

The College of Saint Rose Counseling Program Annual Report

Annual Year 2020-2021

Submitted September 12, 2021

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 2020, Fall 2020 and Spring 2021. 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 evaluation of skill practice 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 2020-21, the final paper in CSL 528 (Clinical Counseling Skills) was used as the midpoint measure for Program Objective 1. The final paper was changed in Fall of 2021 to better reflect students' skill level and their ability to complete clinical notes using discipline accepted clinical note formats (e.g. BIRP, DAP, SOAP). In Fall of 2020, 22 students completed CSL 528. Of these students 8 were scored as Proficient, 14 students received an evaluation of Good, and 1 student received an evaluation of Fair. No students were rated as Poor in their final

assignment. In Spring of 2021 11 students completed CSL 528. All of the students in the class received an evaluation of Good.

For the Final Paper in CSL 540, 13 students in Fall of 2020 and 18 students in Spring of 2021 completed the assignment. For the Fall semester, most students demonstrated an adequate understanding of a variety of cultures and its influence of counseling relationships (evaluated as Proficient or Outstanding). However, in three different sections (i.e., Application of New Knowledge, Need Assessment and/or Skill Adaption, and Self-evaluation of Class Performance), several students (i.e., 1-3 students) were evaluated as Novice in these categories. It showed that few students might need supervision and careful mentoring in the area of social and cultural foundations. As for the Spring semester, all of the students were evaluated as Proficient or Outstanding across all categories.

For AY 2020-21, item 36 was used to evaluate this objective in the final internship evaluations in CSL 593 and 594 for CMHC students. For Internship I (CSL 593), 14 students completed their internship; 2 students scored novice, 12 students scored at the proficient level. For Internship II (CSL 594), 17 students completed internship II 1 student remained at the novice level, 9 at the proficient level and 7 were scored as distinguished. It should be noted that 3 additional students were given extensions in CSL 594 until August 2021. Their data will be counted in the annual report for AY 2021-22. For the final internship evaluation in school counseling, 12 students were scored on item 19 with the majority earning a distinguished rating (n=11) and one student earning a proficient rating, indicating students are successfully meeting this program objective by the end of their program.

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

This objective is measured at the foundation point using the Statistics Assignment in CSL 505. For the mid-point assessment, the paper in CSL 585 for CMHC students (criterion 2) and the Student Success paper in CSL 508 for SC students is used (criterion 4). Thirty-two (32) students completed the Statistics Assignment in AY 2020-21, (24) CMHC and (8) SC. One (1) CMHC student scored unsatisfactory and (5) CMHC student scored novice on this objective. The remainder (26) scored proficient or higher. Sixteen CMHC students completed the Case Conceptualization and Treatment Planning paper, criterion 2 on the rubric was used to evaluate this objective. One(1) student received an incomplete grade, the remainder (15) scored proficient, or higher. In Spring of 2021, 7 school counseling students completed the Student Success Plan. Criterion 4 on the rubric was used to evaluate this objective. Two (2) students scored distinguished, three (3) scored proficient and two (2) scored novice on criterion 4 on the rubric for the Student Success Paper in CSL 508 which assesses this program objective at the mid-point.

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. Fourteen CMHC students completed Internship I and 17 completed Internship II. Item 47 was used to evaluate this objective. For internship 1 (CSL 593) 6 scored novice, 8 scored proficient.

For Internship II (CSL 594) 1 student remained at the novice level, 8 proficient and 8 distinguished for this objective. Again , it should be noted that 3 CMHC students had their CSL 594 internships extended, their data will be included in the 2021-22 report.

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 the mid-point assessment, the Professional Qualities Assessment (PQA) is used. For the final assessment point, the Professional Identity Reflection paper in CSL 593 and CSL 594 is used. Faculty reviewed data from the new assignment in the Professional Orientation courses, PQA data and the new Professional Identity Paper from the seminar class accompanying internship II at the three stated transition points.

A review of data from CSL 501 and CSL 510 indicates that most students demonstrated adequate understanding of their professional identity which included the principles of social justice/advocacy, wellness and prevention and ethical practice. One student was evaluated as novice in the section of *Reflection: Understanding of the Profession*.

