

# The College of Saint Rose Counseling Program Annual Report

## Annual Year 2019-2020

*submitted June 16, 2020*

The Counseling program uses a multi-tiered assessment process to assess its program objectives (PO), key performance indicators (KPI), and dispositions and professional comportment of students as part of its annual program evaluation. This report reviews data from Summer 2019, Fall 2019 and Spring 2020. Students are evaluated based on a 4 point rubric ranging from 0 - 3; see table below.

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

## STUDENT LEARNING OUTCOMES

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

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

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

This objective is measured at the foundation point using the Final Paper in CSL 540, at the midpoint using the final paper in CSL 528, and at the final assessment point using the final internship evaluation. Faculty reviewed data for relevant rubric criterion standards linked to: CSL 528 Clinical Counseling Skills, Final Paper and CSL 540 Final Treatment Plan & Internship Evals (1 & 2).

For AY 2019-20, the final paper in CSL 528 (Clinical Counseling Skills) was used as the midpoint measure for Program Objective 1. A total of 28 students completed the assignment. Three students (11%) were evaluated as Novice, three students (11%) were evaluated as Proficient, and 22 (78%)



distinguished on criterion 2 and while 5 students scored proficient. 7 students scored distinguished on criterion 3, 5 students scored proficient and one student scored novice. On criterion 4, 3 students scored distinguished and 10 students scored proficient. On criterion 5, 4 students scored distinguished and 8 students scored proficient.

For the final assessment point, the final internship evaluations are reviewed for both CMHC and SC students. Item 63 on CSL 591 and CSL 592 was reviewed to assess SC students' performance in this area. On CSL 591, 5 SC students scored as proficient and 7 as distinguished in this area. On CSL 592, the majority of SC students (64%) scored as distinguished and the rest scored as proficient, demonstrating SC students met this PO by the end of their program. Twenty-two CMHC students completed Internship I and 21 completed Internship II. Item 47 was used to evaluate this objective. For internship 1 ( CSL 593) 6 scored novice, 9 proficient, and 6 scored distinguished. For Internship II ( CSL 594) 1 student remained at the novice level, 8 proficient and 12 distinguished for this objective.

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

This objective is measured at the foundation point using the Understanding Professional Organizations Paper in CSL 501 and 510



For Professional Counseling Orientation and Ethical practice, the KPI is: *Students will demonstrate an understanding of the importance of professional identity, and the ethical requirements of self-care, supervision, and continuing education.* This KPI is assessed through the Understanding Professional Organizations Paper in CSL 501 and CSL 510 and through scores on that section on the Counselor Preparation Comprehensive Examination (CPCE). Results from this AY indicate 26 students completed the Understanding Professional Organizations Paper. Most students demonstrated adequate understanding of the profession identity and the ethical requirements (most of them were evaluated as Proficient or Outstanding in all categories) but one was evaluated as Noive in the section of Reflection - Understanding of the Profession and three were evaluated as Novice in the section of Style, showing that a few students might need to reach a deeper level understanding in the process of becoming professional counselors and basic knowledge about writing and APA style along the course of the program.

For AY 2019-2020, 10 CMHC and 13 SC students completed the section of the CPCE relating to Professional Orientation and Ethical Practice. One ( 1) SC student did not pass this section. All CMHC students passed this section of the exam.

For Social and Cultural Diversity, the KPI is: *Students will demonstrate an understanding of a variety of cultures nationally and globally and how this influences the counseling relationship.* This KPI is assessed through the Final Reflection and Self-Evaluation Paper in CSL 540 and through scores on that section of the CPCE. Results from this AY indicate: 15 students completed the Final Reflection and Self-Evaluation Paper in the Fall and 7 students completed the assignment in the Spring. For the Fall semester, the majority of students

demonstrated an adequate understanding of a variety of cultures and its influence of counseling relationships (evaluated as Proficient or Outstanding). However, in three different sections (i.e., Need Assessment and/or Skill Adaption, Reflection on Influential Reading, and Self-evaluation of Cultural Competence), one student (it was unclear if it was the same student) was evaluated as novice or unsatisfied in these categories. It showed that few students might need supervision and careful mentoring in the area of cultural and social diversity. As for the Spring semester, all of the students were evaluated as Outstanding across all categories.

