

The College of Saint Rose

Counseling Program

Annual Report 2018-2019

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. 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.

Program Objectives/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 540 Final Paper, Skills 528 Final Treatment Plan & Internship Evals (1 & 2). All students scored novice or above and developed in these outcome measures over time by the final assessment point (Internship II).

Data indicate that students in the counseling program are able to successfully demonstrate the knowledge, skills and ability to practice as an ethical counselor in a multicultural and pluralistic society and show improvement in their knowledge, skills and ability at assessment points. This year we looked at final internship data 1 and 2 (a recommendation from last year) and noted students continued to develop skills throughout both internships. These measures will continue to be used to assess growth across all three transition points in the 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 and the Student

Success paper in CSL 508 for SC students is used. For the final assessment point, the final internship evaluations are reviewed for both CMHC and SC students. All students are scored novice to proficient and developed in these outcome measures over time.

A review of the relevant data indicated that students in the counseling program are able to successfully develop knowledge and skills to use data and research to inform and evaluate counseling practice at assessment points. The rubric for the Student Success Paper in CSL 508 was uploaded to Chalk & Wire in the Spring 2019, so this data is now being collected in Chalk & Wire (this was an action item from last year).

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 the data found that the majority of students scored novice to proficient on the Professional Orientation/Understanding Organizations outcome measure, with several students struggling with their writing. PQA measures indicate students are progressing satisfactorily throughout the program. Data from the Professional Identity reflection paper rubric from

Internship II indicated that by the end of the program, all students were able to articulate their professional identity at a proficient level.

Overall, students were able to demonstrate a professional counselor identity as measured at our three assessment points and demonstrated a more nuanced understanding of a professional identity over time. Based on a review of our outcome data from last AY, we moved to using the Professional Identity paper as a final transition data point (instead of the final internship eval) and updated the shared assignment in the Professional Orientation classes (CSL 501 & 510) along with rubrics in C&W for this AY. These measures will continue to be used for the next assessment cycle in AY 2019-2020.

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.

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 2018-19 indicate that fourteen students completed the Professional Orientation and Ethics section of the CPCE, (7) CMHC and (7) SC. All (100%) of SC students passed this section. One (1) CMHC student failed this section, 92.8% of CMHC students passed this section.

The Professional Organization Paper was developed and implemented in the 2018-2019 academic year. The paper covers 2F1a-d,f-m). 28 students were in orientation courses (i.e., CSL 501 & 510) and completed the assignment. Among 5 categories regarding professional identity development, understanding of organizations and the professions, and advocacy, only one student was evaluated as Novice. It demonstrated that this new assignment might have the potential to foster student growth professionally and personally.

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 AY2018-19 indicate that 7 CMHC and 7 SC students completed the Social and Cultural section of the CPCE. All passed this section.

In the academic year of 2018-2019, 19 students took and completed CSL 540: Social and Cultural Foundations in Counseling. All students were rated equal or above proficient. It seems that demonstrating and applying what they have learned in this class and assessing areas of growth should be emphasized and strengthened. There are no differences in student performance between mental health and school counseling programs.

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.

In Academic Year 2018-2019, twenty-seven students completed their Lifespan project with 26% achieving a score of proficient and 74% achieving a score of outstanding with one student (.04%) receiving a score of unsatisfactory. The student who received the unsatisfactory mark received an Incomplete grade for the class and was given the opportunity to resubmit his project during the summer session. For AY 2018-19 fourteen students, (7) CMHC and (7) SC, completed the Human Growth section of the CPCE. All (100%) passed this section of the exam.