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

faculty opportunity to observe the development of their professional counselor identity. The ISPR data is provided in detail later in this report. At the end of their second and final internship (CSL 592,594), students complete the Professional Identity Reflection paper. Twenty-two students completed this paper in the Spring of 2021 (10 CMHC students and 12 SC students). Students all scored proficient or above on the criterion measuring this program objective (no. 1) indicating that by the end of their program, students are meeting this program objectives.

Key Performance Indicators

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

For Professional Counseling Orientation and Ethical practice, the KPI is: *Students will demonstrate an understanding of the importance of professional identity, and the ethical requirements of self-care, supervision, and continuing education.* This KPI is assessed through the Understanding Professional Organizations Paper in CSL 501 and CSL 510 and through scores on that section on the Counselor Education Comprehensive Examination (CECE). Fifteen (15) CMHC and 8 SC students completed this section of the CECE , 1 SC student failed this section. All others passed this section. Results from this AY indicate 28 students completed the Understanding Professional Organizations Paper. Most students demonstrated adequate understanding of their professional identity and the ethical requirements (most of them were evaluated as Proficient or Outstanding in all categories). One was evaluated as Novice in the

section of Advocacy and one was evaluated as Novice in the section of Style, indicating that early on in their program, several students may need to reach a deeper level understanding in the process of becoming professional counselors as well as in basic knowledge about writing and APA style.

For AY 2020-21, 9 CMHC and 8 SC students completed the section of the CECE 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 CECE. Results from this AY indicated: 13 students completed the Final Reflection and Self-Evaluation Paper in the Fall and 18 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., Application of New Knowledge, Need Assessment and/or Skill Adaption, and Self-evaluation of Class Performance), a few students (i.e., 1-3 students) were evaluated as Novice in these categories. It showed that some students might need supervision and careful mentoring in the area of social and cultural foundations. As for the Spring semester, all of the students were evaluated as Proficient or Outstanding across all categories.

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: 22 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 2020-2021, Four students (18%) demonstrated an understanding at a proficient level. Eighteen students (82%) demonstrated an understanding at an outstanding level. All students passed this section on their first attempt. Fifteen (15) CMHC and 8 SC students completed this section of the CECE exam, all passed this section.

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 CECE. 25 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. Three students (13%) demonstrated an understanding of career theory at the novice level. One student was unable to demonstrate an understanding of career theory and was deemed unsatisfactory. For AY 2020-2021, 15 CMHC and 8 SC students completed the Career Development section of the CECE. All students passed this section.

For Counseling and Helping Relationships, there are two KPI's. KPI 1 is: *Students will demonstrate an understanding of using client data for assessment and planning* and KPI 2 is: *Students will demonstrate and apply basic counseling skills*. KPI 1 is assessed using the General Evaluation of Skills: Case Note in CSL 528 and the Final Internship Evaluation. Results from the

final treatment planning an assessment paper in CSL 528 indicate: A total of 33 students completed the General Evaluation measuring KP1, an understanding of using client data for assessment and planning. Of those 33 students, 7 scored Distinguished and 25 scored Proficient. The data indicate that students completing the assignment have a strong grasp on the acquisition and analysis of client data that is then used to inform treatment goals that are incorporated into the broader treatment plan.

For AY 2020-2021, the final internship evaluation for CSL 592 and CSL 594 was used to evaluate KPI 1 for SC and CMHC students. For internship II final evaluation for SC students (CSL 592), a total of 28 students were scored on the criterion measuring this KPI (Item 26); 1 student scored novice, 12 scored proficient, and 15 scored distinguished. For internship II final evaluation for CMHC students (CSL 594), a total of 17 students were scored on the criterion measuring this KPI (Item 36); 12 scored at the proficient level and 5 scored distinguished. Data indicates that the majority of both CMHC and SC students demonstrate proficiency or higher on understanding of using client data for assessment and planning by the end of their internship year and demonstrate improvement in this skill over time.

KPI 2 was assessed using the General Evaluation of Skills: Skill Practice in CSL 528 and the Final Practicum evaluation. A total of 33 students completed the General Evaluation of Skills in CSL 528. Thirty-two (32) students scored as proficient on this measure. One (1) student was rated as distinguished on the use of evidence-based counseling skills as a part of the assessment and treatment of clients. Students incorporated skills gleaned from the class that were then integrated with the overall structure of the treatment plan and goals set forth in the

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.

