



**Department of Counseling, Rehabilitation & Psychometric  
Services**

**Program Assessment Results  
2022-2023**

**Clinical Mental Health Counseling  
School Counseling  
Rehabilitation Counseling**

**Demographic Data 2022-23 of applicants, students and graduates (Standard 4.B)**

**Applicants and Current students**

<b>Demographic Data 2022-23 Enrolled</b>	<b>Master's Level Counts</b>	<b>Fall 2022</b>	<b>Spring 2023</b>
<b>Total Enrolled (Fall 2022-Spring 2023)</b>	193	105	88
<b>Gender</b>		<b>Fall 2022</b>	<b>Spring 2023</b>
Female	165	91	74
Male	28	14	14
Other	0		
<b>Status</b>		<b>Fall 2022</b>	<b>Spring 2023</b>
Full time	100	51	49
Part time	93	54	39
<b>Ethnicity</b>		<b>Fall 2022</b>	<b>Spring 2023</b>
White	17	8	9
Black	172	95	77
Hispanic	1	0	1
Asian	0	0	0
Multi-racial	3	2	1
American Indian or Alaskan White	0	0	0
Native Hawaiian	0	0	0
Other	0	0	0

<b>Residency</b>		<b>Fall 2022</b>	<b>Spring 2023</b>
In-state	167	96	81
Out-of-state	14	8	6
International	2	1	1
		<b>Fall 2022</b>	<b>Spring 2023</b>
<b>CMH Counseling</b>	132	67	65
<b>School Counseling</b>	27	18	9
<b>Rehab Counseling</b>	34	20	14

<b>Fall 2022 Graduates</b>	
<b>Total Graduates</b>	<b>20</b>
<b>Gender</b>	
Female	18
Male	2
Other	0

<b>Ethnicity</b>	
<b>White</b>	
<b>Black</b>	
<b>Hispanic</b>	
<b>Asian</b>	
<b>Multi-racial</b>	

<b>Overall Academic Year 22-23</b>	
<b>Ethnicity</b>	
White	1
Black	27
Hispanic	0
Asian	0
Multi-racial	1
American Indian	0
Native Hawaiian	0
Other	0
<b>Total</b>	<b>29</b>

<b>American Indian or Alaskan White</b>	
<b>Native Hawaiian</b>	
<b>Other</b>	

<b>CMH Counseling</b>	<b>11</b>
<b>School Counseling</b>	<b>3</b>
<b>Rehab Counseling</b>	<b>6</b>

<b>Spring 2023 Graduates</b>	
<b>Total Graduates</b>	<b>9</b>
<b>Gender</b>	
Female	9
Male	0
Other	0
<b>Ethnicity</b>	
White	1
Black	8
Hispanic	0
Asian	0
Multi-racial	0
American Indian or Alaskan White	0

Native Hawaiian	0
Other	0

<b>CMH Counseling</b>	<b>8</b>
<b>School Counseling</b>	<b>1</b>
<b>Rehab Counseling</b>	<b>0</b>

**Summary of results:** Faculty will continue to participate in recruitment activities to increase diversity among program applicants, students, and graduates.

#### Entry Level Assessment Evaluation of Program Objectives

Standards	Program Obj.	CMHC	SC	RC
<b>Section 4:F. G. H</b>		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive,	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified

		clients.	developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.	rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.		

**Entry Level Assessment - self-assessment in which students assess their perceptions of their own knowledge, skills and professional dispositions during the 1<sup>st</sup> semester in the program.**

Commitment		Knowledge		Skills		Professionalism	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
2.0	3.0	2.8	3.0	2.6	3.0	3.2	4.0

**Summary of results:** The student’s self-evaluated themselves on the areas of commitment, knowledge, skills, and professionalism on a Likert scale ranging from 1 strongly disagree to 4 strongly agree. The students’ scores are in the moderately disagree to strongly agree range, with the highest score being in Professionalism. Since students are in the first semester the low scores are not alarming, through more education and training students are expected to improve in all areas. The Department has plans to offer program students more continuing education opportunities, where important areas such as professionalism will be further developed.

