

St. Bonaventure University
School of Education, Counselor Education Program



2024

CACREP Annual Program Evaluation report

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MSED Clinical Mental Health Counseling

MSED School Counseling

The annual report is located on the MSED Counseling Program website.



MSED in Clinical Mental Health and School Counseling Programs

School of Education

St. Bonaventure University

2024 CACREP Annual Report

The purpose of the annual report is to provide an overview of: 1) our program's mission and objectives, which provide a framework for our program evaluation plan; 2) summary of program evaluation results; 3) program modification and changes resulting from data review; and 4) other important and relevant programmatic news. Data are from 2024 unless otherwise noted.

Mission Statements and Program Objectives

University Mission Statement

Founded in 1858, St. Bonaventure is a Catholic university dedicated to educational excellence in the Franciscan tradition. We are committed to the constant pursuit of distinction in our undergraduate and graduate programs, our innovative liberal arts core and all of our courses of study. At St. Bonaventure University, we come to know our students on an individual basis and become their mentors. We strive to bring out the best in every individual. As an academic and spiritual community, we endeavor to prepare our students for the challenges they will face in their professional careers as well as in their personal lives. True to our Franciscan heritage, we encourage students to manifest our values through lives of citizenship and service.

School of Education Mission Statement

The St. Bonaventure University School of Education supports students in developing the competencies and values needed to be effective in their chosen fields through authentic experiences designed to prepare them for professional practice. Keeping with our Franciscan values, we produce innovative professionals who are grounded in current theory and practices that are guided by research in human development and the learning sciences. We support students to serve schools, agencies, and communities in an ever-changing world. We support all those in our community to help them become their best selves through culturally responsive practice and reflection.

Counselor Education Program Mission Statement

The mission of the Counselor Education Program is to prepare students for the professional practice of counseling in a multicultural and diverse society. Specific program goals are: (a) support for the mission of St. Bonaventure University; and (b) adherence to the highest standards of Counselor Education. The programs abide by the principles set forth by the American

Counseling Association [ACA]. The Clinical Mental Health and School Counseling programs are fully aligned with the standards put forth by CACREP (Council for Accreditation of Counseling and Related Educational Programs).

Program Objectives

In keeping with the St. Bonaventure University mission and values, students will graduate the program with a professional identity grounded in:

1. A compassion for all individuals and believing in the worth and dignity of all members in society.
2. A commitment to seeking wisdom, which involves intellectual pursuits as well as how to live authentically.
3. Integrity as demonstrated by accepting responsibility to practice as an ethical and competent reflective practitioner in an intentional way.

Section 1: Program Evaluation Results

The Program Evaluation Results section includes a summary of the following data points: (1) demographic and other characteristics of applicants, students, and graduates; (2) aggregate student assessment data including knowledge, skills, dispositions, and clinical skills; (3) systematic follow-up studies; (4) vital statistics; and (5) other data as needed.

Demographics and Other Characteristics of Applicants, Students, and Graduates

Applicant Data MSED in Clinical Mental Health Counseling

Semester	Number of Applications*	Number Accepted	Number Matriculated
Spring 2024	70	45	35
Summer 2024	64	45	30
Fall 2024	47	43	31
Total 2024	181	133 (74%)	96

Applicant Data MSED in School Counseling

Semester	Number of Applications*	Number Accepted	Number Matriculated
Spring 2024	42	22	20
Summer 2024	31	21	15
Fall 2024	36	32	24
Total 2024	109	75 (69%)	59

Applicant Demographic Data MSED in Clinical Mental Health Counseling for 2024

	Number of Applications*	Number Accepted	Number Matriculated
Gender	Female - 134 Male - 39 Unidentified - 4	Female - 104 Male - 26 Unidentified - 3	Female - 76 Male - 18 Unidentified - 2
Race/Ethnicity	American Indian or Alaska Native - 3 Asian - 4 Black or African American - 18 Hispanic - 17 Two or more - 6 White - 121 Unknown - 8	American Indian or Alaska Native - 2 Asian - 4 Black or African American - 12 Hispanic - 14 Two or more - 6 White - 92 Unknown - 3	American Indian or Alaska Native - 1 Asian - 1 Black or African American - 6 Hispanic - 10 Two or more - 5 White - 71 Unknown - 2
Age (average)	35	33	33
Age (range)	21 to 61	21 to 59	21 to 56
UG GPA (average)	3.33	3.39	3.36