For Career Development, the KPI is *Students will demonstrate an understanding of career development theory and interventions*. This KPI is assessed through the Career Development Theory Paper in CSL 554 and the relevant section of the CPCE. Twenty-one students completed the Career Development Theory Paper; eleven (11) were SC and (10) were CMHC. For standards 2F4a-g all students (21) scored novice or higher. The results indicate that both SC and CMHC students have a solid understanding of career development theories and practice, are able to apply these theories across the lifespan and conceptualize the interrelationship between work, well-being, and life roles. For AY 2018-19 Fourteen students completed the Career section of the CPCE, (7) CMHC and (7)SC. All SC students (100%) passed this section. Three (3) CMHC students failed, but retook the Career section of the exam again in 2018-19 and passed.

For Counseling and Helping Relationships, we have 2 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 Final Treatment Planning and Assessment Paper in CSL 528 and the Final Internship Evaluation.

The Final Treatment Planning and Assessment Paper was designed to match CACREP standards of 2F5g&h. No students were rated below Novice suggesting that all students

demonstrate adequate level of case conceptualization skills and developmentally appropriate treatment planning and interventions. As part of annual review, a skill based evaluation is considered to replace the assessment report for this core standard. For CMHC students, Internship Eval item 36 is used and for SC students, item A6 is used. For CMHC Final Eval, 17 students were evaluated, all are proficient or higher. For SC Final Eval, all of them rated as or above proficient.

KPI 2 is assessed using Final Treatment Planning and Assessment Paper in CSL 528 and the Final Practicum Evaluation items 1B and 1D. For SC students, 13 students were evaluated and they all met expectations. As for CMHC students, due to some technology issues, the data were not complete. Going forward, the issue should be eliminated.

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 relevant section on the CPCE. KPI 2 is assessed using Final Paper in CSL 553 and the Final internship evaluation. Results indicate:

As one of the primary assignments, the final paper requires articulation of theoretical foundations of group work (2F6a), dynamics associated with group process (2F6b), therapeutic factors of group work (2F6c), characteristics and functions of group leaders (2F6d), approaches to group formation and selecting members (2F6e), identify a specific type of group in a specific setting (2F6f), and exploring ethical and multicultural considerations in designing a group (2F6g). In 2019 24 students (both School Counseling and Clinical Mental Health Counseling) completed the Group Counseling course. 2 students were evaluated at the novice level (8%), 2

students were rated as proficient (8%), and 20 students were rated as distinguished (84%) on the combined measures included in the final paper.

Evaluation of group skills is articulated in Performance Indicator 30 (Demonstrates appropriate use of culturally responsive individual, couple family, group, and systems modalities/interventions for initiating, maintaining, and terminating counseling.) and Indicator 33 (How would you summarize the student's overall performance in this area.) in the Clinical Mental Health Counseling internship evaluation. For Clinical Mental Health Counseling interns, for item 30, out of 17 students, 8 students were rated as proficient (47%) and 9 students were rated as distinguished (53%). For Clinical Mental Health Counseling Interns, out of 17 students 4 students were rated as proficient (23%) and 13 students were rated as distinguished (77%). For the 2019 School Counseling program, item K-9, Out of 15 students, 1 student was rated novice (6%), 4 students were rated as proficient (26%), and 10 were rated as distinguished (66%). For the 2019 School Counseling program, item I-14, out of 15 students, 2 students were rated as proficient (13%) and 13 students were rated as distinguished (87%). The CPCE data on the Group section is also used to evaluate knowledge of these standards. For AY 2018-19 fourteen students completed this section of the exam, (7) CMHC and (7) SC, all (100%) passed this section.

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. However, for AY 2017-2018 data was not collected in Chalk & Wire (C&W) by the affiliate faculty teaching this course and so only results of the CPCE will be reported here.

For 2018-19 standards 2F7a, b, e, g, h-m were evaluated by students' scores on the Appraisal section of the CPCE exam. The two (2) CMHC students were scheduled to retake the CPCE in the Fall of 2018, as per departmental policy, and passed this section of the exam (they had previously failed this section in the last AY). For 2018-19 (6) SC students completed the Appraisal section of the exam, all SC students passed the exam. Eleven (11) CMHC students completed the Appraisal section of the exam. Two (2) failed this section, but passed on their retake of this section. The mean scores for SC was 11.1 and CMHC 10.6. This demonstrates all students have solid academic knowledge of tests, measurement, and appraisal.