For AY 2019-2020, 10 CMHC and 13 SC students completed the Social and Cultural Foundations section of the CPCE; all passed this section.

For Human Growth and Development, the KPI is *Students will demonstrate an understanding of expected and unexpected developmental stages and lifespan development theory*. This KPI is assessed through the Lifespan Project in CSL 530 and the relevant section on the CPCE. Results from this AY indicate: 25 students completed the Lifespan Project (15 CMHC, 10 SC). All students demonstrated an understanding of KPI assessed by the Lifespan Project, qualifying as either Proficient or Outstanding. Most students appear to be grasping the key concepts in Lifespan Development and are able to articulate those concepts through the Lifespan Project. For AY 2019-2020, 10 CMHC and 13 SC students completed the Lifespan Development section of the CPCE. One (1) SC student did not pass this section. All other students passed this section on their first attempt.

For Career Development, the KPI is *Students will demonstrate an understanding of career development theory and interventions*. This KPI is assessed through the Career Development Theory Paper in CSL 554 and the relevant section of the CPCE. 24 students

completed the Career Development Theory Paper. Results from this AY indicate: The majority of students demonstrated an understanding of career theory at a proficient or distinguished level.



and 11 scored distinguished. Data indicates that the majority of both CMHC and SC students demonstrate proficiency or higher on understanding of using client data for assessment and planning by the end of their internship year and demonstrate improvement in this skill over time.

KPI 2 is assessed using the Final Treatment Planning and Assessment Paper in CSL 528 and the Final Practicum evaluation. A total of 36 students completed the final treatment planning and assessment paper assignment in CSL 528.. Six students scored as proficient score on the assignment; 30 students were rated as distinguished on the use of evidence-based counseling skills as a part of the assessment and treatment of clients. Students incorporated skills gleaned from the class that were then integrated with the overall structure of the treatment plan and goals set forth in the paper. Results indicate that students are gaining sufficient knowledge in treatment planning and use of clinical skills to qualify them to move forward in their program to practicum.

Results from the final practicum evaluation in school counseling demonstrate that all students are meeting this benchmark with proficiency. The practicum evaluation was completed by site supervisors on 14 school counseling students who all scored in the “meets expectations” range for items 1B and 1D which are used to assess this KPI. The practicum evaluation was completed by site supervisors for 30 CMHC students on practicum. As rated by their site supervisors, 6 students performed near expectations, 19 students met expectations, and 5 students exceeded expectations on item 1B; for item 1D, 8 students performed near expectations, 16 students met expectations, and 5 students exceeded expectations; for 1 student, this skill was unable to be observed by their site supervisor. The data indicated that students are meeting expectations on this KPI.



For Assessment and Testing, the KPI is: *Students will understand basic concepts of standardized and non-standardized testing, norm--referenced and criterion-referenced assessments.* This KPI is assessed through the Survey Project in CSL 529 and the relevant section on the CPCE. Results from this AY indicate 16 students completed the Survey Project and were all evaluated as Distinguished or Proficient showing that all students demonstrated a basic understanding of concepts related to Assessment and Testing, For AY 2019-20 10 CMHC and 13 SC students completed the Appraisal section of the CPCE. One (1) SC student failed this section. All other students passed.

For Research and Program Evaluation, the KPI is: *Students will understand the use of statistics for data analysis.* This KPI is assessed through the Statistics Assignment in CSL 505 and the relevant section on the CPCE. Twenty-six (26) students completed the Statistics Assignment (14 CMHC and 12 SC). One (1) CMHC student scored unsatisfactory and (1) SC student scored novice on this KPI. The remainder (24) scored proficient or higher. 10 CMHC and 13 SC students completed the research section of the CPCE. One (1) SC student failed this section. All other students passed.