Applicant Demographic Data MSED in School Counseling for 2024

	Number of Applications	Number Accepted	Number Matriculated
Gender	Female - 92 Male - 15 Unidentified - 2	Female - 64 Male - 10 Unidentified - 1	Female - 50 Male - 9 Unidentified - 0
Race/Ethnicity	Asian - 2 Black or African American - 5 Hispanic - 10 Two or more - 4 White - 86 Unknown - 2	Asian - 2 Black or African American - 2 Hispanic - 8 Two or more - 3 White - 59 Unknown - 1	Asian - 2 Black or African American - 2 Hispanic - 8 Two or more - 3 White - 43 Unknown - 1
Age (average)	30	29	29
Age (range)	21 to 56	21 to 56	21 to 56
UG GPA (average)	3.35	3.45	3.43

Student Demographic Data MSED Clinical Mental Health Counseling

	Gender			Veteran/ Active Duty	International Student
MSED CMHC	Female	Male	Total	Total	Total
American Indian or Alaska Native	1	0	1	0	0
Asian	4	0	4	0	0
Black	12	3	15	0	0
Hispanic	17	3	20	0	0
White	138	33	171	1	0
Two or more races	9	0	9	0	0
Race/ethnicity unknown	4	0	4	0	0
Total	185	39	224	1	0

Student Demographic Data MSED School Counseling

	Gender			Veteran/ Active Duty	International Student
MSED School Counseling	Female	Male	Total	Total	Total
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	2	0	0
Black	5	1	6	0	0
Hispanic	12	2	14	0	0
White	82	17	99	0	0
Two or more races	4	0	4	0	0
Race/ethnicity unknown	2	0	2	0	0
Total	106	21	127	0	0

Graduate Data MSED in Clinical Mental Health Counseling

MSED CMHC	Gender			Veteran/ Active Duty	International Student
Race/Ethnicity	Female	Male	Total	Total	Total
American Indian or Alaska Native	0	1	1	0	0
Asian	1		1	0	0
Black	4	3	7	0	0
Hispanic	6	0	6	0	0
White	29	9	38	0	0
Two or more races	1	0	1	0	0
Race/ethnicity unknown	2	0	2	0	0
Total 2024	43	13	56	0	0

Graduate Data MSED in School Counseling

MSED SCHOOL COUNSELING	Gender			Veteran/ Active Duty	International Student
Race/Ethnicity	Female	Male	Total	Total	Total
American Indian or Alaska Native	1	0	1	0	0
Asian	0	0	0	0	0
Black	0	2	2	0	0
Hispanic	1	1	2	0	0
White	27	3	30	0	0
Two or more races	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0
Total 2024	29	6	35	0	0

Aggregate Student Assessment Data

KPIs #1-10: Knowledge & Skills

Refer to Appendix A for the 2024-2025 Program Evaluation Plan, which provides more detail about the KPIs, class names, and assignment names.

The KPIs measure progress over time with each KPI having two or more assessment points throughout the program. Additionally, multiple methods are used, which include written and video assignments evaluated by instructors according to rubrics*, quizzes, and site supervisor evaluations.

*The following rubric is used for the assessment of each KPI-related assignment and supervisor evaluations.

- 1 = Inadequate
- 2 = Developing
- 3 = Expected target
- 4 = Above Target

Below you will find the quantitative data available for all knowledge and skills KPIs associated with the common core curriculum areas and two specialty areas, CMHC and School Counseling.

