelle Bettis
Dr. Mark Bolden
Dr. Jake Johnson
Dr. Kimberly Mills
Dr. Otis Williams III

Mission Statement

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

Program Objectives

A. **Foundation:** Demonstrates knowledge of the history, roles, functions, professional identity, and current treatment models, effects of diverse contexts, needs, and processes /operational management of counseling practices.

B. **Counseling, Prevention, and Intervention:** Applies knowledge, skills and practices of theories, processes, design, development and implementation of counseling programs. Develops strategies to manage program effectiveness and impact.

C. **Diversity and Advocacy:** Implements knowledge, skills and practices of addressing educational policies, programs, and needs in multicultural settings; identifies opportunities for equitable program development while maximizing impact.

D. **Assessment:** Analyzes knowledge, skills and practices that address factors affecting personal, social, and academic functioning (including various forms of needs assessments for academic, career, and personal/social development).

E. **Research and Evaluation:** Analyzes knowledge and skills of current research and evidence-based practices. Develops models and strategies of evaluation, and methods of using data for improvement.

F. **Academic Development:** Identifies practices, concepts, principles, and strategies to promote academic success while closing the achievement gap; utilizes curriculum design and instructional/management strategies for teaching counseling and guidance related material.

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

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

Program 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 2019, Spring 2020, and Summer 2020) 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 were a total of 15 respondents (11 female and 4 male, 12 who identified as African American, 1 as White, 1 as Hispanic, and 1 multirace). 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 3.45, for Professional Disposition (measured by 4 items) was 3.50, and 3.43 for Diversity Competencies and Practices (measured by 7 items).

School Counseling Midpoint Survey 2019-2020 Academic Year
  PROGRAM QUALITY (Required)
  Element)
  Form Element Type: Rating
  Scale
  Total Author Response(s): 15 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
		1	2	3	4	N/A	
Overall, the program prepares me for professional work.	15	0.00%	6.67%	46.67%	46.67%	0.00%	3.4
The program of study is relevant to my career pursuit.	15	0.00%	0.00%	46.67%	53.33%	0.00%	3.53
The clinical experiences as provided by the program are relevant to my career pursuit.	15	0.00%	6.67%	20.00%	73.33%	0.00%	3.67
The program of study and its clinical experiences represent current and promising practices in the professional field.	15	0.00%	6.67%	33.33%	60.00%	0.00%	3.53

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	15	0.00%	13.33%	26.67%	60.00%	0.00%	3.47
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.	15	0.00%	6.67%	33.33%	60.00%	0.00%	3.53
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	15	0.00%	13.33%	40.00%	46.67%	0.00%	3.33
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	15	0.00%	6.67%	26.67%	66.67%	0.00%	3.6
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	15	0.00%	0.00%	40.00%	60.00%	0.00%	3.6
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	15	6.67%	6.67%	33.33%	53.33%	0.00%	3.33
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	15	6.67%	13.33%	26.67%	53.33%	0.00%	3.27
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	15	0.00%	0.00%	33.33%	60.00%	6.67%	3.64
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	15	13.33%	13.33%	40.00%	33.33%	0.00%	2.93
Total	**195**	**2.05%**	**7.18%**	**34.36%**	**55.90%**	**0.51%**	**3.45**

PROFESSIONAL DISPOSITION

(Required Element)

Form Element Type: Rating
Scale

Total Author Response(s): 15 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
		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.	15	0.00%	0.00%	40.00%	60.00%	0.00%	3.6
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	15	0.00%	0.00%	53.33%	46.67%	0.00%	3.47
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.	15	0.00%	0.00%	53.33%	46.67%	0.00%	3.47
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	15	0.00%	0.00%	53.33%	46.67%	0.00%	3.47
Total	**60**	**0.00%**	**0.00%**	**50.00%**	**50.00%**	**0.00%**	**3.5**

DIVERSITY COMPETENCIES
AND PRACTICES (Required

Element)

Form Element Type: Rating
Scale

Total Author Response(s): 15 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
		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.	15	0.00%	6.67%	40.00%	53.33%	0.00%	3.47
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.	15	0.00%	13.33%	46.67%	40.00%	0.00%	3.27
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	15	0.00%	0.00%	46.67%	53.33%	0.00%	3.53
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.	15	0.00%	0.00%	53.33%	46.67%	0.00%	3.47
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	15	0.00%	0.00%	46.67%	53.33%	0.00%	3.53
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.	15	0.00%	6.67%	46.67%	46.67%	0.00%	3.4
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.	15	0.00%	6.67%	53.33%	40.00%	0.00%	3.33
Total	**105**	**0.00%**	**4.76%**	**47.62%**	**47.62%**	**0.00%**	**3.43**

Three opened ended questions were included. It is important to note that although these questions were required, several students wrote "n/a" as their response. The points below are a summary of these responses.

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

Several students cited the presentations in each class as very helpful for building their confidence with public speaking which is a part of the School Counseling job. Many students wrote about the curriculum (specifically the multiple field experiences) and the passionate, experienced, friendly, knowledgeable professors as the most helpful aspects of the program. Another major theme was how students felt supported by the professors and staff.

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

Students thought that the course of study could use some revision, specifically which courses are offered in the winter and summer sessions for students desiring to complete the program more efficiently. They also wanted to have more time to collaborate with other students. Conversely, several students used this space to say that every course was helpful to their future work and the professors were open about their own experiences in the field.

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

Student shared that they wanted more information about how long it would take to complete their course of study. They also wanted more school counseling specific courses and more courses that are multiculturally aligned and relevant. Several students again praised the program and the professors/instructors because they felt that the learning environment was exceptional.

Exit Evaluation

Exit data was collected from the three semesters (Fall 2019, Spring 2020 and Summer 2020) in the COUN 861 Seminar in School Counseling course. This course is taken as one of the last in the Program of Study. There were a total of 15 graduates over these three semesters (13 who were female and 2 male, 11 who identified as African American, 2 as White and 2 as Hispanic). 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 3.39, for Professional Disposition (measured by 4 items) was 3.50, and 3.46 for Diversity Competencies and Practices (measured by 7 items).