**Intermediate Level Assessment Evaluation of Program Objectives**

Standards	Program Obj.	CMHC	SC	RC
<p><b>Section 4:F,G</b>  <b>Section 3:C,D</b>  <b>Section 2:C</b></p>		<p>1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.</p>	<p>1. School counseling students will gain the foundational knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.</p>	<p>1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.</p>
		<p>2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.</p>	<p>2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.</p>	<p>2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.</p>
		<p>3. Clinical mental health counseling students will learn relevant counseling theory as well as sound ethical</p>	<p>3. School counseling students will learn to foster acceptance of the uniqueness of individuals and the implications of a</p>	<p>3. Rehabilitation counseling students will learn advocacy strategies designed to foster for the</p>

		practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve.	pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.	

**Intermediate Level Assessment - self-assessment in which students assess their perceptions of their own knowledge, skills, and professional dispositions during Practicum.**

Commitment		Knowledge		Skills		Professionalism	
Fall 22	Spring 23	Fall 22	Spring 23	Fall 22	Spring 23	Fall 22	Spring 23
3.6	3.6	3.0	3.0	3.0	3.0	3.2	4.0

**Summary of results:** The practicum student’s self-evaluated themselves on the areas of commitment, knowledge, skills, and professionalism on a Likert scale ranging from 1 strongly disagree to 4 strongly agree. The students’ rated themselves in the agree to strongly agree range, with the highest score being in Professionalism. These scores are appropriate for students’ at this stage of the program and improved from the first semester in the program as the student’s continued to engage in more coursework and activities. The Department is using a revised



Curriculum Map to assist in gauging where students are in their development of their counseling skills and techniques.

**Exit Level Assessment Evaluation of Program Objectives**

Standards	Program Obj.	CMHC	SC	RC
<b>Section 4:F, G, K</b>		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational .knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.
		3. Clinical mental health	3. School counseling students will learn to	3. Rehabilitation

		counseling students will learn relevant counseling theory as well as sound ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve	foster acceptance of the uniqueness of individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	counseling students will learn advocacy strategies designed to foster for the dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students	

**Exit Level Assessment - self-assessment in which students assess their perceptions of their own knowledge, skills and professional dispositions during the 2<sup>nd</sup> semester of internship.**

	<b>Commitment</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Professionalism</b>
	<b>Spring 23</b>	<b>Spring 23</b>	<b>Spring 23</b>	<b>Spring 23</b>
<b>CMHC</b>	<b>3.25</b>	<b>3.25</b>	<b>3.25</b>	<b>3.25</b>
<b>SC</b>	<b>4.0</b>	<b>3.8</b>	<b>3.75</b>	<b>4.0</b>

**Summary of results:** The 2nd semester internship student’s self-evaluated themselves on the areas of commitment, knowledge, skills, and professionalism on a Likert scale ranging from 1

strongly disagree to 4 strongly agree. The students' rated themselves in the agree to strongly agree range, with the highest score being in Professionalism and Commitment. These scores are appropriate for students in the last semester of the program and have shown improvement from the first semester in the program. The students' have shown continued improvement and growth in each assessed area. The results have helped the Department to be able to more accurately assess its deficiencies in order to make the needed courses and instruction modifications.

**Clinical Training ( Practicum/Internship Evaluation of Program Objectives)**

Standards	Program Obj.	CMHC	SC	RC
<p><b>Section 2: C</b>  <b>Section 3: C,D</b>  <b>Section 4: F, G, K</b></p>		<p>1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.</p>	<p>1. School counseling students will gain the foundational knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.</p>	<p>1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.</p>
		<p>2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.</p>	<p>2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.</p>	<p>2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.</p>

		3. Clinical mental health counseling students will learn relevant counseling theory as well as sound ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve	3. School counseling students will learn to foster acceptance of the uniqueness of individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	3. Rehabilitation counseling students will learn advocacy strategies designed to foster for the dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students	

**Practicum midterm evaluation - site supervisors assess students' knowledge, clinical skills, and professional dispositions.**

