

Program Annual Report 2022-2023
MA in Counseling Program
Sara Martino, Program Director



STOCKTON
UNIVERSITY

COUNSELING PROGRAM

- I. **Re-state program goals for the 2022-23 academic year as identified in previous annual report. Programs *DO NOT* need to address each University Strategic Goal.**

2022-2023 Goals and Progress

Program Goals	Strategic Goals	Responsible Faculty/Staff	Completion Date	Optional Comments
To bring to a close the CACREP accreditation process in the spring of 2023, and hopefully secure a multi-year accreditation. We will be focusing on this process throughout the coming year.	2, 3	Program Faculty & Director	May 2023	Goal extended from last year
To continue to grow our community connections in order to grow a diverse pool of applicants as well as expand our community reach.	1, 2, 4	Program faculty	May 2023	Goal continued from last year
To host more opportunities for cohort interaction and self-care	2, 4	Program Director and faculty and GA's	May 2023	Recommended by Assessment committee

- II. **Provide an Executive Summary of program goal achievements and briefly discuss progress and/or major program achievements made during the 2022-2023 academic year.**

The Counseling program had another successful year in making progress towards our goals. In terms of the progress on the main goal of achieving accreditation, the program successfully submitted a self-study to CACREP in July of 2022. The program received feedback from CACREP requesting an addendum response in December of 2022. This addendum was completed, submitted, and the program was granted permission for a site visit in May of 2023. The program will schedule a site visit for this fall semester and will likely bring the accreditation process to a close this year.

The program recently graduated 13 students in the spring of 2023, and have a first year cohort of 20 students. The admission process is complete and we have extended offers to 24 new students for the fall of 2023.

In terms of diversity, the make-up of the 28 applicants for fall of 2023 is as follows:

Caucasian: 70%

African American/Black: 14%

Hispanic/Latina: 14%

Not reported: 2%

In terms of increasing diversity in the program, we have continued to demonstrate diversity in our applicants, but need to continue to work to increase our diversity. Our first year cohort from 2022-2023 represents the most diverse group of students admitted and we hope to continue to improve our applicant pool in terms of numbers and diversity.

Additionally, a consistent goal for the program has been to increase community engagement through diverse placements and there have been sites added from the local area to the list of approved placements for our program. One recent addition is Supportive Space counseling which offers students hybrid internship placement so that they can work in both telehealth and in person settings in Flemington, NJ. This site in particular offers a unique option for students as well as extended our reach a bit more in central New Jersey. The program has also had to remove some sites from consideration after some pushback regarding gaining clinical hours and being able to record sessions at the site.

Lastly, the program did provide varied opportunities for self-care for the students in the program. Faculty offered some online resources for students including meditation and other self-care activities. The program also hosted two movie nights in the fall that were not well attended. Some of the rationale from the students was the difficulty in attending an event in person during the term. Faculty will be discussing this with the Program Advisory Council this summer to look for other opportunities to provide for our students to ensure they are aware and engaging in self-care practices.

III. Describe resources used last year to achieve your program goals?

The program held an in person open house in the fall of 2022 as well as the Ellis night at the Hammonton campus, using funding from the Dean. The program director also hosted a virtual open house and that recording is now available to students who prefer an online format or cannot attend an open house in real time. In addition, the program hosted two movie nights using our funding to address goal number three, as well as hosting our graduate celebration. The program will still be using grant money from the 2020-2021 school year to conduct the site visits in the fall of 2023.

IV. Identify the program goals for the 2023-24 academic year.

Program Goals 2023-2024

Program Goals	Strategic Goals	Responsible Faculty/Staff	Completion Date	Optional Comments
To bring to a close the CACREP accreditation process in the Fall of 2023, and hopefully secure a multi-year accreditation. We will be focusing on this process throughout the coming year.	2, 3	Program Faculty & Director	January 2024	Goal extended from last year
To continue to grow our community connections in order to grow a diverse pool of applicants as well as expand our community reach.	1, 2, 4	Program faculty	Ongoing	Goal continued from last year
To host more opportunities for cohort interaction and self-care	2, 4	Program Director and faculty and GA's	May 2024	Recommended by Assessment committee; goal will be reviewed and continued from last year
To bring a study tour opportunity to the program.	2, 4	Program Director and faculty	March 2024	Working with the University on logistics of this trip for March 2024

V. Additional information required by School

1. Budget information

Program requestor	Purpose	Amount	Comments, if any
COUN-Martino	Ellis Night	\$600	Kramer Hall
COUN-Martino	Accreditation site visit	\$1200 (\$4000 grant money)	Additional funds if needed
COUN-Martino	Supervision	2 TCH per supervisor	4 supervisors needed
COUN-Martino	Food for open house event 10/19/23	\$200	
COUN-Martino	Engagement/TBD	\$600	
COUN-Martino	End of year celebration event	\$600	Food for students/staff

2. Assessment

(1) Program Evaluation Results

The program has developed a program evaluation plan that includes program objectives, KPI's, and professional dispositions throughout their time in our program. The Counseling Program has identified six main program objectives:

1. To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession.
2. To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies.
3. To inspire graduates to become advocates for their clients and leaders in their profession.
4. To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities.
5. To prepare graduates for a commitment to ethical professional practice.
6. To prepare students to use research as a guide for identifying effective counseling techniques.

