

School Counseling and Clinical Mental Health Counseling Program Evaluation Data Report Fall 2022

USJ Student and Graduate Data

	Fall 2022
Applicants	56
- School	12
- CMHC	44
Admitted	55
- School	12
- CMHC	43
New enrolled	36
- School	6
- CMHC	30
Total enrolled	109
- School	30
- CMHC	79
On time Completion Rate	92%
- School	88%
- CMHC	94%

Faculty Ratios

- Courses taught by core faculty 2021-2022: 55%
- Student-faculty ratio 2021-2022: 10:1

Exit Survey

Each year the graduating cohort is emailed a link to an electronic survey (Microsoft Forms) and asked to assess their experience in the program. In May 2022, we had 29 graduates from both programs, with 7 School Counseling Graduates and 22 Clinical Mental Health Counseling Graduates. The most recent updated data available (N=7) is as follows:

Which program/degree did you complete?

Response:	CMHC	71.4%
	School Counseling	28.6%
	Total Response Rate	24%

Do you feel you had an adequate orientation to the program?

Response:	Yes	57%
	No	43%

Qualitative Feedback on Improvements:

- Orientations provide improved communication on on structure for practicum/internship, including cost of requirements, meet professors of classes
- Transfer or late additions could get individual orientations to brief on program expectations
- School counseling could get specific information on differences including courses and fieldwork

Do you feel you had adequate advising throughout the program?

Response:	Yes	71.4%
	No	28.6%

Qualitative Feedback on Positive Responses:

- “My advisor was always available and always helpful, and would have multiple resources to help and would often check back with me to make sure everything was working out. It's worth mentioning that multiple other faculty made themselves available for advising and assistance as well.”

Qualitative Feedback on Improvements:

- Increased frequency of availability of advisors to initiate contact or regularly scheduled meetings

Were the required courses available when you needed to take them?

Response:	Yes	100%
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Qualitative Feedback on Positive Feedback:

- “Always!”

What learning experiences in your program did you find most valuable?

Response:	Fieldwork (Prac/Internship)	43%
	Practice Scenarios and Alumni	57%

Qualitative Feedback on Positive Feedback:

- Quality faculty and lecturers with a variety of niche fields
- Practice counseling sessions and role plays
- Connecting with alumni in Ethics

Qualitative Feedback on Improvements:

- More videos of quality counseling sessions

What learning experiences in your program did you find least valuable?

Qualitative Feedback:

- Online programming
- Career Counseling
- Limited attention to School Counseling
- Only practicing with colleagues and peers
- Transcribing

Did you feel that there were adequate support services? (e.g. Center for Academic Excellence, counseling services, program faculty)?

Response: Yes	71.4%
Did not Use	28.6%

Did you feel that you had the knowledge and skill base to adequately prepare you for your practicum/internship experience? If not, what would need to be included?

Response: Yes	43%
Yes, and..	57%

Qualitative Feedback on Improvements:

- More attention on school counseling needs
- More practice on unfamiliar clients, more complex trauma, grief

Do you feel you had adequate support in procuring a practicum/internship placement? If not, please describe what assistance you needed that you did not receive.

Response: Yes	100%
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Qualitative Feedback on Positive Feedback

- “Felt lucky in internship to have unfolded so smoothly after maintaining the alumni connection”
- “Joan Ramsey was very much appreciated and VERY helpful”

Is there anything else you would like to share with us about the program?

Qualitative Feedback:

- Geared towards mental health and would like more attention as school counseling students
- More attention to starting private practices and not just agency work
- Program was exceptional and more time to integrate theories and techniques, maybe a whole class dedicated to a theory
- More time in pharmacology
- Curriculum could be more rigorous to respect academic integrity and less as discussion based or seen as “busy” with intention

Course Evaluations

The course evaluations during the academic year had a response rate of 69% in the fall and 65% in the spring semester. The results show that students are less satisfied with the timeliness of the instructors’ feedback than with other items in the survey. These results are not significantly different from the previous year.