**Practicum midterm Fall 2022**

	Process Skills	Conceptualization Skills	Personalizing Skills	General Skills
CMHC	2.0	2.0	2.5	2.6
RC	2.7	2.75	3.0	3.0

SC	2.9	2.75	3.0	3.0
----	-----	------	-----	-----

**Practicum Final Evaluation Fall 2022**

	Counseling Skills	Overall Performance
CMHC	4.0	4.0
RC	4.0	4.4
SC	4.11	4.67

**Practicum midterm evaluation Spring 2023**

	Process Skills	Conceptualization Skills	Personalizing Skills	General Skills
CMHC	2.48	2.25	2.38	2.29
RC	3.0	2.5	3.0	3.0
SC	3.0	3.0	3.0	3.0

**Practicum Final evaluation Spring 2023**

	Counseling Skills	Overall Performance
CMHC	4.60	5.0
RC	4.80	5.5
SC	5.5	5.5

**Summary of Assessment results:** During midterm evaluations, site supervisors are asked to evaluate students on a likert scale, 1- - poor, 3 - - acceptable, and 5- - excellent. The students' scores ranged near the acceptable range. The final evaluations are measured on a 5-point Likert scale ranging from 0 does not apply, 1 performed poorly/a liability, 2 performed poorly/below average, 3 performed at an average level of acceptance, 4 performed above average to 5 performed very well, a definite asset. The scores improved from midterm and are in the performed very well range. Initially, the two lowest overall performing subsets were in the areas of Process (beginning and ending sessions, being relaxed, the implementation of basic counseling skills and responses, etc.) and Conceptualization Skills (researching referral, realistic goal setting, using techniques appropriately, etc). Faculty were able to collaborate with site supervisors resulting in the implementation of the addition of more intentional and specific

instruction and assignments in classes (COUN 571, practicum and internship) to improve in these areas. Site supervisors also agreed to address identified areas in supervision and training. We feel this modification will continue to lead to the increase in the overall student performance in these areas. ( The midterm evaluation results are calculated as an overall average in each area whereas the final evaluation is calculated based on Questions 1, 2 and 3 (school Counseling) for counseling skills and 5 for overall performance. Results from the Counseling and Processing Skills also indicate that further collaboration with the Rehabilitation State Agency pertaining to instructional training for the rehabilitation counseling students should be scheduled for the Spring 2024 semester.

**Internship Midterm evaluation Fall 2022**

	Process Skills	Conceptualization Skills	Personalizing Skills	General Skills
CMHC	2.38	2.36	2.61	2.60
RC	2.56	2.58	2.73	2.64
SC	2.6	2.62	2.88	2.82

**Internship Final evaluation Fall 2022**

	Counseling Skills	Overall Performance
CMHC	3.25	5.5
RC	4.55	5.75
SC	5.75	5.75

**Internship midterm evaluation Spring 2023**

	Process Skills	Conceptualization Skills	Personalizing Skills	General Skills		
CMHC	2.5	2.5	3.0	3.33		
RC	2.35	2.5	2.5	3.0		
SC	2.25	2.0	2.0	2.6		

**Internship Final evaluation Spring 23**

	Counseling	Overall Performance

	Skills	
CMHC	5.9	6.0
RC	5.7	5.7
SC	5.5	5.7

**Summary of assessment results:** During midterm evaluations, site supervisors are asked to evaluate students on a likert scale, 1- - poor, 3 - - acceptable, and 5- - excellent. The students 'scores ranged near the acceptable and the acceptable range. The final evaluations are measured on a 5-point Likert scale ranging from 0 does not apply, 1 performed poorly/a liability, 2 performed poorly/below average, 3 performed at an average level of acceptance, 4 performed above average to 5 performed very well, a definite asset. The scores improved from midterm and are in the performed average to very well range. Again, although students overall performance by site supervisors is above average and increased from midterm to final, a closer inspection of the data reveals a number of areas for improvement. Faculty began to notice a pattern with the Process and Conceptualization Skills rendering lower scores. Moving forward, more instruction and assignments centered around improvement in these specific areas were implemented resulting in improvement of scores by site supervisors. This will remain a priority for programs. Furthermore, the low Conceptualization scores showed that RHAB 577 needed to focus more heavily on student skills and techniques centered around job-readiness and professional organization.