In the review of data in the spring of 2023, faculty members found that scores in the Group Counseling class were significantly lower than all other scores in the Cohort Graduating in 2024. This should be discussed at the Program Advisory Meeting over the summer. It was also determined that a software program, which would allow us to input the CACREP standard so we could evaluate them in various ways, would be very helpful for faculty moving forward. The current process is laborious and requires much toggling back and forth between documents and classes. A program would allow us to evaluate performance on the CACREP standards by course as well as by individual students. The university has been discussing a couple of different

programs for assessment data collection and there have been discussions with the Dean and graduate coordinators on this issue. The counseling director will follow up on this recommendation next year.

(2) Program modifications (if any)

Based upon the Assessment Review in the spring of 2023, the following program modifications were made and/or recommendations for modifications:

- The faculty recommend that the program advisory council review the CACREP objective scores and evaluate the concern in group counseling
- For KPI data, most of the objectives are being met (see the summary of assessment data). The program advisory council should review the few KPI's that were determined to be unclear and perhaps make suggestions for changes to those KPI's.
- Key professional dispositions were successfully integrated in the 2022-2023 school year and every student was evaluated twice this past year.

(3) Other program changes

- The program will continue to employ self-care activities for the students, but the movie night will be replaced with a different initiative this year.

2022-2023 Summary of Program Evaluation Results

As a required component of CACREP accreditation, this document summarizes the program evaluation results collected from 2021-2022.

TABLE OF CONTENTS

I.	Demographics	2
II.	CACREP Aggregate Standards Charts	3
III.	Progress on KPIs by cohort	4
IV.	Site Supervisor Evaluations	10
V.	Progress on Key Professional Dispositions	11
VI.	Graduate/Alumni Surveys	12
VII.	Aggregate Review of Student Evaluation of Site (or Placement)	15
VIII.	Counselor Review of Triadic Supervision	15
IX.	Review of NBCC feedback on the 2022 NCE Performance	16
	APPENDIX A - 4F KPI Chart	
	APPENDIX B - Professional Dispositions Rubric	

I. Demographics of students, faculty, and applicants

- A. As noted in the 2020 Annual Report: Our new student body is going to be more diverse, with 38% of the student cohort indicating African American or Latino as their ethnicity. We do need work on hiring more diverse faculty members once we are a bit larger of a program.

- B. As noted in the 2021 Annual Report: In terms of demographics of our students in 2020-2021, we had a student body that was 72% Caucasian, 16% Latino/Hispanic, 5% multiracial, 5% African American, and 2% Asian. In terms of gender, we have a student body that is 74% female. Overall, our demographics are representative of the undergraduate population at Stockton and while we should strive for more diversity in our program, our program does not lack diversity.

- C. As noted in the 2022 Annual Report: The overall student body is made up of 31 students across both years and has an racial and ethnic make-up of: Caucasian: 55% Asian: 6% African American/Black: 10% Hispanic/Latina: 23% Multiracial: 6% This is a success in the program as one of the previous goals has been to increase diversity in terms of students.

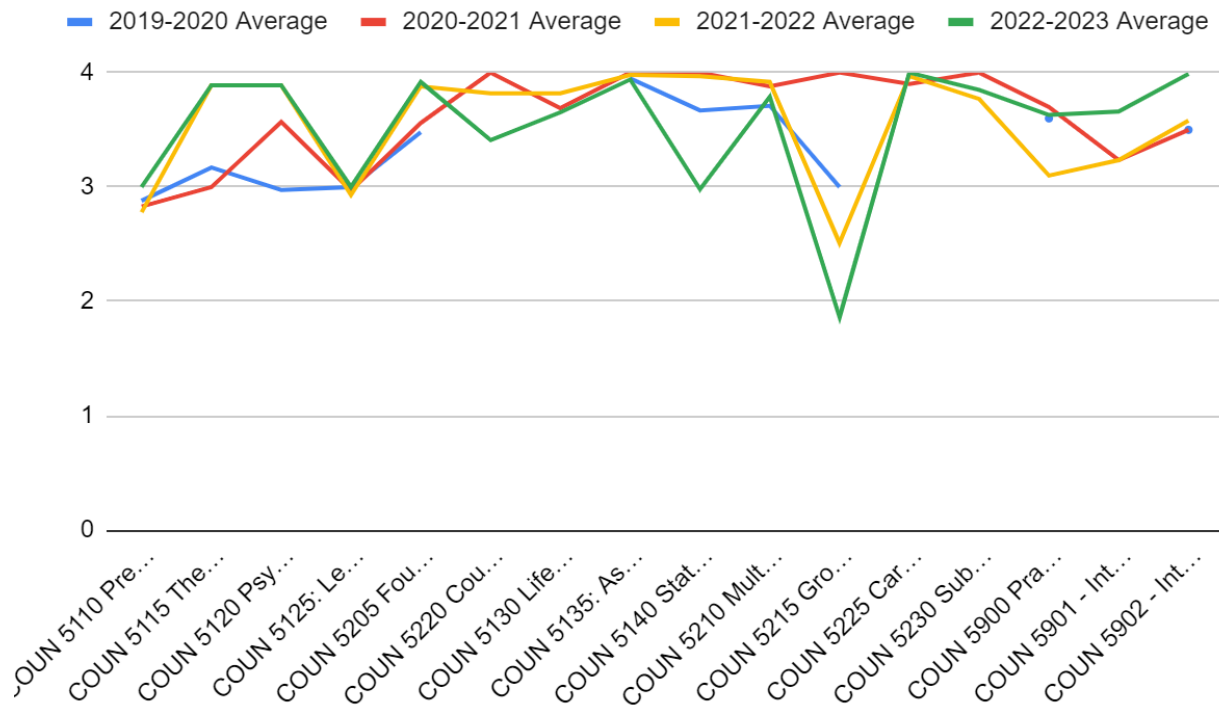
- D. The 2023 Annual Report will share the following demographics: The overall student body is made up of 33 students. 18% identify as male; 82% identify as female. The racial/ethnic breakdown is as follows: 6% More than 1 Race; 6% Black/African American; 6% Asian; 18% Hispanic/Latino; 64% White.