School Counseling Exit Survey 2019-2020 Academic Year

PROGRAM QUALITY (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 15 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

		1	2	3	4	N/A	
Overall, the program prepares me for professional work.	15	0.00%	13.33%	53.33%	33.33%	0.00%	3.2
The program of study is relevant to my career pursuit.	15	0.00%	6.67%	46.67%	46.67%	0.00%	3.4
The clinical experiences as provided by the program are relevant to my career pursuit.	15	0.00%	6.67%	26.67%	66.67%	0.00%	3.6
The program of study and its clinical experiences represent current and promising practices in the professional field.	15	0.00%	6.67%	33.33%	60.00%	0.00%	3.53
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	15	0.00%	6.67%	40.00%	53.33%	0.00%	3.47
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.	15	0.00%	6.67%	33.33%	60.00%	0.00%	3.53
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	15	0.00%	6.67%	33.33%	60.00%	0.00%	3.53
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	15	0.00%	6.67%	33.33%	60.00%	0.00%	3.53
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	15	0.00%	6.67%	40.00%	53.33%	0.00%	3.47
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	15	6.67%	0.00%	60.00%	33.33%	0.00%	3.2

Rated Item(s)	Total	6.67%	0.00%	53.33%	40.00%	0.00%	3.27
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	15	6.67%	0.00%	53.33%	40.00%	0.00%	3.27
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	15	6.67%	0.00%	40.00%	53.33%	0.00%	3.4
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	15	6.67%	20.00%	46.67%	26.67%	0.00%	2.93
Total	**195**	**2.05%**	**6.67%**	**41.54%**	**49.74%**	**0.00%**	**3.39**

PROFESSIONAL DISPOSITION
(Required Element)
Form Element Type: Rating
Scale
Total Author Response(s): 15 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
		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.	15	0.00%	6.67%	46.67%	46.67%	0.00%	3.4
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	15	0.00%	0.00%	46.67%	53.33%	0.00%	3.53
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.	15	0.00%	0.00%	40.00%	60.00%	0.00%	3.6

	Total	1	2	3	4	N/A	
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	15	0.00%	0.00%	53.33%	46.67%	0.00%	3.47
Total	**60**	**0.00%**	**1.67%**	**46.67%**	**51.67%**	**0.00%**	**3.5**

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 15 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
		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.	15	0.00%	6.67%	46.67%	46.67%	0.00%	3.4
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.	15	0.00%	6.67%	46.67%	46.67%	0.00%	3.4
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	15	0.00%	0.00%	46.67%	53.33%	0.00%	3.53
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.	15	0.00%	0.00%	53.33%	46.67%	0.00%	3.47
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	15	0.00%	6.67%	40.00%	53.33%	0.00%	3.47

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.	15	0.00%	0.00%	53.33%	46.67%	0.00%	3.47
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.	15	0.00%	6.67%	40.00%	53.33%	0.00%	3.47
Total	**105**	**0.00%**	**3.81%**	**46.67%**	**49.52%**	**0.00%**	**3.46**

Three opened 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 several professors, as well as their Practicum and Internship experiences as the most helpful aspects of the program. "The guidance and support the professors have provided me has amazing." They also shared that the program really exposed them to different populations and taught them about working with people with diverse backgrounds. Another helpful aspect of the program was its CACREP accreditation as it held the School Counseling program to high standards.

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

Students identified the seminar course as a significant challenge. They also requested to do more role play, more case studies, and more discussion to prepare for consultation and supervision in practice, especially using school counseling related examples.

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

Students suggested spreading the portfolio requirements throughout all the courses, as opposed to having it all in Internship. They also wanted to have more connection with other students, such as a mentoring or buddy program. Students requested more attention to student feedback, and that professors continue to be supportive, empathetic, and sympathetic to the needs of students during this virtual setting. Students also referred to having a greater focus on the day-to-day activities of a professional school counselor. Many students used the space to express praise and thanks for their time in the program, honoring the faculty, and sharing their future plans.
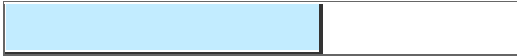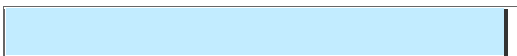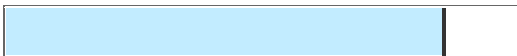
2. Student Learning Outcomes

TaskStream 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 COUN 706 Introduction to Research course in Fall 2019 (3.00 out of 4.0).
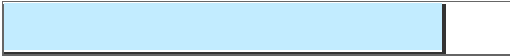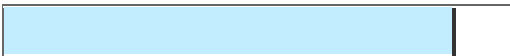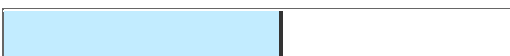
Report:	Summary of Performance for Authors in DRF: Graduate School Counseling Fall 2019
	Report Generated by Taskstream
Program:	Graduate School Counseling Fall 2019
# Authors :	103 Authors matched search criteria
Report Generated :	Wednesday, May 12, 2021

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
COUN 502: Common Core Final Exam Access : Subset	13 of 13 (100%)	**Avg.** = 64.15/ 80 (80%)	
COUN 608: Presentation Access : Subset	6 of 6 (100%)	**Avg.** = 3.90/4 (98%)	
COUN 633: Social Justice Pres Access : Subset	5 of 5 (100%)	**Avg.** = 3.32/4 (83%)	
COUN 730: Class Presentaion Access : None	0 of 0 (0%)		
COUN 731: Group Report Access : Subset	5 of 5 (100%)	**Avg.** = 3.72/4 (93%)	
COUN 734: Class Presentaion Access : Subset	4 of 6 (67%)	**Avg.** = 3.38/4 (84%)	

Folio Area	Authors Evaluated	Results for Group	Graph
COUN 706: Prog. Evaluation Proposal Access : Subset	6 of 6 (100%)	**Avg.** = 2.49/4 (62%)	
COUN 702: Prof. Disposition Paper Access : Subset	9 of 9 (100%)	**Avg.** = 3.36/4 (84%)	
COUN 702: Exam One Access : Subset	9 of 9 (100%)	**Avg.** = 128.00 /136 (94%)	
COUN 702: Exam Two Access : Subset	9 of 9 (100%)	**Avg.** = 129.78 /136 (95%)	
COUN 702: Exam Three Access : Subset	9 of 9 (100%)	**Avg.** = 133.56 /136 (98%)	
COUN 780: Article Critique Access : Subset	11 of 11 (100%)	**Avg.** = 3.43/4 (86%)	
COUN 840: Role Play Access : Subset	0 of 11 (0%)		

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 1
PROGRAM MID-POINT SURVEY Access : Subset	7 of 7 (100%)	7 Met / 0 Not Met	
COUN 836: Formative Practicum Access : Subset	7 of 7 (100%)	**Avg.** = 3.49/4 (87%)	
COUN 836: Summative Practicum Access : Subset	7 of 7 (100%)	**Avg.** = 3.58/4 (89%)	
COUN 799: CPCE Access : Subset	8 of 10 (80%)	**Avg.** = 75.38/ 136 (55%)	
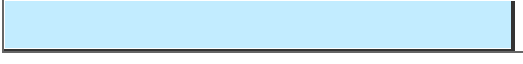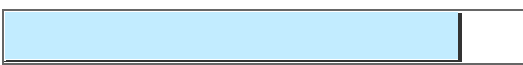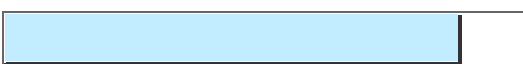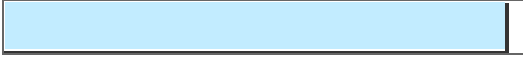
Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 1
PROGRAM EXIT SURVEY Access : Subset	6 of 51 (12%)	6 Met / 0 Not Met	
COUN 837: Exit Portfolio Access : Subset	4 of 4 (100%)	**Avg.** = 4.00/4 (100%)	
COUN 837: Formative Internship Access : Subset	4 of 4 (100%)	**Avg.** = 3.47/4 (87%)	
COUN 837: Summative Internship Access : Subset	4 of 4 (100%)	**Avg.** = 3.59/4 (90%)	
COUN 861: Capstone Project Access : Subset	1 of 8 (12%)	**Avg.** = 2.33/4 (58%)	
COUN 801: Capstone Project Access : Subset	0 of 1 (0%)		