Additional data points collected were results on the Helping Relationships section of the CECE. For AY 2020-2021, 15 CMHC and 8 SC students completed this section of the CPCE. One (1) SC and one (1) CMHC failed this section of the CPCE. All other students passed this section.

For Group Counseling and Group work, the CSL program has 2 KPI's for student learning outcomes. KPI 1 is: *Students will demonstrate an understanding of group process, theory, and ethics* and KPI 2 is: *Students will design and plan for implementation of a specific counseling group*. KPI 1 is assessed using the Final Paper in CSL 553 and the relevant section on the CECE. KPI 2 is assessed using the Final Paper in CSL 553 and the Final internship evaluation. Results from this AY indicate 15 counseling students completed the Group

Counseling course. All students demonstrated understanding of KP1 and KP2. Four students (27%) demonstrated knowledge at the Apprentice level, 6 students (40%) demonstrated knowledge at the Proficient level, and 5 students (33%) demonstrated knowledge at the Distinguished level on the first measure in time (final paper in CSL 553).

For KPI 1, the second measure in time used is the CECE. For AY 2020-2021, 15 CMHC and 8 SC students completed the Group Counseling section of the CPCE. One (1) CMHC student did not pass this section. All other students passed.

The final internship evaluation for CSL 592 and CSL 594 was used to evaluate KPI 2 as the second measure in time for SC and CMHC students. For internship II final evaluation for SC students (CSL 592), a total of 33 students were scored on the criterion measuring this KPI (Item 45); 2 students scored novice, 12 scored proficient, and 19 scored distinguished. For internship II final evaluation for CMHC students (CSL 594), a total of 17 students were scored on the criterion measuring this KPI (Item 30); 7 scored proficient, and 10 scored distinguished. It should be noted that 3 CMHC students had their CSL 594 internship II extended. Their data will be reflected in the 2021-22 report.

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 CECE. Results from this AY indicate 16 students,(4SC, 9 CMHC, and 1 CASMHC) completed the Survey Project and were all evaluated as Proficient or higher, with 1 CMHC student scoring Novice. This demonstrates that all students demonstrated a basic understanding of concepts related to Assessment and Testing, For AY 2020-21 15 CMHC and 8

SC students completed the Appraisal section of the CECE. Two (2) SC and one (1) CMHC student failed this section. All other students passed.

For Research and Program Evaluation, the KPI is: *Students will understand the use of statistics for data analysis*. This KPI is assessed through the Statistics Assignment in CSL 505 and the relevant section on the CECE. Twenty-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. 15 CMHC and 8 SC students completed the research section of the CECE. One (1) CMH student did not pass.

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

For AY 2020-2021, 16 CMHC students completed the Case Conceptualization and Treatment Plan Paper. Fifteen (15) students scored proficient or better on items assessing KPI 1 and KPI 2, one (1) student received an incomplete grade for this assignment, which will be completed by the Fall 2021 semester. 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, fourteen (14) CMHC students completed their first internship. Two (5) students scored Novice on the items assessing KPI 1; the remainder (9) scored proficient or higher. Two (2) students scored novice on items assessing

KPI 2; the remainder (12) scored proficient or higher. For CSL 594, Seventeen (17) CMHC students successfully completed their second and final internship. Results from the final internship evaluation indicated all students (17) 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 (16) scored proficient or higher, with most students (13) scoring at the distinguished level. It should be noted that 3 CMHC students had CSL 594, Internship II extended. Their data will be included in the 2021-22 report.

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.* One (1) student scored distinguished, four (4) students scored proficient and (2) students scored novice on the criterion assessing this KPI on the Student Success Plan at the initial assessment point.. KPI 2 is: *Students will demonstrate the use of data to advocate for programs and students.* Two (2) students scored distinguished, three (3) scored proficient and two (2) scored novice on the criterion assessing this KPI on the Student Success paper at the initial assessment point.

Both KPI's are assessed at the second measure in time using the Final Internship Evaluation in CSL 592. Results from the final internship evaluation indicate that the majority of students moved from a score of novice in Internship 1 to a score of proficient in Internship 2 on this assessment measure, demonstrating proficiency in the use of interventions to promote the academic development of students at graduation (item 46, Fall 2020 n=17; Spring 2021, n=18). This same trend was seen for the use of data to advocate for programs and students; students improved in this area from one internship to the next. Only one student was scored as novice by

their site supervisor on this measure for internship 2, indicating the majority of students were scored as possessing skills at the proficient level or higher on this outcome measure when looking at multiple measures over time.