As part of our annual review, we determined that we may be attempting to evaluate too many standards using the CPCE. Students would be better evaluated by demonstrating the application of tests and measures (standards 2F7a-m), in course based assignments. We will be using the Survey Project to a course based assignment in AY 2019-20. This will allow evaluation of students choice of appropriate tests and measures, as well as allow for evaluation of their knowledge of reliability and validity of those instruments.

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. For 2018-19 (11) CMHC and (11) SC students completed this assignment. No students scored unsatisfactory. For CMHC (2) scored novice for standard 2F8i and 2F8h . Nine (9) scored proficient on both standards. For SC (1) scored novice for both standards and (10) scored proficient on both standards. These results suggest that all students demonstrate adequate knowledge and skills in data analysis and interpretation. Students are able to use the data to inform program evaluation recommendations. For AY 2018-19 fourteen

students , (7) CMHC and (7) SC completed the research and Program Evaluation section of the CPCE. All (100%) of students passed this section.

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 KPI 1 and 2 CMHC students completed the Case Conceptualization and Treatment Plan. This final assignment requires students to demonstrate the use of differential diagnosis in relation to treatment planning and to conceptualize a case using the bio-psycho-social model. Fourteen students were evaluated across these KPIs. All demonstrated knowledge and skills. For 2018-19, 17 CMHC students completed their final internship. All students scored novice or higher on items 36, 39, 47, and 48.

The results suggest that CMHC students demonstrated the ability to assess and implement counseling and treatment plans, and had a good understanding of psychopathological and cultural factors that determine treatment. Students seem to apply effective evidence –based and culturally sensitive skills to their practice in the field.

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. Twelve

students completed the Student Success plan paper in CSL 508 this AY and scored proficient or above on both KPI measures. Similarly, results from the final internship evaluation indicate that school counseling students are meeting both KPI measures at a level of proficiency or above.

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 2018 Individual Student Progress Reviews

In the Fall of 2018, eleven SC MEd students and 3 CAS in SC students completed CSL 510 and were reviewed at the initial assessment point of the Individual Student Progress Review (ISPR) process. All 3 CAS in SC students were given a proficient rating. Of the 11 SC MEd students, 2 were scored as novice, 8 were scored as proficient, and 1 was scored as distinguished. Of the 12 CMHC MEd students who completed 501 in the Fall of 2018, 7 were scored proficient and 5 were scored distinguished.

Eleven SC students applying for practicum placements in the Spring 2019 were reviewed in the Fall of 2018 as well. Three SC students were rated as novice, 7 as proficient, and 1 as distinguished. Additionally, two students who had previously failed sections of the CPCE and were delayed from internship by a semester or more were reviewed for Internship I in the Spring; one received a novice rating and one received a proficient rating.

Finally, 15 SC students currently on Internship I in the Fall were reviewed prior to Internship II in the Spring. One received a novice rating, 13 received a proficient rating, and 1 received a distinguished rating.

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. Seventeen CMHC students fit this category; of these, 2 earned a rating of distinguished, 11 earned a proficient rating, and 4 earned a novice rating.

Spring 2019 Individual Student Progress Reviews

SC students currently on practicum were reviewed during Spring 2019 to assess their readiness for Internship I the following Fall. Thirteen students were reviewed; of these, 10 received scores of proficient and 3 earned scores of novice.

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. Twenty-two CMHC students were reviewed. Eight students were marked as proficient, 14 were marked as novice, and CSL faculty agreed that 1 student was not ready for field placement. This student ended up delaying her field placement experiences.