Report:	Summary of Performance for Authors in DRF: Graduate School Counseling Spring 2020
	Report Generated by Taskstream
Program:	Graduate School Counseling Spring 2020
# Authors :	62 Authors matched search criteria
Report Generated :	Wednesday, May 12, 2021

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 1
COUN 502: Common Core Final Exam Access : Subset	7 of 9 (78%)	**Avg.** = 24.00/ 80 (30%)	
COUN 608: Presentation	4 of 4 (100%)	**Avg.** = 4.00/4 (100%)	

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
Access : Subset			
COUN 633: Social Justice Pres. Access : Subset	9 of 9 (100%)	**Avg.** = 3.93/4 (98%)	
COUN 730: Class Presentaion Access : Subset	0 of 2 (0%)		
COUN 731: Group Report Access : Subset	7 of 8 (88%)	**Avg.** = 3.51/4 (88%)	
COUN 734: Class Presentaion Access : Subset	8 of 11 (73%)	**Avg.** = 3.61/4 (90%)	
COUN 706: Prog. Evaluation Proposal Access : Subset	7 of 8 (88%)	**Avg.** = 3.50/4 (88%)	
COUN 702: Prof. Disposition Paper Access : Subset	8 of 8 (100%)	**Avg.** = 3.59/4 (90%)	
COUN 702: Exam One Access : Subset	8 of 8 (100%)	**Avg.** = 135.38 /136 (100%)	
COUN 702: Exam Two Access : Subset	8 of 8 (100%)	**Avg.** = 135.13 /136 (99%)	
COUN 702: Exam Three Access : Subset	8 of 8 (100%)	**Avg.** = 127.63 /136 (94%)	
COUN 780: Article Critique Access : Subset	11 of 11 (100%)	**Avg.** = 3.86/4 (97%)	
COUN 840: Role Play Access : Subset	0 of 4 (0%)		

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)

			Graph 0% 20% 40% 60% 80% 1
PROGRAM MID-POINT SURVEY Access : Subset	4 of 14 (29%)	4 Met / 0 Not Met	
COUN 836: Formative Practicum Access : Subset	10 of 11 (91%)	**Avg.** = 3.25/4 (81%)	
COUN 836: Summative Practicum Access : Subset	11 of 11 (100%)	**Avg.** = 3.32/4 (83%)	
COUN 799: CPCE Access : Subset	4 of 7 (57%)	**Avg.** = 76.50/ 136 (56%)	

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for) 0% 20% 40% 60% 80% 1
PROGRAM EXIT SURVEY Access : Subset	8 of 8 (100%)	8 Met / 0 Not Met	
COUN 837: Exit Portfolio Access : Subset	8 of 8 (100%)	**Avg.** = 3.74/4 (93%)	
COUN 837: Formative Internship Access : Subset	8 of 8 (100%)	**Avg.** = 3.61/4 (90%)	
COUN 837: Summative Internship Access : Subset	8 of 8 (100%)	**Avg.** = 3.82/4 (95%)	
COUN 861: Capstone Project Access : Subset	0 of 10 (0%)		
COUN 801: Capstone Project Access : None	0 of 0 (0%)		

Report:	Summary of Performance for Authors in DRF: Graduate School Counseling Summer 2020
Report Generated by Taskstream	
Program:	Graduate School Counseling Summer 2020 - Session I & III
# Authors :	19 Authors matched search criteria
Report Generated :	Wednesday, May 12, 2021

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
COUN 502: Common Core Final Exam Access : None	0 of 0 (0%)		
COUN 608: Presentation Access : Subset	4 of 5 (80%)	**Avg.** = 3.85/4 (96%)	
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 : None	0 of 0 (0%)		
COUN 734: Class Presentaion Access : None	0 of 0 (0%)		
COUN 706: Prog. Evaluation Proposal Access : None	0 of 0 (0%)		
COUN 702: Prof. Disposition Paper 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	3 of 3 (100%)	**Avg.** = 3.58/4 (90%)	
COUN 840: **Role Play** **Access :** None	0 of 0 (0%)		

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE is offered every fall, spring, and summer semester as the Comprehensive Examination. Students must complete their core courses in order to be eligible for the exam. Each semester the pass score is determined by the national mean minus one standard deviation.

In fall 2019, six school counseling students completed the CPCE. Of the six, 5 (83%) passed the exam with a mean score of 74, which was 9 points below the national mean (83). On average, students performed within one standard deviation of the national mean on all eight standard areas. An area of improvement was "Counseling and Helping Relationships."

Five students took the exam in spring 2020. Only 40% (N = 2) passed the exam with a mean score of 63, which was 23 points below the national mean (86). On average, students performed within one standard deviation of the national mean on all eight standard areas. Areas of improvement included "Group Counseling and Group Work," "Assessment and Testing," and "Research and Program Evaluation."

3. **Advisory Board**

On November 20, 2019 the Advisory Board met to discuss program evaluation results, modifications, and other news. The board consisted of program faculty, administration, staff, current students, alumni, representatives from local school systems, site supervisors, and the University Counseling Center. Department Chair and Program Coordinator started the meeting with announcing program growth and improvements. The meeting was then opened for discussion and feedback. Stakeholders in school counseling recommended the following; (a) improving the relationship between the program and local school systems; (b) looking for opportunities for undergraduate males to consider matriculating in the program; (c) partnering graduate students with recent graduates to provide support; (d) consider offering courses in treating sexual offenders and sexual abuse; and (e) consider offering mock interview strategies for school counseling. Lastly, local school system representatives stated that they would assist with distributing the *Employer Survey* to district leaders for completion.

4. Graduate Surveys

Overall, 100% (N = 30) of our school counseling graduates who responded to the survey are employed as Professional School Counselors. In terms of our program, graduates rated the overall quality of the program as "excellent" (18 graduates), "good" (9 graduates), and "fair" (3 graduates). Lastly, graduates reported the overall quality of the program was excellent (60.00%), good (30.00%), and fiar (10.00%).