The items in the course evaluation survey are as follows:

The instructor:

1. The instructor provided clear goals and objectives for this course.
2. The instructor provided assignments that met course objectives.
3. The instructor provided assignments (reading, projects, papers, etc.) that helped me learn course content and meet objectives.
4. The instructor provided timely feedback and clear evaluation procedures.
5. The course was run in a manner that maintained a respectful, positive atmosphere for discussion.
6. The instructor was well organized and used class time to promote learning.
7. The instructor communicated effectively with the class and demonstrated professional caring.
8. I would recommend this course and its instructor to a friend in my program.

The course:

9. The course provided in-depth content knowledge.
10. I will be able to use what I have learned in this course in counseling practice.
11. This course resulted in high learning and personal growth.
12. This course provided a rich and stimulating learning environment.
13. I was an effective and collaborative participant in this course which will enhance my professional practice.
14. This course required reflective thinking about self, others, and/or the world at large.

15. Course assessments were discussed and aligned with course objectives, implemented justly, and evaluated fairly without bias.

16. Means across courses by question

Each item is rated using the following scale:

- 1: Strongly disagree
- 2: Disagree
- 3: Agree
- 4: Strongly agree

Means by question for each semester:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fall 2021	3.5	3.5	3.5	3.1	3.6	3.5	3.5	3.4	3.5	3.6	3.5	3.4	3.6	3.7	3.5
Spring 2022	3.5	3.5	3.4	3.3	3.6	3.4	3.5	3.4	3.5	3.6	3.5	3.4	3.6	3.6	3.4

Site Supervisor Evaluation of Student

Site supervisors evaluate CMHC students in 5 areas and School Counseling students in 6 areas using ratings of 1) does not meet expectations, 2) moving toward meeting expectations, 3) meets expectations, and 4) exceeds expectations. The percentage of scores of 2, 3, and 4 are provided here for each of the 6 areas as rated at the end of Practicum and at the end of Internship II.

In each category of performance, the percentages of students rated at 2 and 3 is reduced between Practicum and Internship, and the percentage of students rated at 4 is increased between Practicum and Internship.

Expanded Counseling Skills	Practicum	Internship II
2	7%	3%
3	56%	33%
4	37%	64%

Theory and Practice	Practicum	Internship II
2	8%	4%
3	71%	47%
4	21%	49%

Attitudes, Values, and Ethics	Practicum	Internship II
2	3%	2%
3	61%	37%
4	36%	61%

Consultation and Collaboration	Practicum	Internship II
2	5%	2%
3	48%	36%
4	47%	62%

Developmental Guidance and Curriculum Management (SC)	Practicum	Internship II
2	9%	2%
3	45%	36%
4	46%	62%

Faculty annual reports

Counseling Program Goals from Department Goals:

Goal 1: Continue to work on enrollment levels that will financially support the programs as viable revenue centers within the University.

- Enrollment increased by 1.

Goal 2: Actively engage with colleagues and professional associations to increase our programs' visibility and professional footprint within the region and nationally.

- Kathleen Barrett:
 - o CACES
 - o Graduate Student Newsletter
- Kirsis Dipre:
 - o Webinar with UHart on impact of COVID 19 on Latinx college students
- Emmanuel Ihemedu:
 - o Full-time priest
- Susan Lester:
 - o Co-leading the Counselor Education Cooperative

Goal 3: Continue to engage members of the Department in a process of continuous quality improvement as it relates to the teaching function within the Department.

- Created Program Evaluation and Student Assessment Plan to document the regular evaluation tasks in place
- Planned to review plan in 2022-2023

Goal 6: Prepare the first draft of the accreditation self-study for the CMHC and School Counseling programs.