- E. Applicant for the class of 2025: Data is still being analyzed.

- F. Faculty 2022-2023: 100% female; 75% White, non-Latino; 25% Black/African American.

II. CACREP aggregate standards chart

A. Review of Data:



B. Recommendations:

1. It would be very helpful to have a software program which would allow us to input the CACREP standards so we could evaluate them in various ways. The current process is laborious and requires much toggling back and forth between documents and classes. A program would allow us to evaluate performance on the CACREP standards by course as well as by individual students.
2. Scores in the Group Counseling class were significantly lower than all other scores in the Cohort Graduating in 2024. This should be discussed at the Program Advisory Meeting.
3. To the faculty: The assessment review recommends that there be a programmatic focus on self care needs of students beginning in the fall 2022. Some suggestions for this include:
 - a) A weekly virtual meditation session (Sappio)
 - b) A monthly pizza night for students in Hammonton (Battle)

This approach was made in the fall 2022 and spring 2023. The services offered were underutilized. Data was collected to understand the needs of the graduate students in regards to self care. That data is still under review. It will be analyzed and included as an addendum to the 2023-2024 End of Year Summary.

III. Aggregate review of KPIs

A. Review of Data:

Aggregate Review of KPIs Class of 2023

Program Objective 1. To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession. (CACREP Core Content/SLO Knowledge Objectives #1 and 2)		
Measure	Target for Program	Class Average
COUN 5125 (Ethical & Legal Issues): Professional Counselor Identity Reflection Paper	83% of students will score effective or higher	99% - Target Met
COUN (Lifespan): Group Presentations	83% of students will score effective or higher	96% - Target Met
Graduate Survey – Professional Orientation Section; Lifespan Development Section	80% of students agree	KPI unclear. Needs revision
Comprehensive Exam-Professional Orientation Section; Lifespan Development Section	80% of students pass or (1 SD below mean)	100% passed - Target Met
Program Objective: 2. To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies. (CACREP Core Content/SLO Knowledge Objectives #1 and 3)		
Measure	Target for Program	Class Average
COUN 5900 (Practicum): Key Professional Dispositions Assessment	80% of students score effective or higher/ meet cut off scores	We are now using the Key Professional Dispositions Review that happens twice a year - Target Met
COUN 5901(Internship I): Key Professional Disposition Assessment	80% of students score effective or higher/ meet cut off scores	We are now using the Key Professional Dispositions Review that happens twice a year - Target Met
COUN 5902 (Internship II): Key Professional Disposition Assessment	80% of students score effective or higher/ meet cut off scores	We are now using the Key Professional Dispositions Review that happens twice a year - Target Met
NCE (National Counselor Examination)	80% of students score effective or higher/ meet cut off scores	We are now using the Key Professional Dispositions Review that happens twice a year - Target Met

COUN 5902 (Internship II): Internship Counselor Evaluation Form	80% of students score effective or higher/ meet cut off scores	Target Met
Comprehensive Exam-Clinical Case and ethical/legal essay question	Passing rubric score	Essays not given to this cohort. Needs revision
Program Objectives: 3. To inspire graduates to become advocates for their clients and leaders in their profession. (CACREP Core Content/SLO Knowledge Objectives #1,2, and 3)		
Measure	Target for Program	Class Average
COUN 5125 (Ethical & Legal): Counselor Advocacy Reflection	83% of students will score effective or higher	99% - Target Met
COUN 5205 (Foundations of CMHC): Advocacy Proposal	83% of students will score effective or higher	98% - Target Met
COUN 5900 (Practicum): Case Staffing, Recording, and Transcription	83% of students will score effective or higher	95% - Target Met
COUN 5901/5902 (Internships I & II): Clinical Case Presentations	83% of students will score effective or higher	98% - Target Met
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective (“Practicum Mastery”) or higher	Data incomplete
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	93% - Target Met
Program Objective 4. To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities. (CACREP Core Content/SLO Knowledge Objectives #2, 3, 6, and 7)		
Measure	Target for Program	Class Average
COUN 5210 (Multicultural Counseling): Cultural Immersion Assignment	83% of students will score effective or higher	100% - Target Met
Graduate Survey – Diversity Section	80% of students agree	KPI unclear. Needs revision
Comprehensive Exam-Multicultural Questions	80% of students pass or (1 SD below mean)	100% passed - Target Met
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective (“Practicum Mastery”) or higher	Data incomplete
COUN 5901/5902 (Internships I	83% of students will score	93% - Target Met