A review of our process indicates that the large majority of students progress through the program with novice to proficient skills and eventually graduate with proficiency in related areas. Occasionally, we accept a student who 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 2018 and Spring 2019 follows. In the Fall of 2018, we had 25 applicants to our CMHC MEd Program, 22 applicants to our SC

MSEd program, 4 applicants to our CAS in SC (30 credit) program, 1 applicant to our CAS in SC (12 credit program) and 3 applicants to our CAS in CMHC program. Of all the applicants who chose to respond to this question on the survey, 80% (44) identified as white and less than 1% (4) identified as a person from a minoritized group. Additionally, 71% (39) identified as female with 22% (12) identifying as male. Four applicants chose not to respond. The average age of applicants was 26.7 with an age span of 22-48.

For the Spring of 2019, we had 15 applicants to our CMHC MSEd Program, 10 applicants to our SC MSEd program, 1 applicant to our CAS in SC (12 credit) program, 1 applicant to our CAS in SC (30 credit) program and 1 applicant to our CAS in CMHC program. Of all these applicants, 71% (29) identified as white and 21% (6) identified as a person from a minoritized group. Additionally, 82% (23) identified as female with 11% (3) identifying as male. Two applicants chose not to respond to this question. The average age of applicants was 28.9 years of age with an age span of 21-49.

Enrolled students. For the Fall 2018, there were 93 students enrolled across all our programs; in the Spring of 2019, there were 108. The majority of students identified as female (Fall 2018 - 87%; Spring 2019 - 86%) and as White (81%). Students who identified from minoritized groups made up 13% of our enrolled students in Fall 2018 and 14% in Spring 2019. Less than 1% of enrolled students did not identify their race. While the average age of students in Fall of 2018 was 27.7 and in Spring 2019 was 28, the age range of enrolled students for both semesters was 21-65, demonstrating quite a diversity in age range.

Of the 48 CMHC students enrolled in the MSEd program in Fall 2018, 58% (28) were enrolled full-time. Of the 55 CMHC students enrolled in the MSEd program in Spring 2018, 58% (32) were enrolled full-time. In the Fall of 2018, 37 SC students were enrolled in the MSEd

program and in the Spring of 2019, this number rose to 43. For SC students, 46% (17) were enrolled full-time in the Fall of 2018 and 63% (27) were enrolled full-time in the Spring of 2019.

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 Spring semester; 3 students in the CAS in SC 12 credit program Fall semester and 7 in the Spring semester; and 3 students in the CAS in SC 30 credit program Fall semester and 1 in the Spring semester. All CAS students were enrolled part-time.

Retention and Persistence to Graduation

A total of 32 students graduated in Spring 2019. Among these students, 18 graduated from the CMHC MEd program. Out of these 18 students, 14 students (77%) completed the program within three years. 14 students graduated from the SC MEd program. Out of these 14 students, 13 students (93%) completed the program within three years. All of the students who graduated in Spring 2019 completed the program within 5 years, regardless of whether they enrolled as full-time or part-time students. On the basis of the most recent persistence report, on average, 78% of students graduate within 3 years and 85% of students complete the program within 5 years.

Graduate Student Exit Surveys

Each year, the CSL program surveys graduating counseling students on their experiences in the program. In the Spring of 2019, there were 18 graduates from the CMHC masters and 14 graduates from the SC masters program. One student graduated from the 12 credit Certificate of Advanced Study (CAS) in SC and one student graduated from the 30 credit Certificate of Advanced Study (CAS) in SC. This year, eight CMHC students responded to the exit survey.

Graduates reported feeling best prepared in the foundational areas, in counseling skills, and in case conceptualization skills. Diagnosis, treatment planning and clinical intervention strategies emerged as areas where students felt less prepared. Overall, students enjoyed learning about trauma-informed perspectives and the majority would recommend the program despite its length (there were two comments about the length of the program being 3 years of graduate study).