- Self-study and Addendum submitted
- Site visit scheduled

Honors and Awards

- Dr. Kathleen Barrett nominated for Father John J. Stack Award for Teaching Excellence
- Dr. Jessica Motroni Banik and Dr. Marte Ostvik-de Wilde accepted to the Universal Design for Learning program in Summer 2022

Presentations

- Proposals accepted: 2
- Presentations delivered: 12

Publications

- In preparation or review: 7

Student Presentations

- Poster presentations: 7
- Presentation with faculty: 1

Alumni Scholarship

- Presentation with faculty: 1
- Doctoral degree awarded: 1
- Dissertations in progress: 2

Alumni Survey

- Last conducted in 2020.

Employer Survey

- Last conducted in 2020.

Key Performance Indicators

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Counselor Education Comprehensive Exam

The CECE was taken by 29 graduating students of which 27 passed at the first administration. The remaining 2 passed at the second administration. The scores reported are from the first administration.

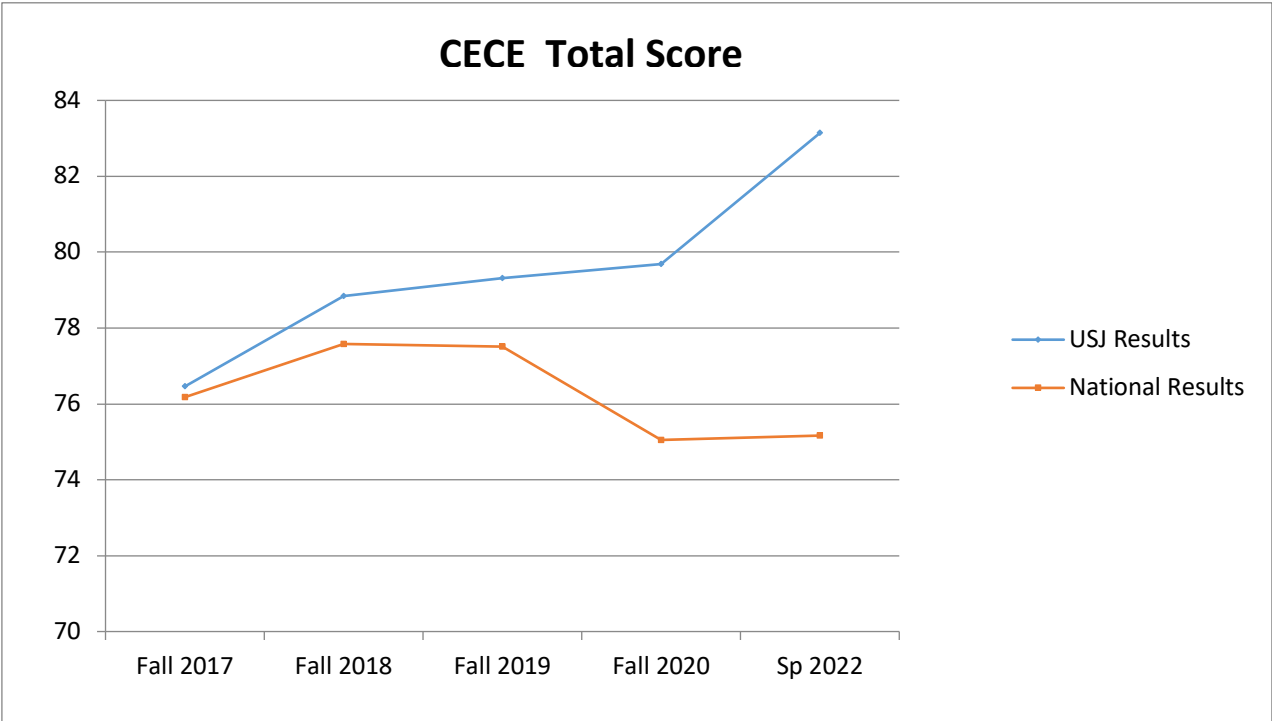
The mean total score in the 2021-2022 exam was

USJ scores above the national mean are highlighted.