& II): Internship Counselor Evaluation Form	effective or higher	
Program Objective 5. To prepare graduates for a commitment to ethical professional practice. (CACREP Core Content/SLO Knowledge Objectives #1 and 8)		
Measure	Target for Program	Class Average
COUN 5125 (Ethical & Legal Issues) Final Grade	83% of students will score effective or higher	100% - Target Met
Graduate Survey – Ethical and Legal Section	80% of students agree	Target Met
Comprehensive Exam – Ethical and Legal Section	80% of students pass	100% passed - Target Met
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective (“Practicum Mastery”) or higher	Data incomplete
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	93% - Target Met
Program Objective 6. To prepare students to use research as a guide for identifying effective counseling techniques. (CACREP Core Content/SLO Knowledge Objectives #4, 5, and 6)		
Measure	Target for Program	Class Average
COUN 5140 (Research Methods): Article Critique	83% of students will score effective or higher	100% - Target Met
COUN 5135 (Assessment and Testing): Instrument Critique	83% of students will score effective or higher	100% - Target Met
Graduate Survey – Research	80% of students agree	Target Not Met
Comprehensive Exam – Research Questions	80% of students pass (1 SD below the mean)	100% passed - Target Met

Aggregate Review of KPIs Class of 2023

Program Objective 1. To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession. (CACREP Core Content/SLO Knowledge Objectives #1 and 2)		
Measure	Target for Program	Class Average
COUN 5125 (Ethical & Legal Issues): Professional Counselor	83% of students will score effective or higher	99% - Target Met

Identity Reflection Paper		
COUN (Lifespan): Group Presentations	83% of students will score effective or higher	<i>Collected in 2023-2024</i>
Graduate Survey – Professional Orientation Section; Lifespan Development Section	80% of students agree	<i>Collected in 2023-2024</i>
Comprehensive Exam-Professional Orientation Section; Lifespan Development Section	80% of students pass or (1 SD below mean)	<i>Collected in 2023-2024</i>
Program Objective: 2. To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies. (CACREP Core Content/SLO Knowledge Objectives #1 and 3)		
Measure	Target for Program	Class Average
COUN 5900 (Practicum): Key Professional Dispositions Assessment	80% of students score effective or higher/ meet cut off scores	Based on the overall Professional Dispositions Review - Target Met
COUN 5901(Internship I): Key Professional Disposition Assessment	80% of students score effective or higher/ meet cut off scores	<i>Collected in 2023-2024</i>
COUN 5902 (Internship II): Key Professional Disposition Assessment	80% of students score effective or higher/ meet cut off scores	<i>Collected in 2023-2024</i>
NCE (National Counselor Examination)	80% of students score effective or higher/ meet cut off scores	<i>Collected in 2023-2024</i>
COUN 5902 (Internship II): Internship Counselor Evaluation Form	80% of students score effective or higher/ meet cut off scores	<i>Collected in 2023-2024</i>
Comprehensive Exam-Clinical Case and ethical/legal essay question	Passing rubric score	<i>Collected in 2023-2024</i>
Program Objectives: 3. To inspire graduates to become advocates for their clients and leaders in their profession. (CACREP Core Content/SLO Knowledge Objectives #1,2, and 3)		
Measure	Target for Program	Class Average
COUN 5125 (Ethical & Legal): Counselor Advocacy Reflection	83% of students will score effective or higher	100% - Target Met
COUN 5205 (Foundations of CMHC): Advocacy Proposal	83% of students will score effective or higher	100% - Target Met
COUN 5900 (Practicum): Case	83% of students will score	94% - Target Met

Staffing, Recording, and Transcription	effective or higher	
COUN 5901/5902 (Internships I & II): Clinical Case Presentations	83% of students will score effective or higher	<i>Collected in 2023-2024</i>
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective (“Practicum Mastery”) or higher	75.46% - Target Not Met
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	<i>Collected in 2023-2024</i>
Program Objective 4. To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities. (CACREP Core Content/SLO Knowledge Objectives #2, 3, 6, and 7)		
Measure	Target for Program	Class Average
COUN 5210 (Multicultural Counseling): Cultural Immersion Assignment	83% of students will score effective or higher	93% - Target Met
Graduate Survey – Diversity Section	80% of students agree	<i>Collected in 2023-2024</i>
Comprehensive Exam-Multicultural Questions	80% of students pass or (1 SD below mean)	<i>Collected in 2023-2024</i>
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective (“Practicum Mastery”) or higher	41% of students scored in the effective “Practicum Mastery” stage- Target Not Met
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	<i>Collected in 2023-2024</i>
Program Objective 5. To prepare graduates for a commitment to ethical professional practice. (CACREP Core Content/SLO Knowledge Objectives #1 and 8)		
Measure	Target for Program	Class Average
COUN 5125 (Ethical & Legal Issues) Final Grade	83% of students will score effective or higher	98% - Target Met
Graduate Survey – Ethical and Legal Section	80% of students agree	<i>Collected in 2023-2024</i>
Comprehensive Exam – Ethical and Legal Section	80% of students pass	100% - Target Met
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective (“Practicum	41% of students scored in the effective “Practicum Mastery”

	Mastery”) or higher	stage- Target Not Met
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	Collected in 2023-2024
Program Objective 6. To prepare students to use research as a guide for identifying effective counseling techniques. (CACREP Core Content/SLO Knowledge Objectives #4, 5, and 6)		
Measure	Target for Program	Class Average
COUN 5140 (Research Methods): Article Critique	83% of students will score effective or higher	88% - Target Met
COUN 5135 (Assessment and Testing): Instrument Critique	83% of students will score effective or higher	96% - Target Met
Graduate Survey – Research	80% of students agree	Collected in 2023-2024
Comprehensive Exam – Research Questions	80% of students pass (1 SD below the mean)	Collected in 2023-2024