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 2020 Individual Student Progress Reviews

School counseling. Seven SC MEd students completed CSL 510 and were reviewed at the initial assessment point of the Individual Student Progress Review (ISPR) process. One was scored as proficient; the rest were scored as novice (6). Eight students applying for practicum placement in the Spring were reviewed; six were rated as proficient with two rated as novice. Twelve SC students applying for internship II placements in the Spring 2021 were rated as proficient this year. These data indicate a solid progression in dispositional assessment from the start of the program to the final internship semester for SC students.

Clinical Mental Health Counseling. In the Fall of 2020, we had our first cohort of 3+2 BS Psy/MEd CMHC students move into the graduate portion of their Dual Degree program. Of these, 3 scored proficient and 1 scored novice at the initial benchmark assessment (end of junior year). Of the 23 CMHC MEd students who completed 501 in the Fall of 2020, 2 were scored as proficient and the rest as novice (21). Due to the COVID-19 pandemic, three CMHC students were not able to begin their practicum placement until Fall 2020. Of these, one was rated as

proficient and two as novice. For the eight CMHC MEd students heading to Internship II in the Spring 2021, all earned a proficient rating. One CMHC student decided to transfer to another program (Educational Psychology) after deciding on more of a research focus for graduate study. These data indicate a solid progression in dispositional assessment from the start of the program to the final internship semester for CMHC students despite disruptions due to the COVID-19 pandemic.

Spring 2021 Individual Student Progress Reviews

SC students currently on practicum were reviewed during Spring 2021 to assess their readiness for Internship I the following Fall. Eight students were reviewed; of these, six received scores of proficient and one received a score of novice.

For the 2021-2022 AY, we shifted practicum for CMHC students to the Fall with internships running Spring and Summer. Fourteen CMHC students who applied for practicum Fall 2021 were scored as novice. For the three students moving into Summer 2021 Internship II (delayed via the COVID-19 pandemic), two scored proficient and one scored novice.

Conclusion

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

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 2020 and Spring 2021 follows.

In the Fall of 2020, we had 34 applicants to our CMHC MEd Program, 20 applicants to our SC MEd program, 12 applicants to our CAS in SC programs (n=11 for 12 cr. CAS; n=1 for 30 cr. CAS), and 2 applicants to our CAS in CMHC program. For the Spring of 2021, we had 15 applicants to our CMHC MEd Program, 6 applicants to our SC MEd program, and 7 applicants to our CAS in SC (12 credit) program. Compared to last academic year, all programs showed a slight increase in the number of applications received.

Of all the applicants who chose to respond to this question on the survey, 67% (64) identified as white and 33% (32) identified themselves as having an ethnicity/race other than white. This is significantly higher than last academic year, indicating more applicants of color are applying to our programs. Additionally, the range of responses was more diverse than in years past (e.g. 3 identified as Asian; 9 identified as Black or African-American; 4 identified as Hispanic/Latino; and 12 identified as “two or more races.”)

80% (77) of applicants identified as female; and 19% (18) identified as male and one applicant chose not to respond. The average age range for applicants was 25.04 in the Fall 2020 and 28.96 in the Spring of 2021, with the average age range of applicants spanning 20-44 in the Fall of 2020 and 21-65 in the Spring of 2021. These results are similar to last year.

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 2020, there were 78 students enrolled across all our programs; in the Spring of 2021, there were 86. The numbers for Fall 2020 were slightly lower than the previous academic year (n=84 Fall 2019). We suspect the COVID pandemic may have influenced applicants' decisions to enroll this past AY, although Spring 2021 enrollment was slightly higher than the Spring 2020 by 2 students.

The majority of students identified as female (83%) and white (80%). Twenty (20) percent of students identified themselves from an ethnic or racial category other than white, showing a significant uptick from last year (at only 13%). While the average age of students in Fall of 2020 was 27.4 and in Spring 2021 was 27.5, the age range of enrolled students for Fall 2020 and Spring 2021 was 20-67, demonstrating strong diversity in age range among enrolled students.