For the Clinical Mental Health Counseling (CMHC) specialty standards, there are two skill-based KPI's the CSL program uses to assess student learning outcomes. KPI 1 is: *Students will demonstrate use of differential diagnosis in relation to case materials and treatment planning.* KPI 2 is: *Students will conceptualize a case through the biopsychosocial model.* Both KPI's are assessed using the Case Conceptualization and Treatment Plan paper in CSL 585 and the Final Internship Evaluation.

For AY 2019-2020, 10 CMHC and 1 CMHC CAS student(s) completed the Case Conceptualization and Treatment Plan Paper. All students scored proficient or better on items assessing KPI 1 and KPI 2. Item numbers 36, 39, 47 and 48 were selected from the final internship evaluation for CSL 593 (Internship 1) and CSL 594 (Internship 2) to evaluate student performance for both KPI 1 and KPI 2. For CSL 593, twenty one (21) CMHC students completed their first internship. Two (2) students scored Novice on the items assessing KPI 1; the remainder (19) scored proficient or higher. One (1) student scored novice on items assessing KPI 2; the remainder (20) scored proficient or higher. For CSL 594, twenty-one (21) CMHC students successfully completed their second and final internship. Results from the final internship evaluation indicated all students (21) scored proficient or higher with the majority scoring at the distinguished level on KPI 1. One (1) student remained at the novice level for KPI 2. The remainder (20) scored proficient or higher, with most students (16) scoring at the distinguished level.

For the School Counseling (SC) specialty standards, there are two skill-based KPI's the CSL program uses to assess student learning outcomes. KPI 1 is: *Students will demonstrate the use of interventions to promote the academic development of K-12 students.* KPI 2 is: *Students will demonstrate the use of data to advocate for programs and students.* Both KPI's are assessed using the Student Success Plan paper in CSL 508 and the Final Internship Evaluation in CSL 592. For the criterion on the Student Success Plan paper assessing KPI 1, seven (7) students scored distinguished, five (5) students scored proficient and one student scored novice. For the criterion on the Student Success paper assessing KPI 2, four (4) students scored distinguished and nine (9) students scored proficient. Results from the final internship evaluation indicate that

the majority of students (89%) demonstrated proficiency in the use of interventions to promote the academic development of students (n=35; item 46) as well as proficiency in the use of data (96%) to advocate for programs and students (n=28; item 62) by the end of their internship year. The rest were scored as novice by their site supervisors, indicating these small numbers of students (n=4 on item 46; n=1 on item 62) possessed skills at the emerging level.

### **DISPOSITIONS AND RETENTION**

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

#### **Fall 2019 Individual Student Progress Reviews**

In the Fall of 2019, twelve SC MEd students completed CSL 510 and were reviewed at the initial assessment point of the Individual Student Progress Review (ISPR) process. Two were scored as proficient; the rest were scored as novice (10). Of the 14 CMHC MEd students who completed 501 in the Fall of 2019, 2 were scored as proficient and the rest as novice (12). Thirteen SC students applying for practicum placements in the Spring 2020 were reviewed in the Fall of 2019 as well. Two of these SC students were rated as novice and the rest as proficient. Thirteen SC students currently on Internship I in the Fall were reviewed prior to Internship II in the Spring; 10 received a rating of proficient and 3 received a rating of distinguished. These data indicate a solid progression in dispositional assessment from the start of the program to the final internship semester for SC students.

CMHC students do not complete practicum until the summer, so only those students currently in Internship I that were heading to Internship II in the Spring were reviewed in the Fall. Twenty CMHC students fit this category; 19 earned a proficient rating and 1 earned a distinguished rating. One CMHC student had been dismissed from her practicum placement in the summer due to unprofessional behavior. The formal PQA process was initiated and ultimately, this student ended up failing her practicum placement and was dismissed from the program. While this CMHC student did grieve her grade, she was ultimately unsuccessful in having this grade overturned.