B. Recommendations:

- 1) KPI entitled *Graduate Survey – Professional Orientation Section; Lifespan Development Section* needs to be changed because “Professional Orientation Section” is unclear.
- 2) KPI entitled *Comprehensive Exam- Clinical Case and ethical/legal essay question* must be changed because we moved to the CPCE which does not have an essay question.
- 3) KPI entitled *Graduate Survey – Diversity Section* needs to be changed because “Professional Orientation Section” is unclear.
- 4) KPI: *Graduate Survey Research* was not met in the Cohort Graduating in 2023. This needs attention in order to improve rating
- 5) KPI: *Practicum Counseling Skills Evaluation* was not met in the Cohort Graduating in 2024. Attention should be given to this issue.
- 6) A review of the 4F_KPI Chart (in Appendix A) should be conducted to ensure that all standards in that chart match the chart in this section.

IV. Site Supervisor Evaluation

A. Review of Data:

2022-2023 Site Supervisor Evaluation of Program Report

9 out of 12 site supervisors serving students from the Spring 2022-Spring 2023 semester completed the **Site Supervisor Evaluation of the Counseling Program Report**. Supervisors were asked to rate Clinical Process from the Counseling Program with a check at the appropriate point on the scale. Scores were rated from 1 to 5 with 1 representing “lowest score” and 5 representing “highest score.” The table below lists the average scores:

<i>Question</i>	<i>Average Score</i>
Q 1. Student understanding of clinical responsibilities	4.50
Q 2. Quality of service provided by internship student	4.33
Q 3. Degree to which student assisted the site in meeting its goals	4.33
Q 4. Degree to which faculty meetings/visits were helpful	4.00
Q 5. Ease of communication with Counseling faculty	4.5
Q 6. Opportunity to contribute to student evaluations	4.67
Q 7. Usefulness of Site Supervisor handbook	4.69

8 out of 9 site supervisors indicated that they would serve as a site supervisor for the program again.

B. Recommendations:

1. Site Supervisor data indicates that the program is meeting its objectives.
2. Data collection will continue in the future.

V. Aggregate review of Key Professional Disposition Assessments

A. Review of Data:

1. Starting in the 2022-2023 academic year, the program faculty met at the end of each semester (December 2022 and May 2023) to discuss each individual student's progress toward the Professional Dispositions Objectives (as noted in the student handbook.) Students are rated according to a Professional Dispositions Rubric (Appendix B) which is out of 40 points.
2. Cohort Graduating in 2023 -
 - a) December 2022 - 100% of students scored 93% or better on the rubric.
 - b) May 2023 - 100% of students scored 90% or better on the rubric.
3. Cohort Graduating in 2024 -
 - a) December 2022 - 90% of students scored 83% or better on the rubric. The two students who did not meet the target score were given Remediation Agreements. Those two students improved their scores and met the target in May 2023.
 - b) May 2023 - 90% of students scored 85% or better on the rubric. One student will have a Remediation plan to improve their Professional Dispositions. There was a difference of opinion in the ratings of the remaining student that is still being clarified among the faculty.

B. Recommendations:

1. None at this time.

VI. Graduate/Alumni Surveys

A. Review of Data - Cohort Graduating in 2023 Graduate Survey:

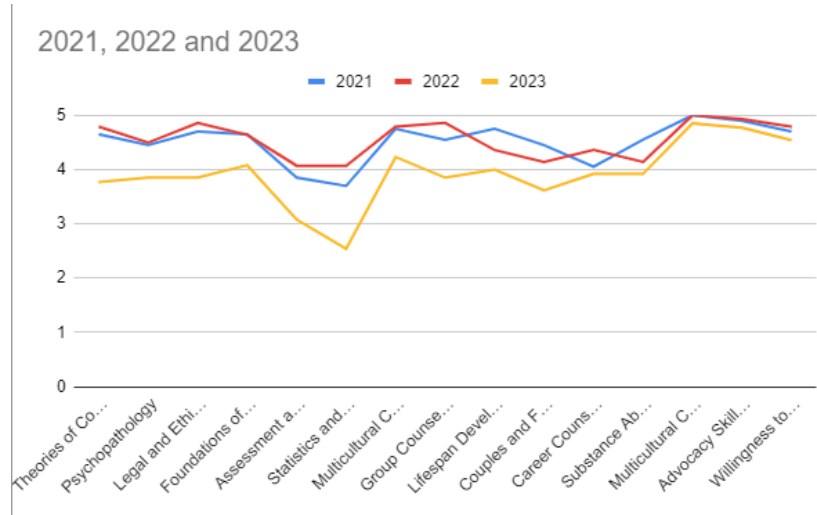
1. Thirteen (13) out of 13 graduates from the Class of 2023 completed the **2023 Graduate Survey**. Graduates were asked to rate their perceived level of knowledge in the core content classes in the MA in Counseling program. Scores were rated from 1 to 5 with 1 representing “very weak” and 5 representing “very strong.” The table below lists the average scores:

<i>Core Content Class</i>	<i>Average Score</i>
Theories of Counseling	3.77
Psychopathology	3.85
Legal and Ethical Issues in Counseling	3.85
Foundations of Mental Health Counseling	4.08
Assessment and Testing	3.08
Statistics and Research	2.54
Multicultural Counseling	4.23
Group Counseling	3.85
Lifespan Development	4
Couples and Family Counseling	3.62
Career Counseling	3.92
Substance Abuse Counseling	3.92

2. Students were also asked to rate the level of importance they attribute to a number of professional skills, as listed below. Scores were rated from 1 to 5 with 1 representing “very low importance” and 5 representing “very high importance.” The table below lists the average scores:

<i>Professional Attributes</i>	<i>Average Score</i>
Multicultural Competence	4.85
Advocacy Skills/Activities	4.77
Willingness to work with a variety of clients	4.54

- An aggregate Excel sheet across the three graduating cohorts was created. The general trend was that this cohort's scores were lower than the previous two cohorts.