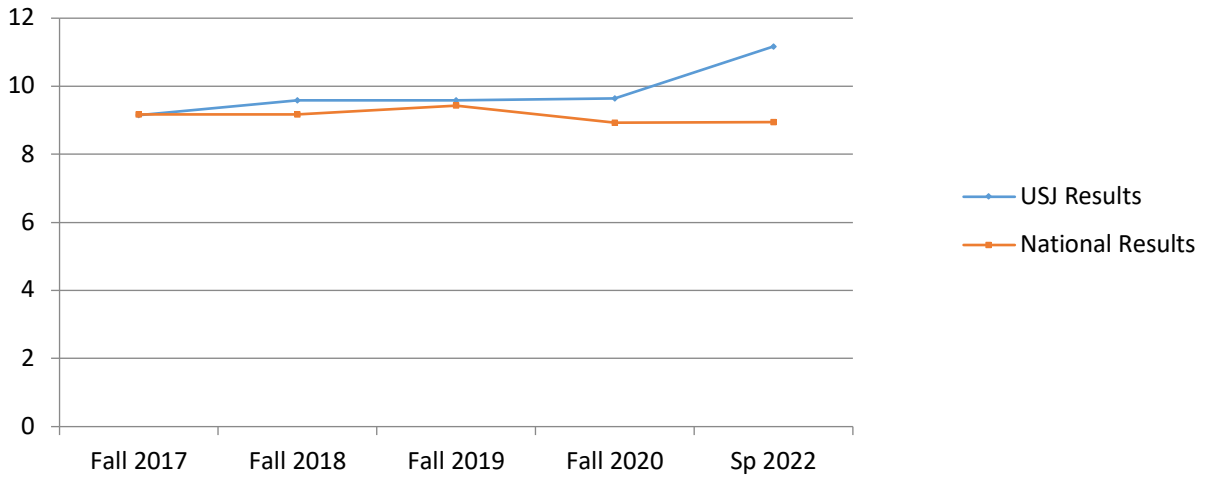
Content Area	USJ Mean	National Mean
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Human growth and development	9.13	9.58
Social and cultural foundations	12.07	11.17
Helping relationships	10.10	10.06
Group work	11.07	9.52
Career and lifestyle development	10.24	10.13
Appraisal	9.83	8.15
Research and program evaluation	9.34	7.63
Professional orientation and ethics	11.17	8.95
TOTAL TEST SCORE	83.14	75.16