KPI	TIME	CLASS	PERFORMANCE DATA			
			% Above Target	% Expected Target	% Developing	% Inadequate
#1	1	CMHC - CE 636	EDMM - 75% Writing - 57%	EDMM - 17% Writing - 34%	EDMM - 6% Writing - 9%	EDMM - 2% Writing - 0%
		SC - CE 629	Consultation - 91% EDMM - 51% Reflection - 71% Writing - 77%	Consultation - 3% EDMM - 37% Reflection - 20% Writing - 17%	Consultation - 0% EDMM - 9% Reflection - 3% Writing - 3%	Consultation - 6% EDMM - 3% Reflection - 6% Writing - 3%
	2	CE 639	Content - 8% Writing - 8%	Content - 92% Writing - 92%	Content - 0% Writing - 0%	Content - 0% Writing - 0%
	3	CE 610	Case Presentation - 58% Thought Bubble - 49% Application of EDMC - 49% Writing - 52% Summary - 52%	Case Presentation - 42% Thought Bubble - 45% Application of EDMC - 42% Writing - 42% Summary - 45%	Case Presentation - 0% Thought Bubble - 6% Application of EDMC - 9% Writing - 6% Summary - 3%	Case Presentation - 0% Thought Bubble - 0% Application of EDMC - 0% Writing - 0% Summary - 0%
#2	1	CE 638	Identifying Different Aspects - 2% Learning Through Synthesis - 51% Writing - 51 %	Identifying Different Aspects - 92% Learning Through Synthesis - 46% Writing - 49 %	Identifying Different Aspects - 6% Learning Through Synthesis - 3% Writing - 0 %	Identifying Different Aspects - 0% Learning Through Synthesis - 0% Writing - 0 %
	2	CMHC - CE 610	Cultural Humility - 58% Cultural Opportunities - 48% Cultural Comfort - 52% Social Justice Adv. - 52%	Cultural Humility - 40% Cultural Opportunities - 50% Cultural Comfort - 46% Social Justice Adv. - 46%	Cultural Humility - 2% Cultural Opportunities - 2% Cultural Comfort - 2% Social Justice Adv. - 2%	Cultural Humility - 0% Cultural Opportunities - 0% Cultural Comfort - 0% Social Justice Adv. - 0%
		SC - CE 610	Cultural Humility - 55%	Cultural Humility - 42%	Cultural Humility - 3%	Cultural Humility - 0%