The overall quality of the program was	Count	Percentage
Excellent	18	60.00%
Good	9	30.00%
Fair	3	10.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

In terms of the ten areas, we assessed related to CACREP core areas and others, we have listed them based on highest area of effectiveness to lowest using the below tablet:

1. Social and Cultural Development
2. Ethical and legal issues in counseling
3. Counseling Theories
4. Research and Program Evaluation
5. Professional identity as a counselor
6. Group Counseling and Group Work
7. Foundational counseling skills
8. Human Growth and Development
9. Career Development
10. Crisis Management Skills

Please rate the following CACREP Core areas and Others:	Total	Extremely Effective	Very Effective	Somewhat Effective	Not So Effective	Not at All Effective	Blank (Did not answer)
				Distribution %			
Professional identity as a counselor	30	43.33%	43.33%	13.33%	0.00%	0.00%	0.00%
Foundational counseling skills	30	40.00%	46.67%	3.33%	3.33%	0.00%	6.67%
Ethical and legal issues in counseling	30	50.00%	40.00%	6.67%	0.00%	0.00%	3.33%
Counseling Theories	30	46.67%	43.33%	3.33%	0.00%	0.00%	6.67%
Human Growth and Development	30	33.33%	53.33%	13.33%	0.00%	0.00%	0.00%

Career Development	30	33.33%	30.00%	33.33%	0.00%	0.00%	3.33%
Group Counseling and Group Work	30	43.33%	43.33%	10.00%	3.33%	0.00%	0.00%
Research and Program Evaluation	30	46.67%	40.00%	10.00%	0.00%	0.00%	3.33%
Social and Cultural Development	30	56.67%	40.00%	0.00%	0.00%	0.00%	3.33%
Crisis Management Skills	30	30.00%	36.67%	20.00%	10.00%	0.00%	3.33%

Graduates reported overall quality of classroom instruction was "excellent" (50.00%), "good" (43.33%), and "fair" (6.67%). In addition, graduates reported the overall quality of sites available for field-based practicum and internship was excellent (53.33%), good (36.67), and fair (10.00%). In terms of faculty members knowledge of subject matter was excellent (63.33%), and good (36.67%). In terms of the impact of the program to build peer networks and utilize peer support, graduates report the program was excellent (46.67%), good (46.67), and fair (6.67%).

What was the overall quality of classroom instruction?	Count	Percentage
Excellent	15	50.00%
Good	13	43.33%
Fair	2	6.67%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

What was the overall quality of sites available for field based practicum and internship experience?	Count	Percentage
Excellent	16	53.33%
Good	11	36.67%
Fair	3	10.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

Faculty members knowledge of subject matter	Count	Percentage
Excellent	19	63.33%
Good	11	36.67%
Fair	0	0.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

How impactful was the program in helping you build peer networks and utilize peer support?	Count	Percentage
Excellent	14	46.67%
Good	14	46.67%
Fair	2	6.67%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

5. Site Supervisor Surveys

A total of eight site supervisors from various local school systems (i.e., Prince George's County, Howard County, Anne Arundel County, and Hartford County) completed the survey. Overall, site supervisors reported that the program strengths were counseling techniques, candidates had a variety of experiences, candidates were above average, and the university was very professional. In terms of areas for growth, only one site supervisor responded, "Assessment for growth will come with time working as a Professional School Counselor." Site supervisors ranked the students' preparedness according to the program objectives (see page 7) in the following order:

1. Leadership
2. Collaboration and Consultation
3. Foundations
4. Academic Development
5. Diversity and Advocay
6. Research and Evaluation
7. Assessment

6. Monthly Faculty Meetings

Department 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 2009 to the 2016 CACREP Standards. Faculty reviewed the need to revise syllabus, assignments, rubrics, curriculum offerings, and other changes. Discussion was also dedicated to improving Comprehensive Examination scores. School Counseling students did not perform well on the CPCE in spring 2020. Students also requested more support in preparing for the exam. Department meetings are also an opportunity to process informal feedback and information from classroom dialogues, emails, and advisement sessions. Oftentimes, faculty brainstorm and present innovative ideas such as the *Student Information Session* due to student advisement complaints.

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 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. 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

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 2019, Spring 2020, and Summer 2020) in the Practicum course. This course is typically taken at 30 credit hours. Eighteen students in total completed the Mid-point survey, including 16 females, 1 male, and 1 perfer not to answer, 16 African Americans, I multiracial, and 1 perfer not to answer. 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 3.63. The average score for Professional Disposition (measured by 4 items) was 3.66. For Diversity Competencies and Practices (measured by 7 items), the mean score was 3.52.

Mental Health Midpoint Survey 2019-2020 Academic Year

PROGRAM QUALITY (Required Element)
Form Element Type: Rating Scale
Total Author Response(s): 18 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
		1	**2**	**3**	**4**	**N/A**	
Overall, the program prepares me for professional work.	18	0.00%	11.11%	38.89%	50.00%	0.00%	3.39
The program of study is relevant to my career pursuit.	18	0.00%	0.00%	11.11%	88.89%	0.00%	3.89
The clinical experiences as provided by the program are relevant to my career pursuit.	18	5.56%	0.00%	27.78%	61.11%	5.56%	3.53
The program of study and its clinical experiences represent current and promising practices in the professional field.	18	0.00%	5.56%	22.22%	72.22%	0.00%	3.67

The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	18	0.00%	5.56%	27.78%	61.11%	5.56%	3.59
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.	18	0.00%	0.00%	22.22%	55.56%	22.22%	3.71
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	18	0.00%	5.56%	22.22%	72.22%	0.00%	3.67
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	18	0.00%	5.56%	22.22%	72.22%	0.00%	3.67
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	18	0.00%	5.56%	33.33%	55.56%	5.56%	3.53
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	18	0.00%	5.56%	11.11%	83.33%	0.00%	3.78
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	18	0.00%	5.56%	16.67%	77.78%	0.00%	3.72
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	18	0.00%	0.00%	27.78%	66.67%	5.56%	3.71
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	18	0.00%	16.67%	27.78%	44.44%	11.11%	3.31
Total	**234**	**0.43%**	**5.13%**	**23.93%**	**66.24%**	**4.27%**	**3.63**

PROFESSIONAL DISPOSITION

(Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 18 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
		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.	18	0.00%	11.11%	16.67%	72.22%	0.00%	3.61
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	18	0.00%	5.56%	22.22%	72.22%	0.00%	3.67
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.	18	0.00%	5.56%	27.78%	61.11%	5.56%	3.59
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	18	0.00%	0.00%	22.22%	77.78%	0.00%	3.78
Total	**72**	**0.00%**	**5.56%**	**22.22%**	**70.83%**	**1.39%**	**3.66**

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 18 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
		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.	18	0.00%	0.00%	44.44%	50.00%	5.56%	3.53
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.	18	0.00%	5.56%	33.33%	55.56%	5.56%	3.53
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	18	0.00%	11.11%	27.78%	61.11%	0.00%	3.5
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.	18	0.00%	5.56%	27.78%	44.44%	22.22%	3.5
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	18	0.00%	11.11%	27.78%	61.11%	0.00%	3.5
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.	18	0.00%	11.11%	27.78%	61.11%	0.00%	3.5
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.	18	0.00%	11.11%	16.67%	66.67%	5.56%	3.59
Total	**126**	**0.00%**	**7.94%**	**29.37%**	**57.14%**	**5.56%**	**3.52**

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

Students identified the most helpful aspects of the program were the courses that focused on supportive and caring faculty; resourceful professors who go above and beyond; and varied models of instruction. Students also appreciated that they are gaining clinical skills in an accredited program and that they have opportunities to engage in professional development. Students also indicated that the experience of the professors in teaching interventions was very beneficial. The professional networking/development opportunities were also deemed as helpful.