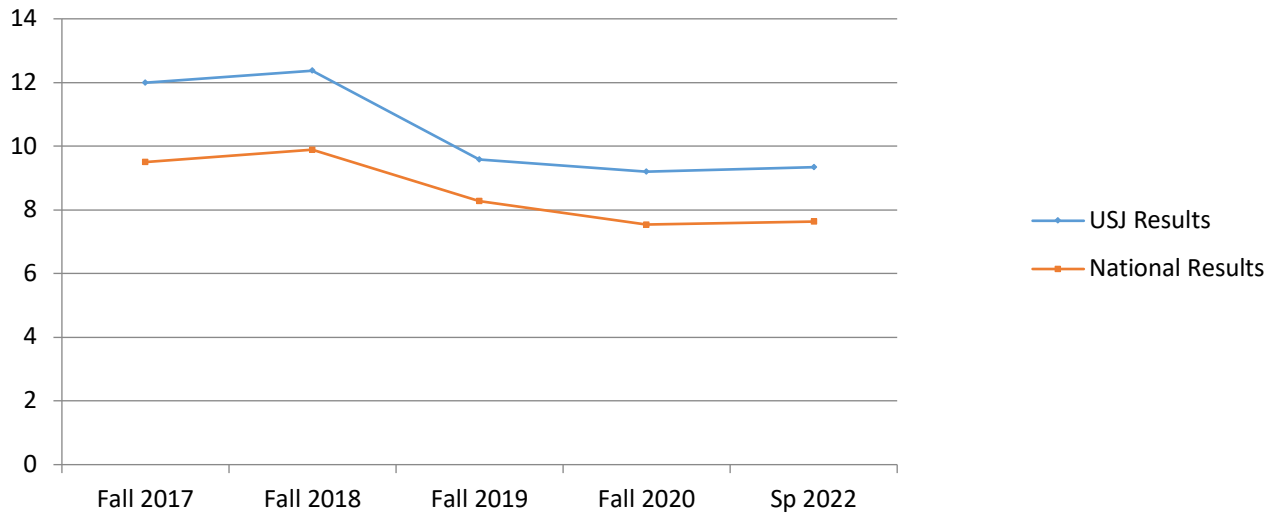
CECE Scores tracked since 2017



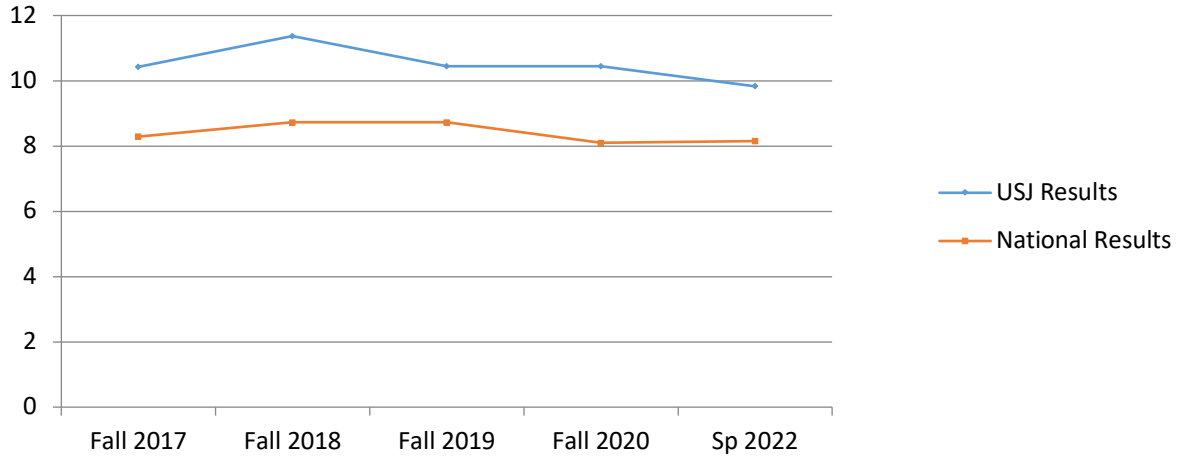
Mean CECE Scores for the Area of Professional Orientation and Ethics



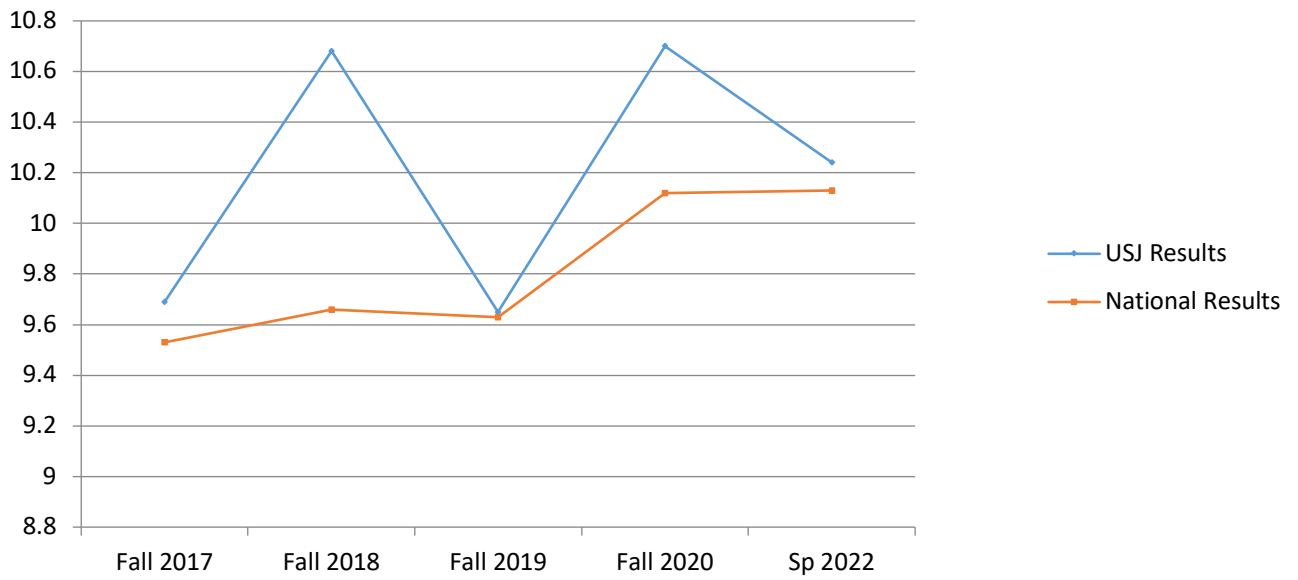
Mean CECE Scores for the Area of Research and Program Evaluation