Career Center Employment Surveys

The career center surveys all graduating students regarding employment. Data from the Spring 2019 graduates who responded to the survey showed that for the CMHC MEd students, 89% reported working as mental health counselors and 79% of the SC MEd graduates reported finding employment as school counselors after graduation. 100% of the CAS in SC graduates from both the 12 credit and 30 credit program reported finding work as a school counselor after graduation.

NCMHCE results

According to the Center for Credentialing and Education, they required candidates taking the NCMHCE to enter their university information when registering online to take the exam in mid-2017. The information shared with the CSL program related to licensure pass rates in 2018 shows that of the 17 candidates who took the exam, 11 passed and 6 failed.

Alumni Survey

In the summer of 2018, the CSL program surveyed its alumni with a 29% response rate to our online survey (11 of 38 people surveyed responded).. Eighteen percent of respondents (2) graduated from the Masters in School Counseling program, 72% (8) graduated from the Master's in Clinical Mental Health Counseling Program, and 9% of respondents (1) graduated from a Certificate of Advanced Study in Clinical Mental Health Counseling. Forty-five percent

graduated in 2017 with the rest having graduated in 2018. Almost 90% of students identified themselves as “commuter” students with 72.5% reporting their commute was 45 minutes or less and 27.5% of students reporting a commute of 45 minutes or longer.

A summary of the survey results indicates that the majority of alumni were satisfied that their program prepared them for their field of study. Alumni reported feeling connected to others in the program, particularly noting interactions before and after class and maintaining relationships through social media. Students did report that they were less inclined to see themselves as connected to the Saint Rose community as a whole. Because graduate classes are held in the late afternoon and evening, graduate students are older, and they are more likely to commute to school, these results are understandable. Qualitative feedback included recommendations for an Office of Graduate Studies and an emphasis on classrooms and lecture halls more conducive to graduate classes.

Alumni identified the faculty as one of the primary strengths of the program, noting continuing support of students, a passion for teaching, and the development of a “close knit” culture within the department. Alumni reported success at finding employment post graduation, with only one respondent noting a job search longer than three months. When asked about what improvements could be made to the program alumni noted that more role play in classes not related directly to skills would be appreciated and, assuming licensed mental health counselors in New York will eventually receive diagnostic authority, a stronger emphasis on differential diagnosis. Faculty have noted the identified growth edges from the survey and are taking them under advisement for further exploration and adjustment to the curriculum. The results were shared with the advisory council in April 2019.

Assessment Conclusions

Key Findings

A review of the data this AY suggests that students are progressing satisfactorily on all three main program objectives (PO) and that students show improvement over time, progressing from novice to proficient on all three PO's by the end of their program.

We continue to work to attract a diverse applicant pool and find we are successful in attracting and retaining students who are diverse in terms of age. CSL program faculty continue to seek a balance of gender and ethnicity in our applicant pool and enrolled student body. CSL program faculty also inquired about obtaining additional demographic data on the graduate application, including questions on gender identity. Anecdotally, faculty report that once students are enrolled they will often self-identify as transgendered, but this is not reflected in the demographic data the institution captures upon admission. Additionally, while the Fall 2018 applicant pool reflected low numbers in terms of racial diversity, these numbers improved for Spring 2019 applicants. The majority of our students attend school full-time, although a significant number, particularly in the CAS programs, attend part-time. The majority of our students persist to graduation, graduate on time, and find employment in their field after graduation.

Follow up on Previous Year's Action Steps

1. We implemented a new graduate recruitment plan for AY 2019-2020 to work with graduate admissions to seek a more diverse applicant pool.
2. The Individual Student Progress Review has been formally substituted for the previous PQA review.
3. Disaggregated data for Final internship evaluation was requested.
4. For PO 1: Rubric for CSL 501 and CSL 510 was uploaded and data gathered for this AY.