Of the 44 CMHC students enrolled in the MEd program in Fall 2020, 70% (31) were enrolled full-time. Of the 50 CMHC students enrolled in the MEd program in Spring 2021, 68% (34) were enrolled full-time. This represents a significant shift from last AY (60% F/T in Fall 2019; 47% F/T in Spring 2020).

Of the 29 SC students who were enrolled in the MEd program in the Fall of 2020, 67% were enrolled full-time. Of the 31 SC students enrolled in the MEd program in the Spring of 2021, 74% were enrolled full-time. This represents a significant shift from last AY (46% F/T in Fall 2019; 51% F/T in Spring 2020). Historically, many of our students have taken advantage of

being able to move through their program on a part-time basis; we hypothesize this shift could be due to the on-going pandemic and resulting economic factors.

The Certificate of Advanced Study (CAS) programs usually attract students wishing to obtain additional coursework for New York State (NYS) certification or licensure. For this AY, there were 2 students enrolled in the CAS for CMHC Fall and 1 in the Spring semester; 3 students were enrolled in the CAS in SC program (12 credit) Fall semester and 4 in the Spring semester. All CAS students were enrolled part-time with the exception of one CAS in SC student Spring 2021. While these numbers are small, these programs represent opportunities for students seeking coursework to complete licensure or certification requirements in their fields.

Retention and Persistence to Graduation

A total of 25 students graduated this AY. Of these, six graduated from the CMHC MEd program in Spring 2021 with another 3 graduating in August 2021 due to a delay in field placement resulting from the COVID-19 pandemic. In Spring 2021, one student graduated from the CAS in CMHC program, 11 graduated from the SC MEd program and 4 graduated from the CAS in SC program. The majority of students in both programs persisted to graduation, despite delays due to the COVID pandemic.

100% of MEd SC and MEd CMHC graduates completed the program in 3 years or less.

Graduate Student Exit Surveys

Each year, the CSL program surveys graduating counseling students on their experiences in the program. During May & June of 2021, there were 25 graduates (10 CMHC and 15 SC students) who received this survey on at least three separate occasions using a Google Form

survey. This year, four CMHC students, ten SC students and one CAS/CMHC student responded to the exit survey (60% of graduating students).

Graduates reported feeling best prepared across all areas of our program objectives including counselor identity, ethics, cultural competency, clinical counseling skills, using data and assessment and social justice in counseling. Three CMHC graduates felt least prepared in research with one noting this was not their strong suit, so it's unclear if they read the exit survey question literally ("*In what area do you feel least prepared?*") versus the intention of the question, which was to the extent the program prepared them to use research in their daily practice. Three SC students noted a desire for preparation on college and career readiness and the administrative tasks of a school counselor (e.g. scheduling, school climate & politics, graduation requirements, etc.) Of note, students in general found the focus on theory to practice; self-care and wellness; cultural competence; and self-reflection & personal growth to be some of the most valuable things they learned in the program. Information students wished they had more information about spanned the gamut from SC students wanting more information on academic advising issues such as scholarships and emergency response in schools to CMHC students wanting more information on area agencies and EMDR. Some of this information is built into the Certificate of Advanced Study in School Counseling and in professional development for CMHC students post-graduation. Overall, students in both programs greatly valued the comprehensive program we provide and the close supportive and mentoring relationships built with professors and their classmates.

This year, program graduates were also asked to respond to three questions evaluating our three program objectives on a 5 point Likert Scale (0=not at all to 5=extremely). On

question 1 “To what extent do you agree that you have demonstrated the knowledge, skills and ability to practice as an ethical counselor in a multicultural and pluralistic society?,” twelve respondents marked “5” and three respondents marked “4.” On question 2, “To what extent do you agree that you developed knowledge and skills to use data to inform and evaluate counseling practice?” eleven respondents marked “5”, three marked “4” and one graduate marked “3”. On question 3, “To what extent do you agree that you demonstrate a professional identity consistent with the principles of social justice/advocacy, wellness/prevention & ethical practice?” all respondents marked “5,” indicating their strong connection with a professional counseling identity consistent with our principles and program objectives.

While we did ask for demographic data related to the graduates completing the survey, no one chose to answer this prompt.

Job Placement Rates

A survey of all 2021 MSED graduates found that 100% had found employment in their field (100% CMHC; 92% SC) or a related field (8% of SC, N=1) within three months of graduation. Of the 2 CAS students who graduated, one gained employment through the internship placement; the other student was already employed at the time they returned to graduate school.