- All 13 graduate respondents are scheduled to take the NCE exam within the one month following graduation and are planning to apply for the LAC immediately upon receiving passing NCE scores.
- As of May 1, 2023, 7 out of 13 respondents indicated they have a job lined up for post-graduation.

B. Review of Data - Cohort Graduating in 2022 One Year Post Grad Follow Up Survey

- 5 of 17 graduates of the class of 2022 completed the one year post-graduation survey. 20% of respondents were male; 80% were female. 20% were Asian; 80% were White, non-Hispanic.
- Graduates were asked to rate their perceived level of knowledge and skills they gained in the MA in Counseling program. Scores were rated from 1 to 5 with 1 representing “poor” and 5 representing “excellent.” The table below lists the average scores:

<i>Core Content Class</i>	<i>Average Score</i>
Foundations of Clinical Mental Health	4
Development of Counseling Skills	4
Implementation of Counseling Skills	4.2
Engaging in Intake Interviews	4
Diagnosis and Treatment of Clients	3.6
Knowledge/Understanding of Group Work	4

Knowledge/Understanding of Helping Relationships	4.2
Knowledge/Understanding of Professional Identity	4
Knowledge/Understanding of Human Growth/Dev	3.6
Knowledge/Understanding of Social & Cultural Div	3.6
Knowledge/Understanding of Consultation & Superv	4.2
Knowledge/Understanding of Assessment	3.2
Knowledge/Understanding of Career Development	3.6
Knowledge/Understanding of Research & Program Dev	3.2
Appropriateness of Course Content in Program	4
Availability of Courses in Program	3.4
Overall Program Experience	4.2
Experience in the College of Graduate Studies	4.4
Experience with the graduate application	4
Experience in Practicum & Internship	4.6
Availability of Faculty Advisors	4.4
Experience/Accuracy of Advising	4.6
University Library Services	4
Experience with University CMHC website	4.4

3. Open-ended questions/responses on the strengths of the program indicated that students enjoyed the limited number, cohort model of the program. Students noted the benefit of making relationships and feeling like a part of a community.
4. Open-ended questions/responses on the areas of improvement of the program indicated that students might like additional elective courses. One students mentioned taking the CPCE, which is a change that is already being implemented.
5. 5 out of 5 respondents are working in the counseling field. 5 out of 5 respondents are working in a Mental Health Setting.

C. Recommendations:

1. Continue to seek formative feedback through classes to ensure students are learning and meeting goals. We should monitor this data to ensure that the scores go up with the Graduating Class of 2024.
2. Consider an alumni event to bring graduates back to the university so we can increase the post-grad survey responses.
3. The Post-Grad Alumni Survey suggests that more attention be paid to the courses which scored less than a 4.

VII. Aggregate Review of Student Evaluation of Site (or Placement)

A. Review of Data

- a. Nineteen (19) of 20 students in the 2024 cohort completed evaluations of their Practicum placements. Overall, students felt as though they gained skills at their sites and had good experiences. There were two particular sites where students reported challenges.

B. Recommendations:

- a. The two sites that were poorly rated should be removed from the recommended list on the MA in Counseling website.

VIII. Counselor Review of Triadic Supervision

- A. Review of Data: During the COUN 5900 Practicum course, students are assigned to a faculty member to engage in triadic/individual supervision. At the end of the semester, students are asked to rate their supervisor on a scale of: *Not Observed, Not Effective, Effective, Very Effective*.

1. Rating forms for Drs Sappio, Martino, and Smith reflected all scores in the *Effective/Very Effective* ranges.
2. Open-ended responses indicated that students enjoyed the individualized attention and feedback during their Practicum experience.

IX. Review of NBCC feedback on the 2022 NCE Performance

A. Review of Data

- a. NBCC provided a report of the Stockton students who took the NCE in the spring of 2022. Seventeen (17) out of 17 students passed the exam. The following is the feedback summary:

	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	10	7.41	0.91	7.35	1.57
Social and Cultural Diversity	4	2.65	0.97	2.61	0.92
Human Growth and Development	13	9.12	1.87	8.87	2.12
Career Development	18	12.35	1.23	12.05	2.27
Counseling and Helping Relationships	56	39.24	3.98	39.10	7.52
Group Counseling and Group Work	25	16.59	2.66	17.32	3.13
Assessment and Testing	27	15.71	3.27	16.23	4.50
Research and Program Evaluation	7	5.06	1.06	5.13	1.28
Score	160	108.12	10.51	108.65	18.60
Professional Practice and Ethics	19	10.41	2.68	11.51	3.32
Intake, Assessment and Diagnosis	19	12.71	1.96	12.20	3.10
Areas of Clinical Focus	47	32.41	3.87	32.99	5.43
Treatment Planning	15	11.41	1.65	11.11	2.14
Counseling Skills and Interventions	48	33.18	3.73	32.84	6.32
Core Counseling Attributes	12	8.00	0.97	8.01	1.94
Score	160	108.12	10.51	108.65	18.60