**Supervisee Evaluation of Supervisor- students evaluate their site supervisors' supervision skills.**

Supervisory Role	Professional Development	Motivation and Growth	Service Delivery Development
3	3	3	3

**Summary of Assessment results:** The students evaluated their site supervisors on a likert scale ranging from 1-strongly disagree to 0- not applicable. The majority of students agreed that their site supervisor's trained them regarding their roles, in professional development, motivation and growth as well as in the service delivery development. There were some minor issues noted by the students concerning the site supervisor (i.e.scheduling, time management), however, the Department had no reported issues during the last two years pertaining to students having to be removed from their Internship sites.

**Internship Site Supervisors' Evaluation of the Counseling Programs- site supervisors evaluate the departments preparation of students for their clinical experience.**

#	Question	4 Well Prepared	3 Adequately Prepared	2 Poorly Prepared	1 Unprepared	0 Unavailable to Evaluate
1	A commitment to personal and professional growth	72.73%	27.27%	0.00%	0.00%	0.00%
2	A commitment to his/her profession	72.73%	27.27%	0.00%	0.00%	0.00%
3	A commitment to collegiality	72.73%	27.27%	0.00%	0.00%	0.00%
4	A commitment to accountability/program evaluation	72.73%	27.27%	0.00%	0.00%	0.00%
5	A commitment to professional leadership	63.64%	36.36%	0.00%	0.00%	0.00%
6	A commitment to a professional identity	72.73%	18.18%	9.09%	0.00%	0.00%
7	A commitment to high ethical standards	72.73%	27.27%	0.00%	0.00%	0.00%
8	A commitment to professional organizations and activities pertinent to his/her work	63.64%	36.36%	0.00%	0.00%	0.00%
9	A commitment to ongoing professional development	81.82%	18.18%	0.00%	0.00%	0.00%
10	A commitment to the professional environment in which he/she works	81.82%	9.09%	9.09%	0.00%	0.00%
11	A commitment to supervision and	72.73%	27.27%	0.00%	0.00%	0.00%



	feedback					
12	Knowledge of individual counseling theories	45.45%	54.55%	0.00%	0.00%	0.00%
13	Knowledge of group counseling theories	40.00%	60.00%	0.00%	0.00%	0.00%
14	Knowledge of assessment/appraisal processes	30.00%	60.00%	0.00%	0.00%	0.00%
15	Knowledge of career/lifestyle development counseling theories	20.00%	60.00%	0.00%	0.00%	0.00%
16	Knowledge of effective counseling relationships	70.00%	30.00%	0.00%	0.00%	0.00%
17	Knowledge of consultation processes	60.00%	30.00%	0.00%	0.00%	0.00%
18	Knowledge of data analysis	20.00	50.00%	0.00%	0.00%	0.00%
19	Knowledge of conducting and applying research	30.00%	40.00%	0.00%	0.00%	0.00%
20	Knowledge of human growth and development	50.00%	50.00%	0.00%	0.00%	0.00%
21	Knowledge of working with specific populations	60.00%	40.00%	0.00%	0.00%	0.00%
22	Knowledge of multicultural/pluralistic characteristics of diverse cultural groups	72.73%	27.27%	0.00%	0.00%	0.00%
23	Knowledge of applying current and	50.00%	40.00%	0.00%	0.00%	0.00%