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

Students identified the least helpful aspects of the program were miscommunication about important program/ graduate information, incomplete and outdated Internship Directory, and lack of preparation for 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 students 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".

Exit Evaluation

Exit data was collected from the three semesters (Fall 2019, Spring 2020 and Summer 2020) in Internship II course. This course is taken as one of the last in the Program of Study. There were a total of 28 graduates over these three semesters (20 who were female, 7 male, and 1 perfer not to answer, 19 who identified as Black, 3 as White, 2 as Hispanic, 1 perfer not to answer, and 1 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 3.58, for Professional Disposition (measured by 4 items) was 3.60, and 3.48 for Diversity Competencies and Practices (measured by 7 items).

Mental Health Exit Survey 2019-2020 Academic Year
 PROGRAM QUALITY (Required Element)
 Form Element Type: Rating Scale
 Total Author Response(s): 28 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
		1	2	3	4	N/A	
Overall, the program prepares me for professional work.	28	0.00%	0.00%	35.71%	64.29%	0.00%	3.64

The program of study is relevant to my career pursuit.	28	0.00%	0.00%	28.57%	71.43%	0.00%	3.71
The clinical experiences as provided by the program are relevant to my career pursuit.	28	0.00%	0.00%	32.14%	67.86%	0.00%	3.68
The program of study and its clinical experiences represent current and promising practices in the professional field.	28	0.00%	0.00%	42.86%	57.14%	0.00%	3.57
The program of study and its clinical experiences prepare me with the knowledge and skills to design effective learning experiences.	28	0.00%	0.00%	46.43%	50.00%	3.57%	3.52
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.	28	0.00%	0.00%	42.86%	42.86%	14.29%	3.5
The program of study and its clinical experiences provide instructions and activities that are consistent with course and program objectives.	28	0.00%	0.00%	46.43%	53.57%	0.00%	3.54
The program of study and its clinical experiences prepare me to develop ethical values, beliefs, and behaviors as a professional through varied experiences.	28	0.00%	0.00%	28.57%	71.43%	0.00%	3.71
The program of study and its clinical experiences provide me with the opportunities to collaborate with colleagues and administrators in educational settings.	28	0.00%	0.00%	35.71%	64.29%	0.00%	3.64
The program faculty provide guidance and support that contribute positively to my obtainment of professional competencies.	28	0.00%	3.57%	32.14%	64.29%	0.00%	3.61
The university supervisor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	28	0.00%	3.57%	35.71%	60.71%	0.00%	3.57

Rated Item(s)	Total	1	2	3	4	N/A	Average
The site mentor(s) provides guidance and support that contribute positively to my obtainment of professional competencies.	28	0.00%	3.57%	46.43%	46.43%	3.57%	3.44
The program provides available and adequate technical facilities (i.e., computer labs, library) for my professional preparation.	28	0.00%	14.29%	39.29%	46.43%	0.00%	3.32
Total	**364**	**0.00%**	**1.92%**	**37.91%**	**58.52%**	**1.65%**	**3.58**

PROFESSIONAL DISPOSITION (Required Element)
Form Element Type: Rating Scale
Total Author Response(s): 28 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
		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.	28	0.00%	3.57%	35.71%	60.71%	0.00%	3.57
The program of study and its clinical experiences prepare me to uphold professionalism in both academic and work settings.	28	0.00%	3.57%	32.14%	64.29%	0.00%	3.61
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.	28	0.00%	3.57%	28.57%	57.14%	10.71%	3.6
The program of study and its clinical experiences provide me with knowledge, skills and professionalism necessary to seek continuing professional growth and development.	28	0.00%	3.57%	32.14%	64.29%	0.00%	3.61
Total	**112**	**0.00%**	**3.57%**	**32.14%**	**61.61%**	**2.68%**	**3.6**

DIVERSITY COMPETENCIES AND PRACTICES (Required Element)
Form Element Type: Rating Scale
Total Author Response(s): 28 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
		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.	28	0.00%	3.57%	35.71%	53.57%	7.14%	3.54
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.	28	0.00%	3.57%	46.43%	46.43%	3.57%	3.44
The program of study and its clinical experiences provide me with opportunities to interact with peers with diverse backgrounds and needs.	28	0.00%	7.14%	35.71%	57.14%	0.00%	3.5
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.	28	0.00%	0.00%	50.00%	46.43%	3.57%	3.48
The program of study and its clinical experiences provide me with opportunities to interact with faculty with diverse backgrounds and expertise.	28	0.00%	3.57%	46.43%	50.00%	0.00%	3.46
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.	28	0.00%	0.00%	46.43%	53.57%	0.00%	3.54

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.	28	0.00%	3.57%	46.43%	42.86%	7.14%	3.42
Total	**196**	**0.00%**	**3.06%**	**43.88%**	**50.00%**	**3.06%**	**3.48**

Three opened 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 the courses that focused on application of clinical/counseling such as Internship, Practicum Advanced Techniques, and Group Counseling. This is evidenced by students comments: (a) "Internship was vital to learning effective ways to apply theories and counseling techniques", (b) The most helpful aspect of this program was my practicum an internship experiences", and (c) "Experiencing internship and practicum roles". Other students identified class sizes, interaction with diverse clients, professional development requirements, and faculty making content relateable as most helpful.

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

Students identified the least helpful aspects of the program were a lack of some resources that could have enhanced their experience such as assessments, support for NCE/CPCE , and placement for internship/practicum experience.

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, having more counseling skills opportunities such as examples of counseling videos in classes, and clinical information offered in classes. Students also recommended taking MHCO 833 Advanced Techniques in Psychotherapy earlier in the program to prepare for Practicum.