KPI Chart:
KPI Chosen Standards and Mapping

CACREP	KPI Chosen Standard	Time 1 Measure	Time 2 Measure
1 Professional Counseling Orientation and Ethical Practice	2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	5125 Ethical and Legal Issues in Counseling <i>Professional Counselor Identity Reflection Paper</i>	5205 Foundations of CMHC <i>Advocacy Proposal</i>
2 Social and Cultural Diversity	2.F.2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	COUN 5125 Ethical and Legal Issues in Counseling <i>Reflection Paper on counselor advocacy</i>	5210 Multicultural Counseling <i>Cultural Immersion Assignment</i>
3 Human Growth and Development	2.F.3.i Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	5130 Lifespan <i>Group Presentation</i>	5901/5902 Internship I/II <i>Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)</i>
4 Career Development	2.F.4.a Theories and models of career development, counseling, and decision making	5225 Career Counseling <i>Career Self-Assessment</i>	5225 Career Counseling <i>Comprehensive Exam</i>
5 Counseling and Helping Relationships	2.F.5.g Essential interviewing, counseling, and case conceptualization skills	5900 Practicum <i>Case Staffing, Recording, and Transcription</i>	5901/5902 Internship I/II <i>Clinical Case Presentations</i>
6 Group Counseling and Group Work	2.F.6.e Approaches to group formation, including recruiting, screening, and selecting members	5215 Group Counseling <i>Support Group Observation Paper</i>	5215 Group Counseling <i>Comprehensive Exam</i>
7 Assessment and Testing	2.F.7.1 Use of assessment results to diagnose developmental, behavioral, and mental disorders	5120: Psychopathology <i>Diagnostic Report</i>	5135 Assessment and Testing <i>Test Administration and Interpretation Reports</i>
8 Research and Program Evaluation	2.F.8.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	5135 Assessment and Testing <i>Instrument Critique</i>	5140 Statistics and Research <i>Article Critique</i>
CMHC Specialty	5.C.3.an Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5900 Practicum <i>Counseling Skills Evaluation</i>	5901/5902 Internship I/II <i>Internship Counselor Evaluation</i>

Mapping to Program Objectives

Program Objectives	Course	KPI Assignment	When?	Target for Students
<p>1. Prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession</p> <p>2. Prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies</p> <p>5. Prepare graduates for a commitment to ethical professional practice</p>	COUN 5125 Ethical and Legal Issues in Counseling	Professional Counselor Identity Reflection Paper	Year 1, Semester 1	83% or better
<p>1. Prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession</p> <p>3. Inspire graduates to become advocates for their clients and leaders in their profession</p>	COUN 5205 Foundations of Mental Health Counseling	Advocacy Proposal	Year 1, Semester 1	83% or better
<p>1. Prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession</p> <p>3. Inspire graduates to become advocates for their clients and leaders in their profession</p>	COUN 5125 Ethical and Legal Issues in Counseling	Reflection Paper on counselor advocacy	Year 1, Semester 1	83% or better
<p>3. Inspire graduates to become advocates for their clients and leaders in their profession</p> <p>4. Encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities</p>	COUN 5210: Multicultural Counseling	Cultural Immersion Assignment	Year 1, Semester 2	83% or better
<p>4. Encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities</p>	COUN 5130 Lifespan	Group Presentation	Year 2, Semester 1	83% or better
<p>2. Prepare graduates for employment, licensure, and certification by meeting</p>	5901/5902 Internship I/II	Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)	Year 2, Semester 2	83% or better

the standards set by the appropriate accrediting and licensing agencies				
	COUN 5225 Career Counseling	Career Self-Assessment	Year 2, Semester 2	83% or better
6. Prepare students to use research as a guide for identifying effective counseling techniques	COUN 5225 Career Counseling	Comprehensive Exam	Year 2, Semester 2	83% or better
6. Prepare students to use research as a guide for identifying effective counseling techniques	COUN 5900: Practicum	Case Staffing & Transcription	Year 1, Semester 2	83% or better
6. Prepare students to use research as a guide for identifying effective counseling techniques	COUN 5901/2: Internship I/II	Clinical Case Presentations	Year 2, Semesters 1/2	83% or better
4. Encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities	COUN 5215: Group Counseling	Support Group Observation Paper	Year 1, Semester 2	83% or better
6. Prepare students to use research as a guide for identifying effective counseling techniques	COUN 5215: Group Counseling	Comprehensive Exam	Year 2, Semester 2	83% or better
4. Encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities	COUN 5120: Psychopathology	Diagnostic Report	Year 1, Semester 1	83% or better
4. Encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities	COUN 5135: Assessment and Testing	Test Administration Interpretation Reports	Year 1, Semester 2	83% or better
5. Prepare graduates for a commitment to ethical professional practice	COUN 5135: Assessment and Testing	Instrument Critique	Year 1, Semester 2	83% or better
5. Prepare graduates for a commitment to ethical professional practice	COUN 5140: Statistics and Research	Article Critique	Year 1, Semester 2	83% or better
5. Prepare graduates for a commitment to ethical professional practice	COUN 5900: Practicum	Counseling Skills Evaluation	Year 1, Semester 2	83% or better
5. Prepare graduates for a commitment to ethical professional practice	COUN 5901/2: Internship I/II	Internship Counselor Evaluation	Year 2, Semesters 1/2	83% or better

STOCKTON | COUNSELING UNIVERSITY | PROGRAM

MA in Counseling Program: Key Professional Disposition Assessment

Scoring Guidelines and Instructions:

- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** disposition in the specified professional disposition(s) and behavior(s). A *beginning professional counselor should be at this level at the conclusion of practicum and/or internship.*
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** dispositions in the specified professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the dispositions in the professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful dispositions in the specified professional disposition(s) and behavior(s).