	emerging technological resources for counselors					
24	Skills and techniques in individual counseling theories	60.00%	40.00%	0.00%	0.00%	0.00%
25	Skills and techniques in group counseling theories	50.00%	50.00%	0.00%	0.00%	0.00%
26	Skills and techniques in assessment/appraisal processes	40.00%	50.00%	0.00%	0.00%	0.00%
27	Skills and techniques in career/lifestyle development counseling theories	30.00%	50.00%	0.00%	0.00%	0.00%
28	Skills and techniques in effective counseling relationships	60.00%	40.00%	0.00%	0.00%	0.00%
29	Skills and techniques in consultation processes	50.00%	40.00%	0.00%	0.00%	0.00%
30	Skills and techniques in data analysis	30.00%	30.00%	0.00%	0.00%	0.00%
31	Skills and techniques in conducting and applying research	40.00%	30.00%	0.00%	0.00%	0.00%
32	Skills and techniques in human growth and development	60.00%	40.00%	0.00%	0.00%	0.00%
33	Skills and techniques in working with specific populations	60.00%	40.00%	0.00%	0.00%	0.00%
34	Skills and techniques	60.00%	40.00%	0.00%	0.00%	0.00%

	in multicultural/pluralistic characteristics of diverse cultural groups					
35	Skills and techniques in applying current and emerging technological resources for counselors	60.00%	30.00%	0.00%	0.00%	0.00%

**Summary of results:** Internship site supervisors evaluate the quality of the counseling programs each year on a likert scale. The scale ranges from 1 unprepared to 4 well-prepared. The majority of the site supervisors rated the program as preparing students in the range of well prepared to adequately preparing students for their field experiences. The lowest rated areas were theories, data analysis, assessment, and research. Faculty reviewed results and will work on improving/changing instructional strategies in identified areas. The Department is also engaged in further developing its Curriculum Mapping and Assessment plans which will assist us in improved training for our students in the areas of data analysis, assessment and research.

**Graduate, Employer , Advisory Board Evaluation of Program Objectives**

Standards	Program Obj.	CMHC	SC	RC
<b>Section 4:B, F, G</b>		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational .knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.

		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.
		3. Clinical mental health counseling students will learn relevant counseling theory as well as sound ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve.	3. School counseling students will learn to foster acceptance of the uniqueness of individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	3. Rehabilitation counseling students will learn advocacy strategies designed to foster for the dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing,	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and	

		implementing and assessing interventions and outcomes.	social-emotional development of K-12 students.	
--	--	--	--	--

**Graduate Evaluation – program graduates evaluate the knowledge, clinical skills, and dispositions learned from the program and how they feel it prepared them for work in the counseling field.**

**Summary of results:** These surveys are used to explore student feedback about their experiences in the Counseling Programs. These experiences explore the strengths and areas of improvement of the programs for all eight core areas. The students also express their levels of preparedness in the counseling field. These surveys are distributed six months after the student graduates through the Qualtrics System and are delivered to the students’ personal email addresses that were provided by the students. During the 2022-2023 academic year there have been very few students who have completed the survey. The comprehensive findings of the survey indicate that the students found the Counseling program courses to be significant to very significant for the development of their commitment, knowledge, skills (personalizing, generalizing, and conceptualizing), and professionalism (Std 4.B). The response rate of these surveys continue to remain low and faculty still intend to also send surveys out to employers and graduates who are also on the Advisory board. The Department is also working with the Dean’s office in developing more optimal and efficient methods of collecting data and results from our Advisory Board and Partnering organizations.

**Employment Evaluation - employers of program graduates evaluate their knowledge and clinical skills exhibited through their job performance.**

**Summary of results:** These surveys are distributed every six months electronically through the Qualtrics System to the employers’ email addresses. An email is sent to program graduates asking for the email addresses of their employers, then the survey is sent to the employers. The surveys are used to obtain feedback on supervisors’ perception of the quality of commitment, knowledge, and skills of the recent graduate of the Jackson State University student. During the 2022-23 academic year responses continue to be exceptionally low (Std 4.B). The employers rated their strengths of the graduate as very well in all areas assessed. Over the years, faculty has been concerned about the low response rate of the employer surveys and began sending them electronically through Qualtrics in 2015. Unfortunately, the usage of Qualtrics did not improve the response rate. The faculty discussed this issue and decided to try to obtain follow-up contact information from the JSU office of Institutional Research, to send out surveys to advisory board members who are employers of recent graduates, and to send surveys out to sites that have a high

percentage rate of hiring program graduates. The department also discussed the use of CANVAS and TK20, which will vastly improve our data collection and data storing of our assessment results.