5. For PO2: The rubric for the Student Success paper for CSL 508 uploaded to C&W.
6. For PO3: The Professional Identity Reflection paper in CSL 593 and CSL 594 was developed and implemented as the final measure for this PO. -
7. Feedback from student exit surveys indicated several students reported a desire for more information related to diagnosis. We updated our final internship evaluations to more accurately capture this data and asked the Coordinator of Counseling placements to address this in consultation with site supervisors as well as add this to the site supervisor orientation. See more information below.

Summary and Action Plan

During AY 18-19, faculty continued to refine data points for our CACREP self-study. As noted in other areas of this report, we updated rubrics (e.g. for CSL 508, CSL 501 & 510) and implemented more targeted assessment measures to capture our PO's, particularly in the assessment of students' professional identity. We completed this work in extended department meetings during the week and several CACREP assessment meetings over the summer. Our advisory council met in Fall 2018 and Spring 2019 to provide feedback on these program improvements.

We regularly use and refer to non-academic services such as the Academic Success Center for students with disabilities, the Writing Center and the Counseling Center. Some of our graduate students struggle with writing in terms of APA style and also grammar and spelling. We work closely with the Disability Office for students requiring academic accommodations, particularly around the CPCE. Finally, we regularly refer to the Counseling center on campus to

promote student wellness, particularly around issues related to anxiety and stress during graduate study.

CACREP self-study. We are in the process of writing our self-study for CACREP. New NYSED regulations for school counseling certification go into effect July 2019, so aligning our program with the new regulations will be part of our work in the next AY.

New internship evaluations. We streamlined the CMHC mid-term and final internship evaluation to create a more user friendly document that is consistent with state and accreditation standards. This evaluation went into effect in AY 2018-2019. To be consistent with changes in the school counseling field, including the new ASCA model (4th edition) and Professional School Counselor Competencies (2019), the school counseling internship evaluation was updated for implementation Fall 2019. Both documents are uploaded into Chalk & Wire and utilized for outcomes assessment as well as summative review of students' knowledge, skills and dispositions in the field.

Admissions workshop. In Fall of 2018, we added an on-demand, written essay to the admissions workshop, which includes an assessment of both the applicant's writing ability and their cultural competency and awareness, after reviewing data that indicated students we admitted were displaying writing difficulties in their initial classes. There were also deficits in critical thinking and multicultural awareness noted by professors teaching foundational courses. In an attempt to better screen for these issues at the point of application, we added the on-demand essay to the admissions workshop. As a result of this change, we adapted the applicant analysis sheet to reflect these changes and modified the admissions cut off score on the rubric.

Action Items

Data points. We routinely gather information on the number of graduates in our program and their completion and retention rates. While the career center surveys alumni for job placement rates, the response rates on these surveys is usually quite low. Part of our action plan for next AY is to figure out a way to get better data. Similarly, the department chair has been unsuccessful getting the state to provide pass rates on the credentialing examination for our CMHC graduates. The data that is available to us will be posted on the website. We will consult with our advisory council in the Fall of 2019 to develop a plan to survey site supervisors and employers.

Systematic follow up of site supervisors. While students are regularly asked to evaluate their field placements and supervisors provide formative and summative feedback on students, faculty noted a gap in the assessment of site supervisors in terms of their experiences with our program. Follow-up studies of site supervisors is an action item for the next AY. Our plan is to begin with our Coordinator of Field Placements and the Advisory Council to determine the best way to obtain their feedback.

Systematic follow up studies of employers. This is an on-going area of growth for our program. At our Advisory Council meeting in the Spring 2019, we discussed how best to gather this data. Often, employers, particularly in schools, are hesitant to provide data that can directly identify an employee due to HR and Union contract issues. Suggestions were made to attempt to gather data more broadly in terms of outcomes of Saint Rose graduates related to their work in the field. This is an on-going action item for AY 2019-2020.

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. Moving forward, student emails will be gathered in the seminar classes that accompany the final field placement and added to an alumni database that was created.