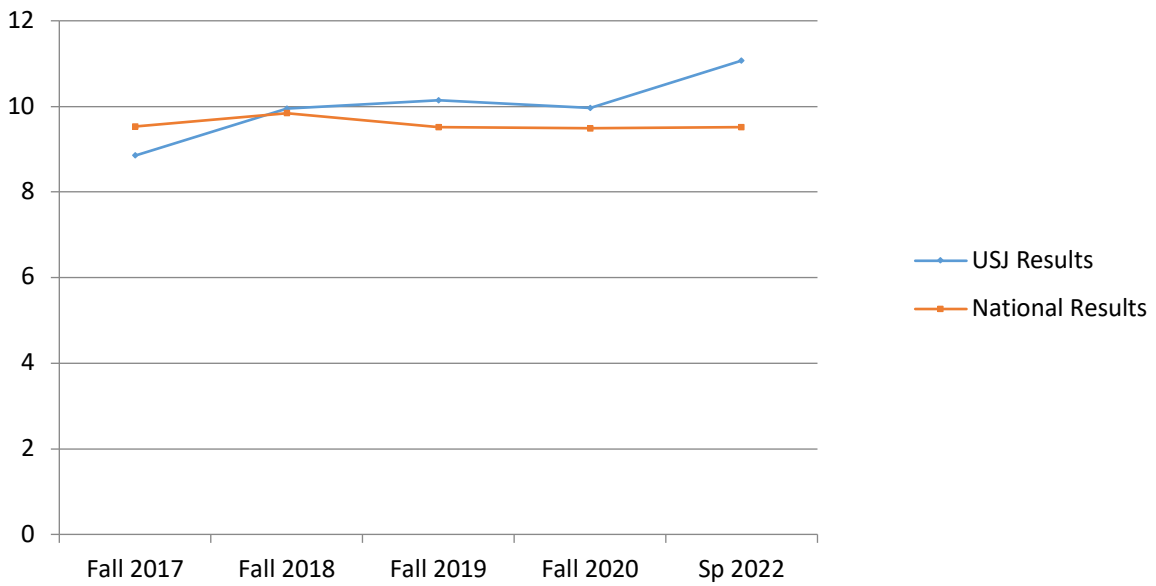
Mean CECE Scores for the Area of Appraisal