**Advisory Board Evaluation – stakeholders in the program ( students, graduates, site supervisor, counselors) evaluate the program in various areas annually.**

**Summary of results:** These surveys are distributed to supervisors, employers, current students, and graduates during the annual Advisory Board Meeting each year. They are designed to obtain feedback on the perceptions of any possible program changes that might have occurred and techniques to implement for the bettering of the student and program. The feedback is discussed by faculty and included in the program modifications, which along with the assessment results are discussed with the advisory board during the annual meeting. Feedback included statements such as the following:

**Improving overall quality of the program:**

- Additional vetting of students prior to internship placement
- Continue to explore trends in the field and make adjustments
- No changes
- Have students enrolled in the program to hear from recent graduates working in the field to help prepare them for entering the field after graduation.
- Continue to direct changes as they are determined to advance the program and students.

**To stay aligned with the accrediting bodies, licensure standards:**

- Educate on the importance of licensure exams
- Continue to provide program students with important licensure information

**Suggestions for recruitment and retention of diverse students:**

- Ensure that affiliate programs/organizations are continually updated and reminded about scholarship and training opportunities.
- Be versed in cultural diversity
- Continue to reach out to quality students

**Suggestions for improving clinical training of students:**

- Opportunities for paid internships
- Continue on current course
- Things are going in a good direction, just allowing students to have more exposure to the field, maybe do some shadowing prior to internship and practicum.

**Professional Dispositions/Key Performance Indicators Evaluation of Program Objectives**

Standards	Program Obj.	CMHC	SC	RC
<b>Section 4: F,G</b>		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.
		3. Clinical mental health counseling students will learn relevant counseling	3. School counseling students will learn to foster acceptance of the uniqueness of	3.Rehabilitation counseling students will learn advocacy strategies designed to

		theory as well as sound ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve.	individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	foster for the dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4.School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students	

**Professional Dispositions Evaluation – program faculty evaluate students on identified professional dispositions: Professional and Personal Boundaries, Openness to Feedback, Emotional Stability, Professional Behavior, Cultural Sensitivity, Ethical Attitudes and Behaviors, and Self-Awareness**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance
1	The student recognizes the boundaries and limitations of his/her competencies.	1.00	4.00	3.51	0.63	0.40
2	The Student is committed to gaining experience and expertise to increase	1.00	4.00	3.56	0.66	0.44



	competencies.					
<b>3</b>	The student accepts and utilizes constructive criticism appropriately.	1.00	4.00	3.54	0.67	0.44
<b>4</b>	The student engages in open, comfortable, respectful, and clear communication with peers, faculty/site supervisors.	1.00	4.00	3.56	0.63	0.39
<b>5</b>	The student demonstrates appropriate self-control in interpersonal relationships with faculty, peers, and others.	1.00	4.00	3.56	0.66	0.44
<b>6</b>	The student demonstrates honesty, fairness, and respect for others.	1.00	4.00	3.59	0.62	0.39
<b>7</b>	The student respects the fundamental rights, dignity, and worth of all people.	1.00	4.00	3.61	0.62	0.38
<b>8</b>	The student is punctual and professional.	1.00	4.00	3.39	0.93	0.87
<b>9</b>	The student conducts self in an ethical manner.	1.00	4.00	3.59	0.66	0.44
<b>10</b>	The student demonstrates good judgment.	1.00	4.00	3.51	0.70	0.49

**Summary of results:** Faculty evaluated students on the professional dispositions essential to counselors. The students were measured on a likert scale ranging from 1-unsatisfactory to 4 excellent. The majority of students scored in the good range.

**Key Performance Indicators-** Key performance indicators for the 8 core areas and each of the specialty areas have been identified. A combination of students' knowledge and skills are assessed as identified in key assessments/assignments in selected courses utilizing multiple measures across multiple points in time for each area as specified by the CACREP standards. In addition to identifying a minimum of one knowledge or skill performance indicator in each core and specialty area, programs must use "multiple measures" (at least two different types of assessment methods) across "multiple points" (across at least two points in time for each area).