### **Spring 2020 Individual Student Progress Reviews**

SC students currently on practicum were reviewed during Spring 2020 to assess their readiness for Internship I the following Fall. Thirteen students were reviewed; of these, all received scores of proficient.

CMHC students who applied for practicum in the summer were reviewed for both Summer practicum and Fall internship, given that CMHC students typically stay in the same placement. Twelve students were reviewed; one of these students is in the CAS in CMHC program and only needs an internship next year. This student was scored as proficient. Of the remaining eleven CMHC MEd students heading into summer practicum, seven were scored as proficient and four were scored as novice.

A review of our process indicates that the large majority of students (99%) progress through the program with novice to proficient skills and eventually graduate with proficiency in related areas. Occasionally, we accept a student who does well in classes but struggles in their

field placement; a review of the data suggests that our process seems to work in both supporting, remediating, and if necessary, ultimately dismissing the student from the program.

## **PROGRAM EVALUATION**

### **Demographic Data**

*Applicants.* Our program admits students in both the Fall and Spring semesters. The review of demographic data for applicants to our programs in Fall 2019 and Spring 2020 follows. In the Fall of 2019, we had 39 applicants to our CMHC MEd Program, 18 applicants to our SC MEd program, 4 applicants to our CAS in SC (12 credit program) and 1 applicant to our CAS in CMHC program. Of all the applicants who chose to respond to this question on the survey, 73% (45) identified as white and 23% (14) identified as a person from a minoritized group. 81% (50) of applicants identified as female and 18% (11) identified as male. One applicant chose not to respond. The age range for applicants was 20-61.

For the Spring of 2020, we had 11 applicants to our CMHC MEd Program, 4 applicants to our SC MEd program, and 6 applicants to our CAS in SC (12 credit) program. Of all these applicants, 67% (14) identified as white and 33% (7) identified as a person from a minoritized group. Additionally, 76% (16) identified as female with 24% (5) identifying as male. The age range for applicants was 21-41.

We are attracting more diverse candidates in our applicant pool this AY, showing that our recruitment efforts are having some positive results in this area.

*Enrolled students.* For the Fall 2019, there were 87 students enrolled across all our programs; in the Spring of 2020, there were 94. The majority of students identified as female

(Fall 2019 - 82%; Spring 2020 - 83%) and as White (Fall 2019 - 82%; Spring 2020 - 81%).

Students who identified from minoritized groups made up 13% of our enrolled students in Fall 2019 and 15% in Spring 2020, showing a slight uptick from Spring 2019. Less than 1% of enrolled students did not identify their race. While the average age of students in Fall of 2019 was 28 and in Spring 2020 was 27.9, the age range of enrolled students for Fall 2019 was 21-57 and for Spring 2020 was 22-49 demonstrating diversity in age range among enrolled students.

Of the 47 CMHC students enrolled in the MEd program in Fall 2019, 60% (28) were enrolled full-time. Of the 49 CMHC students enrolled in the MEd program in Spring 2020, 47% (23) were enrolled full-time. 35 SC students were enrolled in the MEd program in the Fall of 2019 and the Spring of 2020. Of these SC students, 46% (16) were enrolled full-time in the Fall of 2019 and 51% (18) were enrolled full-time in the Spring of 2020. Many of our students take advantage of being able to move through their program at a part-time basis.

The Certificate of Advanced Study (CAS) programs usually attract students wishing to obtain additional coursework for New York State (NYS) certification or licensure. For this AY, there were 1 student enrolled in the CAS for CMHC Fall and Spring semester; 4 students in the CAS in SC 12 credit program Fall semester and 9 in the Spring semester. All CAS students were enrolled part-time with the exception of the Spring CAS in CMHC students. The numbers for the CAS in SC (12 credit) program continue to rise each year, particularly starting Summer 2020.