<i>Professional Disposition Category A (Professional Readiness): Professional Identity and Motivation, Ethical and Cultural Awareness</i>	Scores			
	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. <i>Professional Identity:</i> Experienced or cognizant of the professional counselor’s role and function. Identifies with the counseling profession and has goals that align with a CMHC program.	4	3	2	1
2. <i>Professional Motivation:</i> Possesses a strong desire to become a professional counselor and engage in graduate-level training, standards, and education.	4	3	2	1
3. <i>Ethical Practice:</i> Demonstrates attention to ethical and legal standards, consideration for client rights, and consent	4	3	2	1
4. <i>Cultural/Diversity:</i> Awareness, appreciation, & respect for cultural differences (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)	4	3	2	1

<i>Total Score Prof. Readiness (Subscale A):</i>	
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Professional Disposition Category B (Personal Readiness): Personal Management, Emotional Awareness, and Self-Regulation	Scores			
	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. <i>Self-Awareness and Personal Maturity:</i> Awareness of own emotions, belief systems, values, coping styles, and limitations, and how to manage these in healthy and appropriate ways.	4	3	2	1
2. <i>Emotional Stability & Self Control:</i> Demonstrates emotional stability (i.e., congruence between mood & affect); Exhibits self-control (i.e., impulse control); Well-functioning and non-impaired (absence of significant unresolved emotional issues).	4	3	2	1
3. <i>Flexibility and Adaptability:</i> Demonstrates the ability to flex to changing circumstances, unexpected events, & new situations; willingness for self-development.	4	3	2	1
Total Score Personal Readiness (Subscale B):				

Professional Disposition Category C (Interpersonal Readiness): Interpersonal Effectiveness and Receptiveness to Feedback/Supervision	Scores			
	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. <i>Interpersonal Effectiveness:</i> Ability to interact in a personal and confident manner. Demonstrates active listening skills and respect for all ideas.	4	3	2	1
2. <i>Social/Relational Appropriateness:</i> Situationally appropriate in appearance, self-disclosure, and	4	3	2	1

social interactions, maintains appropriate personal and professional boundaries.				
3. <i>Giving and Receiving Feedback/Supervision:</i> Demonstrates communication skills and verbalization of ideas in relation to the ability to give, receive, integrate, and utilize feedback. Responds non-defensively & alters behavior in accordance with feedback.	4	3	2	1
Total Score Interpersonal Readiness (Subscale C):				

Total Score (ALL SCALES):

A minimum total of 33 points overall is required to meet the target cut off of 83% mastery.



TO: Jessica OShaughnessy, Associate Provost
Alaina Walton, Dir. Academic Assessment
Sara Martino, COUN Chair

FROM: Marissa Levy, Dean – School of
Social & Behavioral Sciences

DATE: June 2023

RE: COUN Chair's Annual Report

Upon reading the COUN Chair's report, I would like to highlight the following:

I and II. Progress Toward Program Goals for 2022-2023

I noted that the program goals for this year included moving through the CACREP accreditation process, increasing community connections to grow a diverse pool of student applicants, and to host more opportunities for cohort interaction and self-care. There continue to be obstacles with CACREP. The faculty worked diligently this year to mitigate them, and the site visit is now in the scheduling process. The increased community engagement with internships and the meditation, pet therapy, and movie nights also worked to support your other goals. Thank you and the COUN team for all your work!

III. Resources used to address Program Goals

The faculty continue to expertly and judiciously use the resources allotted to the COUN program for recruitment (open house) and to support student engagement (Ellis night and movie nights).

IV. Goals for 2023-2024

As we move into AY 2023-24 the program received approval from CACREP to move forward with the site visit. As faculty and students return in September, I look forward to your program's expanded opportunities to grow community connections, for cohort interaction and self-care, and to bring a study tour opportunity to the program, as discussed in your goals and budget requests.

V. Information Requested by SOBL

Budget Request for 2023-2024

Budgets will be finalized in early August; I will notify you via email about the budget allocations for Fiscal Year 24.

Assessment

The program has a robust assessment plan, most of which is dictated by CACREP. As the fifth cohort of students enter in the fall, we should continue to assess their needs, curricula, and graduate preparedness. I look forward to additional assessment implementation and to reading about the results next year.

Final Thoughts

Based on the Chair's report, COUN continues to make good and steady progress on goals. Most importantly, the submission of the CACREP self-study was well received and we are now in preparation mode for the site visit.

Thank you, Dr. Martino, for your unwavering support and for the leadership you have shown over the last year. I continue to appreciate your perspective and attentiveness, especially in terms of moving the program and personnel forward.