*Data Analysis -Mean Scores 2022-2023*

<b>CACREP Standards</b>	<b>Assessment 1</b>	<b>Number of students</b>	<b>Mean Score or pass rate</b>	<b>Assessment 2</b>	<b>Number of students</b>	<b>Mean Score or pass rate</b>
Professional Orientation and Ethical Practice: <b>F.1</b>	COUN 506: Final exam	<b>F'22:</b> 26	85	COUN 691: Final exam	<b>S'23:</b> 9	86
	RHAB 509: Final Exam	<b>F'22:</b> 10	99.4	RHAB 594: Final exam	<b>S' 23:</b> 12	91.66
Social and Cultural Diversity: <b>F.2</b>	COUN 631:Final exam	<b>F'22:</b> 13 <b>S' 23:</b> 7	90.77 94.29	COUN 578 Case Presentation	<u>COUN 578</u> <b>F' 22:</b> 20 <b>S' 23:</b> 17	<u>COUN 578</u> 95 98
				RHAB 577: Counseling session	<b>F' 22:</b> 6	97
Human Growth and Development: <b>F.3</b>	COUN 561: Developmental Case study	<b>F'22:</b> 20 <b>S'23:</b> 9	82 87.2	CPCE	<b>F' 22:</b> 11 <b>F' 22:</b> 2	90%-CMHC 100%-SC
				GACE	<b>S' 23:</b> 10 <b>S'23:</b> 3	90%-CMHC 100%-SC
Career Development: <b>F.4</b>	COUN 517: Final exam	<b>F'22:</b> 11 <b>S'23:</b> 19	80 88.84	CPCE	<b>F' 22:</b> 11 <b>F' 22:</b> 2	90%-CMHC 100%-SC
				RHAB 532: Job analysis assignment	<b>S' 23:</b> 10 <b>S'23:</b> 3	90%-CMHC 100%-SC
					<b>Sum' 23:</b> 7	91

Helping Relationships: <b>F.5</b>	COUN 571: Counseling sessions	<b>F'22:</b> 7	82	COUN 578,	<u>COUN 578</u> <b>F' 22:</b> 20 <b>S '23:</b> 17	<u>COUN 578</u> 95 98
	RHAB 577: Counseling sessions	F 22: 5	89	COUN 678: counseling sessions/presentations	<u>COUN 678</u> <b>F 22:</b> 6 <b>S 23:</b> 5	<u>COUN 678</u> 4.78 5.00
				RHAB 579: Final evaluations	<u>RHAB 579</u> <b>F'22:</b> <b>S'23:</b>	<u>RHAB 579</u> 5.4 5.67
Group Counseling: <b>F.6</b>	COUN 526: Group facilitation	<b>F' 22:</b> 11	93	COUN 578, COUN 678, RHAB 579 : Internship Final Evaluations	<u>COUN 578</u> <b>F' 22:</b> 20 <b>S '23:</b> 17 <u>COUN 678</u> <b>F' 22:</b> 6 <b>S' 23:</b> 5 <u>RHAB 579</u> <b>F'22:</b> 5 <b>S'23:</b> 4	<u>COUN 578</u> 5.5 6.0 <u>COUN 678</u> 5.75 5.7 <u>RHAB 579</u> 5.4 5.67
Assessment: <b>F.7</b>	.COUN 514: Case Study Project	<b>S'23:</b> 29	91	COUN 611: Final exam	<b>F'22:</b> 18 <b>S'23:</b> 11	84.77 96.18
				RHAB 524: Paper	<b>F' 22:</b> 8	95
Research and Program Evaluation: <b>F.8</b>	COUN 520: Scholar Paper	<b>S'23:</b> 1	92	COUN 585: Research proposal paper/presentation	<b>S'23:</b> 16	96
				RHAB 531: Research paper	<b>S'23:</b> 12	95