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

A total of 31 students graduated in Spring 2020. 27 identified as female (87%), 24 identified as white (77%), 4 identified as African-American (13%), 1 identified as Hispanic/Latino (.03%) and 2 were unknown (6%). Among these students, 17 graduated from the



CMHC MEd program, 1 graduated from the CAS in CMHC program, 12 graduated from the SC MEd program and 1 graduated from the CAS in SC program. 83% persisted to graduation and graduated within 3 years of starting the program.

### **Graduate Student Exit Surveys**

Each year, the CSL program surveys graduating counseling students on their experiences in the program. In the Spring of 2020, there were 20 graduates from the CMHC masters and 12 graduates from the SC masters program. One student graduated from the 30 credit Certificate of Advanced Study (CAS) in CMHC. This year, four CMHC students, four SC students and one CAS/CMHC student responded to the exit survey (27% of graduating students).

Graduates reported feeling best prepared in a variety of areas including the foundational areas, theory, counseling skills, and in the practical application of content and skills. SC felts prepared in the ASCA model and would have liked more nuts and bolts information about graduation requirements, diplomas, scheduling software as well as suicide assessments and information relating to special education. CMHC students felt prepared in clinical skills and would have liked more information about assessments using the DSM and treatment planning. Overall, students in both programs greatly valued the relationships with professors, supervisors and peers and their field experiences.

### **Career Center Employment Surveys**

As of the writing of this report (June 15, 2020), AY 2019-2020 data was not available from the Career Center.

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

The information shared with the CSL program by the Center for Credentialing and Education indicated that of the 12 of the 20 candidates who took the exam in 2019 for state licensure passed the exam (a 60% pass rate). NYS requires candidates to pass the NCMHCE exam for licensure.

### **Site Supervisor Survey**

A site supervisor survey was administered to supervisors at the end of the final internships in the Spring of 2019. Nineteen site supervisors responded, nine were school counseling supervisors and ten were clinical mental health counseling supervisors. The results indicated that all supervisors felt that the students were adequately prepared for the internship. Specifically, 95% (18) rated the students as better prepared than interns from other schools. Site supervisors felt that the CSL program provided good support and that the Coordinator of Counseling Placements and Faculty Liaisons were always available. A significant number of site supervisors would like the program to provide additional training on special topics such as supervision, trauma informed care, and specific pedagogy of working with millennial aged students. When asked about what they needed most from the program, the most frequent answer was to “send more interns”. Based on this feedback, the CSL program is developing additional training for AY 2020-2021 to address these needs.

### **Employer Survey**

The employer survey was created to gather data on post-graduate effectiveness in the counseling field. Alumni were contacted and asked to send the survey to their employers. Over the course of five months (December 2019 - April 2020), the CSL program attempted to contact 188 alumni to distribute the online employer survey. In total, 5 responses were received. Given

the small number of responses, generalizability of the data is limited. In general, employers rated our graduate counseling students' preparation for the field, as compared to graduates from other colleges/universities, as "almost excellent" to "excellent." 100% of respondents reported that employers find our graduates meet our three program objectives: 1) graduates demonstrate the knowledge, skills, and ability to practice as an ethical counselor in a multicultural and pluralistic society, 2) graduates are able to use assessment data and research to inform and evaluate their counseling practice, and 3) graduates demonstrate a professional identity consistent with the principles of social justice/advocacy, wellness/prevention & ethical practice.

## **ASSESSMENT CONCLUSIONS**

### **Key Findings**

Data indicate our students are progressing satisfactorily through foundational material, at the midpoint, and showing proficiency at the point of final internship. Data from multiple measures over time also show growth from novice to proficient in the areas used to measure program objectives and key performance indicators.

A review of demographic data shows that the CSL program is successful in attracting and retaining students who are diverse in terms of age. We continue to work to attract a diverse applicant pool; recruitment efforts to attract more diverse students to apply this year have been successful. A significant number of students attend on a part-time basis. The majority of our students persist to graduation and graduate on time.