Employer Surveys

According to our 2021 evaluation and assessment plan, the employer survey will next be sent out in 2023.

NCMHCE results for Clinical Mental Health Counseling Graduates

NYS requires candidates to pass the NCMHCE exam for licensure. The information obtained from NYSED at the writing of this report indicated that there were 20 attempts, 12 passes and 8 fails (a 60% pass rate). “This data is based on students indicating to NYSED that they attended [the College of Saint Rose for CMHC counseling] and is only for students who elected to have their results submitted for NYS licensure purposes, so it may not be a complete and fully accurate picture” (R. deOlde, personal communication, January 21, 2021).

Updated information was requested in January and then again in May and June; as of the writing of this report, no new information has been shared with the Counseling program.

Site Supervisor Survey

During the 2020-2021 academic year, as part of the Saint Rose Counseling Program’s systemic evaluation, the program conducted a Site Supervisor Program Evaluation Survey to collect information about program activities and effectiveness. Supervisors were sent an online survey via email and were asked to respond to a set of questions. Questions were designed to elicit general feedback on topics related to (a) the quality of the educational preparation of students, (b) the structure and delivery of the curriculum, (c) training needs and supports and (d) program modification to better meet the needs of supervisors and students. Respondents were asked several yes/no questions as well as asked to rate questions on a scale of 0 (poor) to 5 (excellent) or a scale of 0 (strongly disagree) to 5 (strongly agree.) The survey form also included an open invitation to provide feedback on the major strengths and weaknesses and any suggested changes to courses/curriculum/learning experiences in the Counselor Education program. In

March 2021, the survey was updated to include three additional questions related to the attainment of student objectives.

Findings: Survey of Practicum and Internship Site Supervisors

In December 2020, a total of 13 (59%) surveys were returned by Site Supervisors. These supervisors encompassed school counseling (5) and community/clinical mental health counseling settings (8). Overall, Site Supervisors rated student preparation by the program highly. 46.2% (6), and 53.8% (7) of Site Supervisors felt that the College of Saint Rose graduate Clinical Mental Health and School Counseling practicum and/or internship students' educational preparation was good or excellent respectively. Site Supervisors also reported that the program provided quality and consistent support and mostly felt that the information provided to them was helpful (62.9%).

Site Supervisors were asked about their interest in attending training sessions, workshops or summer classes sponsored by the counseling program. 53.8% indicated they would be interested if continuing education is offered and 46.2% indicated yes they would be interested unconditionally. When asked about other areas where they feel there could be improvement, one area identified included updating the platform in which midterm and final evaluations are distributed and completed.

In March 2021, an updated Site Supervisor Program Evaluation Survey was re-distributed. A total of 16 (42%) surveys were returned by Site Supervisors. These Site Supervisors encompassed school counseling (13) and community/clinical mental health counseling settings (3). Overall, Site Supervisors rated student preparation by the program

highly. 43.8% (7), and 56.3% (9) Site Supervisors felt that the College of Saint Rose graduate Clinical Mental Health and School Counseling practicum and/or internship students' educational preparation was good or excellent respectively. On the revised version, Site Supervisors were asked a series of questions related to students meeting the program learning objectives. 25% (4), 75% (12) agreed or strongly agreed that students demonstrated the knowledge, skills and ability to practice as an ethical counselor in a multicultural and pluralistic society. Supervisors also agreed, 37.5% (6) or strongly agreed, 62.5% (10) that students have developed the knowledge and skills to use data to inform and evaluate counseling practice and felt that students demonstrate a professional identity consistent with the principles of social justice/advocacy, wellness/prevention & ethical practice with 31.3% (5) and 68.8 (11) agreeing or strongly agreeing respectively.

Supervisors were also asked about their interest in attending training sessions, workshops or summer classes sponsored by the counseling program. Supervisors noted a diverse interest in training sessions/workshops/classes sponsored by the program with 43.8% indicating yes if continuing education is offered, 12.5% stating yes unconditionally, and 43.8% maintaining they would not be interested. When asked for any feedback to improve student's overall knowledge, skills, and abilities, one Site Supervisor noted the following comment "more coursework that includes family counseling as this is a significant part of counseling for any client under the age of 18. Many programs do not spend enough time on this."