Specialty Areas						
Clinical Mental Health Counseling: <b>5.C</b>	COUN 671: Theoretical Framework Paper	<u>COUN 671</u> <b>F' 22:</b> 12 <b>S' 23:</b> 7	90 98	COUN 578: e-portfolio	<u>COUN 578</u> <b>F' 22:</b> 20 <b>S '23:</b> 17	96.14 98.29
School Counseling: <b>5.G</b>	COUN 510: Comprehensive Guidance Curriculum/Program Paper + Presentation	<u>COUN 510</u> <b>S'23:</b> 8	90	COUN 678: e-Portfolio	<u>COUN 678</u> <b>F'22:</b> 8 <b>S'23:</b> 5	92 95
Rehabilitation Counseling: <b>5.H</b>	RHAB 577: Theoretical Framework Paper	<b>F' 22:</b> 5	96.20	RHAB 579: E-portfolio	<b>F' 22:</b> 5 <b>S' 23:</b> 4	97.77 98.20

**Rating scale**

90-100 = Exceeds standard

80-89 = Meets standard

70-79 = Approaching standard

69 and below= Developing /or not met

CPCE/GACE = pass/fail

**Summary of results:** Faculty evaluated the students on multiple identified assessments and the students scored in the Meets standard to Exceeds standard in all areas and the majority of the students passed the CPCE/GACE exam. Even though the results were positive, the Department plans to utilize the Curriculum Mapping for all three programs in order to assess both the strengths and weaknesses of the course assessments and rubrics used within those courses.

## Program Modifications

*The following is the resultant program modifications from the yearly assessment 2022-2023 results (Standard 4.C).*

Gap or Trend Informing Change	Modification	Driven Changes and Results
Feedback from faculty assessment meeting- Demographic data review-	To increase recruitment of diverse students - Faculty will send brochures/flyers out to other universities, Mississippi Department of Rehabilitation Services, local mental health centers and school districts, MS Department of Education, and conferences	Results expected next academic year 2024-2025
Feedback from faculty assessment meeting- regarding increasing scores in the areas of conceptualization and personalizing skills on practicum/internship midterm evaluations	To increase students' scores on practicum/internship midterm evaluations - faculty will develop/enhance specific assignments to increase students skills in these areas, specifically internship/practicum and COUN 571.	Increase in scores on final evaluations, faculty hopes this trend will continue.
Feedback from faculty assessment meeting- regarding increasing responses on employer and graduate evaluations	Send out surveys to advisory board members who are employers of program graduates, send evaluations to graduates who are enrolled in the department's specialist programs.	Results expected next academic year 2024-2025
Feedback from Advisory board- vetting students prior to practicum/internship	Faculty will provide professional development to increase preparation of students prior to clinical training, Chi Sigma Iota workshops, and professional	Results expected next academic year 2024-2025

	etiquette will be added to Practicum Orientation beginning Spring 2024.	
Feedback from advisory board- keeping current with trends in the counseling field	Faculty will blend current trends in classes, utilizing the counseling lab on campus, in class presentations ( faculty/students) on professional etiquette, sending students information on professionalism and ethics, Interviewing skills, professional behaviors are currently taught in COUN 517	Results expected next academic year 2024-2025
Feedback from advisory board-having students hear from program graduates	Faculty currently have program graduates speak in classes and during Chi Sigma Iota events	Increase in student engagement with the profession. Increases students knowledge of current trends, licensure requirements, types of jobs, and job availability.
Feedback from advisory board-Educate on importance of licensure exams	Faculty currently teach this information in 517 and internship, speakers from Mississippi Department of Rehabilitation Services, and school counseling graduates	Increase in students' taking and passing licensure exams.
Feedback from advisory board-recruitment and retention of diverse students	Faculty will continue to engage in recruitment, currently faculty are engaged in the following: Training for the Ms Board of Choctaw Indians, Virtual tour of Museum of Muslim cultures, Zoom meeting with Muslim School counselor, visit to Rankin County Correctional Facility ( COUN 631), Presentations at Mississippi Department of Rehabilitation Services, current students with disabilities who are	Results expected next academic year 2024-2025

	vocal, university office of disabilities provide funding for some of the students in the program	
Feedback from advisory board-opportunities for paid internships	Faculty have provided stipends during internships through grants during the past years and currently. Faculty will continue to engage in grantsmanship and partnerships with other agencies	Increase in student stipends.