2. Student Learning Outcomes

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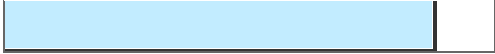
Student learning outcomes are measured in each of the Common Core and Program Specific courses that are aligned to CACREP Standards. In order to "meet expectations," students must score 80% on the assignment. On average, students "met expectations" on all the standards, except

Formative and Summative Evaluations in the MHCO 836 Practicum in Mental Health Counseling course in Fall 2019 and Spring 2020 (2.55 out of 4.0) and Program Evaluation in the COUN 706 Introduction to Research course in Fall 2019 (3.00 out of 4.0).
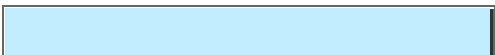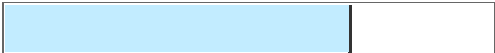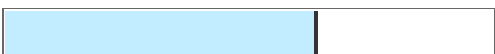
Report:	Summary of Performance for Authors in DRF: Graduate Mental Health Fall 2019
	Report Generated by Taskstream
Program:	Graduate Mental Health Fall 2019
# Authors :	118 Authors matched search criteria
Report Generated :	Wednesday, May 12, 2021

Transition 2: Core/ Foundations
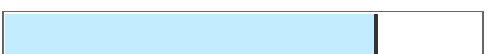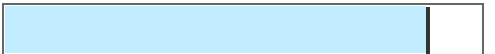
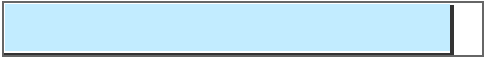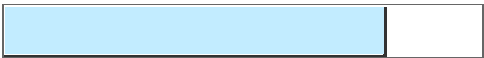| Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
PSYC 502: Common Core Final Exam Access : Subset	0 of 10 (0%)		
COUN 608: Presentation Access : Subset	14 of 14 (100%)	**Avg.** = 3.86 /4 (96%)	
COUN 633: Social Justice Pres Access : Subset	15 of 16 (94%)	**Avg.** = 3.19 /4 (80%)	
MHCO 671: Clinic Creation Access : Subset	14 of 14 (100%)	**Avg.** = 31.9 3/33 (97%)	
COUN 706: Prog. Evaluation Proposal Access : Subset	10 of 10 (100%)	**Avg.** = 3.07 /4 (77%)	
COUN 730: Class Presentation Access : Subset	0 of 3 (0%)		
COUN 731: Group Report Access : Subset	10 of 13 (77%)	**Avg.** = 3.74 /4 (94%)	
COUN 734: Class Presentation	12 of 13 (92%)	**Avg.** = 3.58 /4 (90%)	
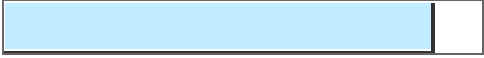
Access : Subset			
COUN 780: Article Critique Access : Subset	14 of 15 (93%)	**Avg.** = 3.54 /4 (88%)	

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
PROGRAM MID-POINT SURVEY Access : Subset	1 of 14 (7%)	1 Met / 0 Not Met	
MHCO 836: Practicum Evaluation Access : Subset	10 of 10 (100%)	**Avg.** = 2.8 5/4 (71%)	
MHCO 836: Practicum Evaluation Access : Subset	10 of 10 (100%)	**Avg.** = 2.5 5/4 (64%)	
MHCO 744:Mental Health Presentation Access : Subset	17 of 17 (100%)	**Avg.** = 3.4 5/4 (86%)	
MHCO 799: CPCE Access : Subset	7 of 9 (78%)	**Avg.** = 79. 71/130 (61 %)	

Transition 4: Program Exit
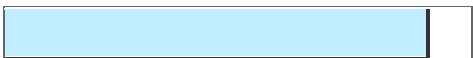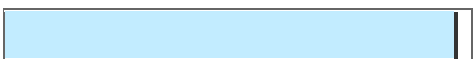
Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
PROGRAM EXIT SURVEY Access : Subset	9 of 25 (36%)	7 Met / 2 Not Met	
MHCO 858: Formative I Access : Subset	10 of 10 (100%)	**Avg.** = 3.0 2/4 (75%)	
MHCO 858: Summative I Access : Subset	10 of 10 (100%)	**Avg.** = 3.7 0/4 (93%)	
MHCO 806: Formative II Access : Subset	10 of 12 (83%)	**Avg.** = 3.5 4/4 (89%)	

MHCO 806 :Summative II Access : Subset	10 of 12 (83%)	**Avg.** = 3.5 8/4 (90%)	
MHCO 806 Professional Portfolio Access : Subset	0 of 12 (0%)		
MHCO 806: Case Study Access : Subset	3 of 12 (25%)	**Avg.** = 4.0 0/4 (100%)	
MHCO 806: Video Access : Subset	11 of 12 (92%)	**Avg.** = 3.7 7/4 (94%)	
MHCO 861: Capstone Project Access : Subset	14 of 15 (93%)	**Avg.** = 3.2 1/4 (80%)	
MHCO 801: Capstone Project Access : None	0 of 0 (0%)		
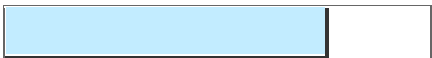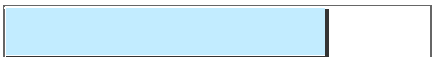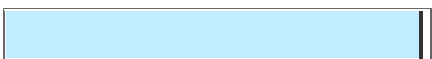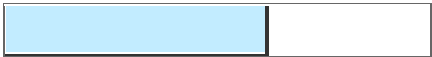
Report:	Summary of Performance for Authors in DRF: Graduate Mental Health - Spring 2020
	Report Generated by Taskstream
Program:	Graduate Mental Health Spring 2020
# Authors :	78 Authors matched search criteria
Report Generated :	Wednesday, May 12, 2021

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for) 0% 20% 40% 60% 80% 1
COUN 502: Common Core Final Exam Access : Subset	1 of 1 (100%)	**Avg.** = 24.0 0/80 (30%)	
COUN 608: Presentation Access : Subset	5 of 7 (71%)	**Avg.** = 3.88 /4 (97%)	
COUN 633: Field Experience Access : Subset	10 of 11 (91%)	**Avg.** = 3.94 /4 (99%)	

MHCO 671 Clinic Creation Access : Subset	6 of 6 (100%)	**Avg.** = 4.00 /4 (100%)	
COUN 706: Prog. Evaluation Proposal Access : Subset	11 of 11 (100%)	**Avg.** = 3.59 /4 (90%)	
COUN 730: Class Presentation Access : Subset	0 of 1 (0%)		
COUN 731: Group Report Access : Subset	11 of 14 (79%)	**Avg.** = 3.65 /4 (91%)	
COUN 734: Class Presentation Access : Subset	6 of 7 (86%)	**Avg.** = 3.65 /4 (91%)	
COUN 780: Article Critique Access : Subset	11 of 13 (85%)	**Avg.** = 3.86 /4 (97%)	