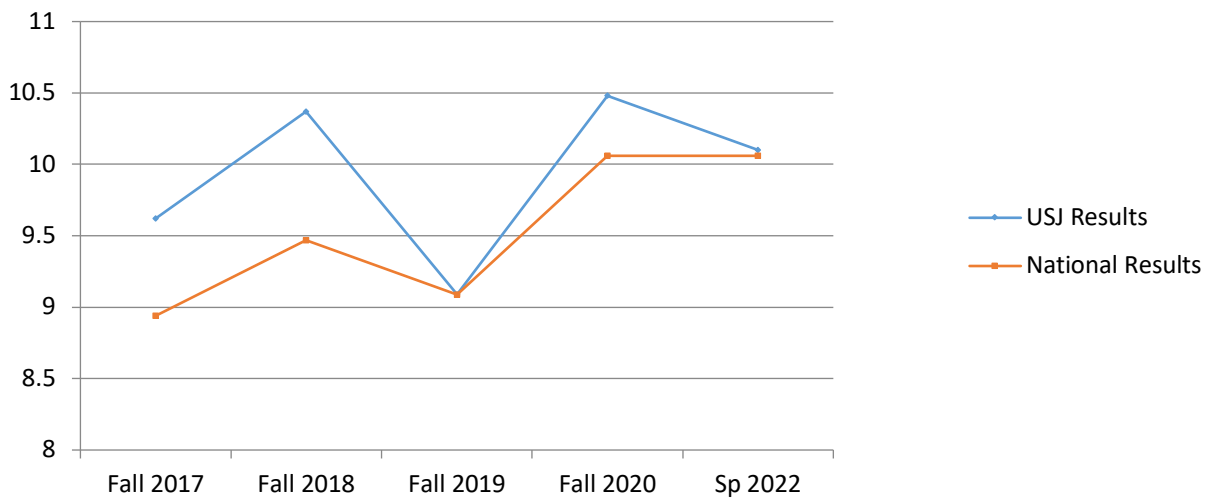
Mean CECE Scores for the Area of Career and Lifestyle Development



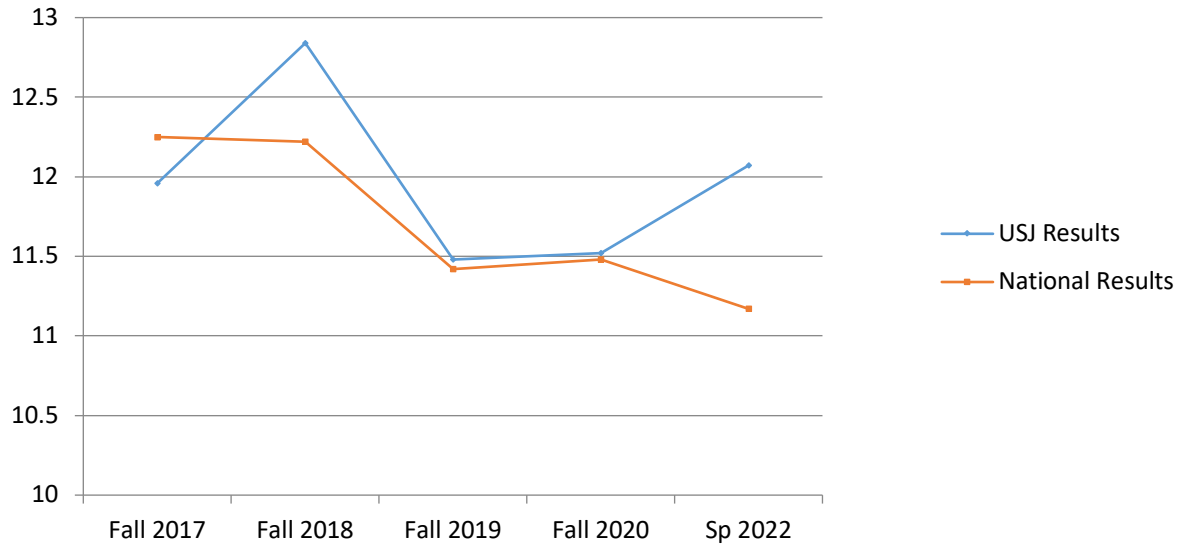
Mean CECE Scores for the Area of Group Work



Mean CECE Scores for the Area of Helping Relationships



Mean CECE Scores for the Area of Social and Cultural



Mean CECE Scores for the Area of Human Development