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

Alumni Survey

Due to delays related to the COVID pandemic, this survey will be sent out in the Fall of 2021 and findings will be reported on next year's Annual Report.

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. Similarly, dispositional data indicate a solid progression from the start of the program to the final internship semester for SC and CMHC students despite disruptions due to the COVID-19 pandemic. The overwhelming majority of students (99%) progress through the program without incident and graduate with proficiency in the dispositional areas assessed. A review of the data suggests that our individual student progress review process works well in supporting, remediating, and if necessary, counseling out a student, although our data indicate that the "n" is quite small (n=1 for this AY).

A review of demographic data shows that we are attracting more diverse candidates in our applicant pool, indicating our recruitment efforts are having some positive results in this area. The diversity of our enrolled study body is also higher than last AY. The CSL program continues to be successful in attracting and retaining students who are diverse in terms of age. This AY, significantly more MEd students have attended full-time; we hypothesize this shift could be due to the on-going pandemic and resulting economic factors. We retain a majority of

our students and most persist to graduation. The majority of students move through the programs full-time and graduate within three years. This data is collected manually through a review of each student. An institutional system for tracking this data at the graduate level would be helpful in collecting more nuanced data.

Exit surveys of graduating students indicate we are meeting our program objectives, particularly in the areas of counselor identity and ethical and culturally competent practice. Feedback from site supervisors complement these findings, indicating our students are well prepared to enter the field as emerging counselors. Areas of strength include the comprehensive curriculum with its focus on theory to practice, self-care and wellness, cultural competence and counselor identity. The deep mentorship provided by faculty and staff is also a great strength of our programs. Areas of growth include assessment of the system of supervisor evaluations for field placement and access to NCMHCE exam scores for students who have graduated from the CMHC program.

Follow up on Previous Year's Action Steps

The CSL program met on May 15, 2021 for its annual assessment day to review the annual report data and set action items for AY 2021-2022. 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 2020-2021. It's been difficult to obtain the pass rates on the CMHC credentialing examination from NBCC/NYSED despite numerous requests. As the CSL program looks to gain insight into the various career paths upon which counseling graduate students have embarked after graduation, faculty will continue to

consult with the advisory council and the college career center in an effort to develop improved strategies to further enhance response rates. Other efforts will include consulting with other colleges and universities. The goal is to enhance overall response rates for next year.

2. *Site supervisor training.* We formalized a training program for our site supervisors this AY, consistent with last year's action plan. While the COVID pandemic created some delays, we developed a supervisory training module on basic tenets of supervision that was provided to site supervisors.
3. We registered a "new" MEd in School Counseling and CAS in School Counseling program to meet the new NYSED School Counseling Preparation requirements. These changes go into effect Fall 2021.
4. We made the shift in the CMHC field placement sequence: practicum moved to Fall and internship Spring & Summer semesters.
5. We updated our Counseling Evaluation and Assessment Plan to reflect programmatic changes we made throughout the year. Data points in this year's annual report reflect these changes.
6. We shifted to the CECE as our qualifying examination starting Fall 2020.

Action Plans for 2021-2022 Academic Year

1. *We made significant changes to the program during this past AY.* We plan on monitoring these changes to assess if they produce the intended outcomes we expect.

2. *Completion of evaluations in Chalk & Wire continues to be an issue.* This was noted in the site supervisor survey and feedback from the Coordinator of Counseling placements. There is no centralized person handling Chalk & Wire evaluations since the secretary took another job. Additionally, Chalk & Wire was sold to Campus Labs and since then, the support services have deteriorated. Despite efforts by our Coordinator of Counseling Placements, some supervisors continue to struggle completing the evaluations due to technological issues or time constraints. While reaching out 1:1 can sometimes resolve the issue, other times the evaluations are incomplete or left pending (if the supervisor doesn't submit the evaluation properly). For next AY, we will focus on ways to get 100% completion of the evaluations through increased focus on site supervisor selection and orientation as well as on-going consultation with sites to problem solve potential technological issues.
3. *Graduate exit survey data continues to provide important feedback.* We will continue to try to get demographic data on who is answering the survey in an effort to increase the diversity of response rates.
4. We have been approved for a site visit from CACREP Fall 2021 and continue to prepare for that accreditation.