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
PROGRAM MID-POINT SURVEY Access : Subset	11 of 23 (48%)	11 Met / 0 Not Met	
MHCO 836: Practicum Evaluation Access : Subset	7 of 9 (78%)	**Avg.** = 3.06 /4 (76%)	
MHCO 836: Practicum Evaluation Access : Subset	5 of 5 (100%)	**Avg.** = 3.03 /4 (76%)	
MHCO 744:Mental Health Presentation Access : Subset	14 of 14 (100%)	**Avg.** = 3.94 /4 (98%)	
MHCO 799: CPCE Access : Subset	11 of 15 (73%)	**Avg.** = 80.4 5/130 (62%)	

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
PROGRAM EXIT SURVEY **Access :** Subset	5 of 14 (36%)	5 Met / 0 Not Met	
MHCO 858: Formative I **Access :** Subset	7 of 7 (100%)	**Avg.** = 3.77 /4 (94%)	
MHCO 858: Summative I **Access :** Subset	6 of 7 (86%)	**Avg.** = 4.00 /4 (100%)	
MHCO 806: Formative II **Access :** Subset	11 of 12 (92%)	**Avg.** = 3.37 /4 (84%)	
MHCO 806:Summative II **Access :** Subset	10 of 11 (91%)	**Avg.** = 3.40 /4 (85%)	
MHCO 806: Professional Portfolio **Access :** Subset	7 of 11 (64%)	**Avg.** = 3.57 /4 (89%)	
MHCO 806: Case Study **Access :** Subset	8 of 11 (73%)	**Avg.** = 3.63 /4 (91%)	
MHCO 806: Video **Access :** Subset	9 of 10 (90%)	**Avg.** = 3.68 /4 (92%)	
MHCO 861: Capstone Project **Access :** Subset	12 of 14 (86%)	**Avg.** = 3.52 /4 (88%)	
MHCO 801: Capstone Project **Access :** None	0 of 0 (0%)		

Report:	Summary of Performance for Authors in DRF: Graduate Mental Health - Summer 2020
	Report Generated by Taskstream
Program:	Graduate Mental Health Summer 2020 - Session I, II & III
# Authors :	41 Authors matched search criteria

Transition 2: Core/ Foundations

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
COUN 502: Common Core Final Exam Access : None	0 of 0 (0%)		
COUN 608: Presentation Access : Subset	6 of 6 (100%)	**Avg.** = 3.90 /4 (98%)	
COUN 633: Field Experience Access : None	0 of 0 (0%)		
MHCO 671 Clinic Creation Access : None	0 of 0 (0%)		
COUN 706: Prog. Evaluation Proposal Access : None	0 of 0 (0%)		
COUN 730: Class Presentation Access : None	0 of 0 (0%)		
COUN 731: Group Report Access : None	0 of 0 (0%)		
COUN 734: Class Presentation Access : None	0 of 0 (0%)		
COUN 780: Article Critique Access : Subset	3 of 3 (100%)	**Avg.** = 3.58 /4 (90%)	

Transition 3: Advance to Candidacy

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
			0% 20% 40% 60% 80% 1
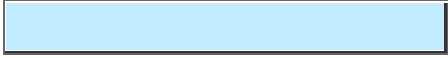
Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for)
PROGRAM MID-POINT SURVEY **Access :** Subset	6 of 6 (100%)	6 Met / 0 Not Met	
MHCO 836: Practicum Evaluation **Access :** Subset	6 of 6 (100%)	**Avg.** = 3.39 /4 (85%)	
MHCO 836: Practicum Evaluation **Access :** Subset	6 of 6 (100%)	**Avg.** = 3.51 /4 (88%)	
MHCO 744:Mental Health Presentation **Access :** None	0 of 0 (0%)		
MHCO 799: CPCE **Access :** Subset	0 of 18 (0%)		

Transition 4: Program Exit

Folio Areas Assessed	Authors Evaluated	Results for Group	Graph (Avg. for) 0% 20% 40% 60% 80% 1
PROGRAM EXIT SURVEY **Access :** Subset	0 of 12 (0%)		
MHCO 858: Formative I **Access :** Subset	6 of 6 (100%)	**Avg.** = 3.49 /4 (87%)	
MHCO 858: Summative I **Access :** Subset	6 of 6 (100%)	**Avg.** = 3.91 /4 (98%)	
MHCO 806: Formative II **Access :** Subset	7 of 7 (100%)	**Avg.** = 3.71 /4 (93%)	
MHCO 806:Summative II **Access :** Subset	6 of 7 (86%)	**Avg.** = 3.91 /4 (98%)	
MHCO 806: Professional Portfolio **Access :** Subset	6 of 7 (86%)	**Avg.** = 4.00 /4 (100%)	
MHCO 806: Case Study	6 of 7 (86%)	**Avg.** = 3.83 /4 (96%)	

Access : Subset			
MHCO 806: Video **Access :** Subset	6 of 7 (86%)	**Avg.** = 4.00 /4 (100%)	
MHCO 861: Capstone Project **Access :** Subset	0 of 2 (0%)		
MHCO 801: Capstone Project **Access :** None	0 of 0 (0%)		

Counselor Preparation Comprehensive Examination (CPCE)

In fall 2019, nine mental health counseling students completed the CPCE. Of the nine, 8 (89%) passed the exam with a mean score of 79, which was 4 points below the national mean (83). On average, students performed within one standard deviation of the national mean on all eight standard areas. However, an area of improvement was "Counseling and Helping Relationships."

In spring 2020, all twelve students who took the exam passed with a mean score of 83, which was 3 points below the national mean (86). On average, students performed within one standard deviation of the national mean on all eight standard areas. Areas of improvement included "Group Counseling and Group Work," "Assessment and Testing," and "Research and Program Evaluation."

All four students passed the exam in the summer 2020. Students scored a mean of 87, which was 4 points above the national mean (83). Students excelled in all standard areas.

3. **Advisory Board**

On November 20, 2019 the Advisory Board met to discuss program evaluation results, modifications, and other news. The board consisted of program faculty, administration, staff, current students, alumni, site supervisors, and the University Counseling Center. Stakeholders in mental health counseling recommended the following; (a) consider offering courses to prepare students to take Addictions and Marriage & Family Counseling exams; (b) students should seek practicum and internship placements as early as possible, preferably a year in advance; (c) consider offering a Practicum and Internship Fair; (d) consider offering courses or workshops in trauma informed care; (e) consider offering mock interview strategies for mental health counseling; (f) consider offering mentor group for recent mental health counseling graduates; (g) update Practicum and Internship Site Listing; and (h) consider offering more Practicum and Internship Orientations.

4. **Graduate Surveys**

Overall, 100% (N=17) of our mental health graduates who responded to the survey are employed. 71% are employed as mental health counselors/therapists. In terms of our program, graduates reported that our program prepared them as excellent (10 graduates) and good (7 graduates) for their current position. Lastly, graduates reported the overall quality of the program was excellent (58.82%), and good (41.18%).