## **Follow up on Previous Year's Action Steps**

1. *Data points.* The CSL program routinely gathers information on the number of graduates in the program including their completion and retention rates. However, the CSL program has continuously struggled with obtaining accurate and comprehensive post graduate survey data. For example, the college's career center surveys alumni for job placement rates but the response rates are quite low. Additionally, it's been difficult to obtain the pass rates on the CMHC credentialing examination from NBCC/NYSED despite numerous requests. As the CSL program looks to gain insight into the various career paths upon which counseling graduate students have embarked after graduation, faculty will continue to consult with the advisory council in an effort to develop improved strategies to further enhance response rates. Other efforts have included consulting with other colleges and universities. The goal is to enhance overall response rates for next year. This action item is on-going.
2. *Systematic follow up of site supervisors.* The CSL program developed a site supervisor survey which the Coordinator of Counseling Placements implemented in December of 2019. Survey results are shared in this annual report. Moving forward, this report will be

4. *Alumni survey.* In the summer of 2018, a survey was sent to alumni who graduated within the past three years. Data from this survey was shared with the advisory council in the Spring of 2019. An objective for the next cycle is to increase the response rate for the alumni survey. Action item resolved.

### **Action Items for 2020-2021**

The CSL program met on June 8, 2020 for its annual assessment day to review the annual report data and set action items for AY 2020-2021. Action items are as follows:

1. *Data points on post-graduate job placements and licensure pass rates.* This is an on-going action item from AY 2018-2019. It's been difficult to obtain the pass rates on the CMHC credentialing examination from NBCC/NYSED despite numerous requests. As the CSL program looks to gain insight into the various career paths upon which counseling graduate students have embarked after graduation, faculty will continue to consult with the advisory council and the college career center in an effort to develop improved strategies to further enhance response rates. Other efforts will include consulting with other colleges and universities. The goal is to enhance overall response rates for next year.
2. *Site supervisor training.* Formalizing a training program for our site supervisors continues to be on-going. Plans for AY 2020-2021 include:
  - a. Develop additional training for AY 2020-2021 to address site supervisor training needs based on results from December 2019 site supervisor survey.

- b. Offer continuing education credits (CE's) through NYMHCA for CMHC supervisors. This AY, the scheduled training was delayed due to the COVID-19 pandemic. The goal was to continue training in June and then continued discussion related to supervisory philosophy at the start of the Fall semester, prior to site supervisor orientation from Coordinator of Counseling Placements. However, the training was postponed until August in acknowledgment of the complications generated by the pandemic response at the college and systemic levels.
      - c. CSL program faculty will look into CLTE credits for this training for school counseling site supervisors.
      - d. Formal site supervisor training to follow in the Fall.
3. Exit surveys from graduates this AY indicate school counseling students would like more preparation in specific NYS high school graduation pathways and requirements; CMHC students would like advanced training in clinical skills and DSM diagnosis, assessment and treatment planning. For discussion in the upcoming year.
4. NYSED is requiring school counseling programs to shift to 60 credits by 2022, so the CSL program will work to restructure the SC program next AY & re-register this program with the state. Final internship supervisors scored a small minority of students as novice on KPI's for the school counseling speciality areas: the ability to use interventions to promote the academic development of K-12 students (n=4) and to demonstrate the use of data to advocate for programs and students (n=1). Graduating SC students also mentioned wanting more information on program specific information in

the exit surveys. All this data will be taken into account when re-working the SC program next year.

5. Based on on-going discussions with students, site supervisors, and our advisory council, the field placement sequence for CMHC students will shift in the AY 2021-2022: practicum will move from Summer to Fall, Internship I from Fall to Spring, and Internship II from Spring to Summer. Faculty advisors will work with CMHC students to support this change in curriculum.
6. The CSL program has engaged in serious discussion about shifting from the CPCE to the CECE due to issues of cost, applicability and flexibility in scheduling. Discussion of policy implications will continue in the Fall with suggested implementation in the Spring.