The overall quality of the program was	Count	Percentage
Excellent	10	58.82%
Good	7	41.18%
Fair	0	0.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

In terms of the ten areas, we assessed related to program objectives, we have listed them based on highest area of effectiveness to lowest using the below table:

1. Social and Cultural Development
2. Professional identity as a counselor
3. Counseling theories
4. Human Growth and Development
5. Group Counseling and Group Work
6. Research and Program Evaluation
7. Foundational counseling skills
8. Ethical and legal issues in counseling
9. Career Development
10. Crisis Management Skills

Please rate the following CACREP Core areas and Others:	Total	Extremely Effective	Very Effective	Somewhat Effective	Not So Effective	Not at All Effective	Blank (Did not answer)
				Distribution %			
Professional identity as a counselor	17	47.06%	41.18%	5.88%	0.00%	0.00%	5.88%
Foundational counseling skills	17	41.18%	23.53%	11.76%	0.00%	0.00%	23.53%
Ethical and legal issues in counseling	17	41.18%	35.29%	17.65%	0.00%	0.00%	5.88%
Counseling Theories	17	47.06%	17.65%	11.76%	0.00%	0.00%	23.53%
Human Growth and Development	17	47.06%	35.29%	5.88%	5.88%	0.00%	5.88%
Career Development	17	17.65%	29.41%	29.41%	5.88%	5.88%	11.76%
Group Counseling and Group Work	17	47.06%	35.29%	11.76%	0.00%	0.00%	5.88%
Research and Program Evaluation	17	47.06%	29.41%	5.88%	11.76%	0.00%	5.88%

Social and Cultural Development	17	52.94%	29.41%	11.76%	0.00%	0.00%	5.88%
Crisis Management Skills	17	17.65%	17.65%	29.41%	11.76%	5.88%	17.65%

Graduates reported overall quality of classroom instruction was excellent (58.82%), and good (41.18%). In addition, graduates reported the overall quality of sites available for field-based practicum and internship was excellent (58.82%), good (29.41%), and fair (29.41%). In terms of faculty members knowledge of subject matter was excellent (75.47%), and good (23.53%). In terms of the impact of the program to build peer networks and utilize peer support, graduates report the program was excellent (52.91%), good (17.65%), fair (23.53%), and extremely poor (5.88%).

What was the overall quality of classroom instruction?	Count	Percentage
Excellent	10	58.82%
Good	7	41.18%
Fair	0	0.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

What was the overall quality of sites available for field based practicum and internship experience?	Count	Percentage
Excellent	6	35.29%
Good	5	29.41%
Fair	5	29.41%
Poor	1	5.88%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

Faculty members knowledge of subject matter	Count	Percentage
Excellent	13	75.47%
Good	4	23.53%
Fair	0	0.00%
Poor	0	0.00%
Extremely Poor	0	0.00%
Blank (Did not answer)	0	0.00%

How impactful was the program in helping you build peer networks and utilize peer support?	Count	Percentage
Excellent	9	52.94%
Good	3	17.65%
Fair	4	23.53%

Poor	0	0.00%
Extremely Poor	1	5.88%
Blank (Did not answer)	0	0.00%

5. Site Supervisor and Employer Survey

Site Supervisor Survey

Of the 65 surveys emailed out, four site supervisors responded. Overall, the feedback and comments were positive. Site supervisors noted that interns are strong with the application of counseling principles and interventions. Interns are privy to a range of curriculum offerings, such as Domestice Violence which most students are not. Specific areas needing improvement included: (a) Prepare students to apply current record-keeping standards related to clinical mental health counseling; (b) Prepare students to understand established diagnostic criteria for mental and emotional disorders, and treatment modalities; (c) 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; and (e) 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.

Employer Survey

Of the 2 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 2009 to the 2016 CACREP Standards. Faculty reviewed the need to revise syllabus, assignments, rubrics, curriculum offerings, and other changes. Discussion was also dedicated to improving Comprehensive Examination scores. Students also requested more support in preparing for the exam. Department meetings are also an opportunity to process informal feedback and information from classroom dialogues, emails, and advisement sessions. Oftentimes, faculty brainstorm and present innovative ideas such as the *Student Information Session* due to student advisement complaints.

Program Modifications

The current report addressed feedback from the aforementioned data sources.

1. **2016 CACREP Standards**. Initiated the update of curriculum to align with 2016 CACREP standards.

2. **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, we contracted a professional CPCE consultant to conduct the sessions. In addition to faculty facilitating a review session, the department partnered with the Graduate Student Association (GSA) to contract two consultants to provide two other workshops respectively.

3. **Additional Course Section.** An additional section of MHCO 833 Advanced Techniques in Psychotherapy was added to the spring 2021 schedule. Instead of having one section with 20 students, we added another section and decreased the roster size (12) in order to offer a more intensive training. The goal was to better prepare students for Practicum and Internship.

4. **Practicum/ Internship Networking Fair.** In the fall 2020, in collaboration with the African Psychology Student Association, the department hosted a Practicum and Internship Networking Fair. The fair is expected to be an annual occurrence. Several current and potential site representatives attended and shared information about practicum/ internship opportunities. The goals of the event were to connect students with sites, share mock interview strategies, and discuss site expectations and requirements.

5. **New Associate Director of Clinical Training & Field Placement.** The mental health counseling program added a new personnel to direct and facilitate the practicum and internship process. This person is responsible for coordinating sites, communicating with site supervisors, and monitoring and supervising placements.

6. **Practicum/ Internship Orientation & Placement Process**. To accommodate student schedules, Practicum/ Internship Orientations are now held each month at different days and times. Orientations are also now required in order to register for the course. Students must also have an approved site before registering for the course.

7. **Monthly Clinical Meetings.** The Associate Director of Clinical Training, Department Chair, Program Coordinator, and Clinical Faculty meet the first Monday of each month to discuss clinical courses and students. The goal of these meetings are to review, discuss, and refine practicum and internship placements, student performance, student concerns, handbook, etc.

8. **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.

9. **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.

10. **Colloquium Series.** In fall 2018, the department started a colloquium series to address out-of-classroom student needs, such as Professional Behavior Workshops, APA Style Writing, CPCE Training, and ACA Advocacy Training. In the spring 2020, faculty focused on understanding the use of DSM-5 and diagnostic formation. Faculty conducted three clinical workshops Spring/Summer 2020: (a) *Biopsychosocial Intakes* , (b). Self-Care and Counseling and (c) ClinicalConsiderations for Clients with Trauma Treatment Planning. These colloquiums, among others, are offered every semester for Professional Development Activity (PDA) hours. Five PDA hours are required for each three credit-hour course.