			Cultural Opportunities – 45% Cultural Comfort – 53% Social Justice Adv. - 45%	Cultural Opportunities – 47% Cultural Comfort – 42% Social Justice Adv. - 47%	Cultural Opportunities – 8% Cultural Comfort – 5% Social Justice Adv. - 8%	Cultural Opportunities – 0% Cultural Comfort – 0% Social Justice Adv. - 0%
	3	CMHC - CE 625A	Cultural Humility – 71% Cultural Opportunities – 46% Cultural Comfort – 58% Social Justice Adv. - 54%	Cultural Humility – 29% Cultural Opportunities – 54% Cultural Comfort – 42% Social Justice Adv. - 44%	Cultural Humility – 0% Cultural Opportunities – 0% Cultural Comfort – 0% Social Justice Adv. - 2%	Cultural Humility – 0% Cultural Opportunities – 0% Cultural Comfort – 0% Social Justice Adv. - 0%
		SC - CE 620A	Cultural Humility – 89% Cultural Opportunities – 64% Cultural Comfort – 82% Social Justice Adv. - 79%	Cultural Humility – 7% Cultural Opportunities – 32% Cultural Comfort – 14% Social Justice Adv. - 18%	Cultural Humility – 0% Cultural Opportunities – 0% Cultural Comfort – 0% Social Justice Adv. - 0%	Cultural Humility – 4% Cultural Opportunities – 4% Cultural Comfort – 4% Social Justice Adv. - 4%
	4	CMHC - CE 625B	Cultural Humility – 81% Cultural Opportunities – 81% Cultural Comfort – 82% Social Justice Adv. - 70%	Cultural Humility – 19% Cultural Opportunities – 19% Cultural Comfort – 18% Social Justice Adv. - 30%	Cultural Humility – 0% Cultural Opportunities – 0% Cultural Comfort – 0% Social Justice Adv. - 0%	Cultural Humility – 0% Cultural Opportunities – 0% Cultural Comfort – 0% Social Justice Adv. - 0%
		SC - CE 620B	Cultural Humility – 74% Cultural Opportunities – 66% Cultural Comfort – 74% Social Justice Adv. - 71%	Cultural Humility – 26% Cultural Opportunities – 29% Cultural Comfort – 26% Social Justice Adv. - 23%	Cultural Humility – 0% Cultural Opportunities – 6% Cultural Comfort – 0% Social Justice Adv. - 6%	Cultural Humility – 0% Cultural Opportunities – 0% Cultural Comfort – 0% Social Justice Adv. - 0%
#3	1	CE 511	Content - 55% Literature - 51% Prognosis & Recs - 50% Writing - 21%	Content - 34% Literature - 36% Prognosis & Recs - 40% Writing - 65%	Content - 11% Literature - 11% Prognosis & Recs - 10% Writing - 12%	Content - 0% Literature - 2% Prognosis & Recs - 0% Writing - 2%
	2	CMHC - CE 625B	Writing - 65% Presenting Problem - 54% MSE - 65% Dev. History - 46% Social History - 56% Cult. History - 46% Health History - 56% Resources - 67% DSM 5 - 54% Clinical Formulation - 58 % Treatment – 74%	Writing - 32% Presenting Problem - 42% MSE - 33% Dev. History - 46% Social History - 44% Cult. History - 53% Health History - 44% Resources - 32% DSM 5 - 44% Clinical Formulation - 32% Treatment - 21%	Writing - 4% Presenting Problem - 4% MSE - 2% Dev. History - 0% Social History - 0% Cult. History - 2% Health History - 0% Resources - 2% DSM 5 - 2% Clinical Formulation - 9% Treatment - 4%	Writing - 0% Presenting Problem - 0% MSE - 0% Dev. History - 0% Social History - 0% Cult. History - 0% Health History - 0% Resources - 0% DSM 5 - 0% Clinical Formulation - 2% Treatment - 2%
		SC - CE 620B	No data available	No data available	No data available	No data available
#4	1	CE 510	Comparison Chart - 91% Comparison Sum. - 76% Writing - 48%	Comparison Chart - 6% Comparison Sum. - 20% Writing - 39%	Comparison Chart - 2% Comparison Sum. - 4% Writing - 12%	Comparison Chart - 1% Comparison Sum. - 0% Writing - 1%
	2	CE 570	Target Population - 46% Program Elements - 39%	Target Population - 54% Program Elements - 55%	Target Population - 3% Program Elements - 5%	Target Population - 0% Program Elements - 1%

			Funding, Recruit, Eval. - 39% Presentation - 40% Writing - 38%	Funding, Recruit, Eval. - 58% Presentation - 56% Writing - 54%	Funding, Recruit, Eval. - 4% Presentation - 4% Writing - 6%	Funding, Recruit, Eval. - 0% Presentation - 0% Writing - 3%
#5	1	CE 530	Beginning Skills - 14% Therapeutic Skills - 25% Transcription - 11%	Beginning Skills - 72% Therapeutic Skills - 56% Transcription - 72%	Beginning Skills - 14% Therapeutic Skills - 18% Transcription - 17%	Beginning Skills - 0% Therapeutic Skills - 1% Transcription - 0%
	2	CE 634	Basic & Advanced Skills - 44% Theory Integration - 29% Authenticity & Engagement - 69% Overall Effectiveness - 47%	Basic & Advanced Skills - 53% Theory Integration - 69% Authenticity & Engagement - 31% Overall Effectiveness - 51%	Basic & Advanced Skills - 2% Theory Integration - 2% Authenticity & Engagement - 0% Overall Effectiveness - 2%	Basic & Advanced Skills - 0% Theory Integration - 0% Authenticity & Engagement - 0% Overall Effectiveness - 0%
	3	CMHC - CE 610	Therapeutic Relat. - 74% Theoretical Interv. - 26%	Therapeutic Relat. - 22% Theoretical Interv. - 64%	Therapeutic Relat. - 4% Theoretical Interv. - 10%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
		SC - CE 610	Therapeutic Relat. - 68% Theoretical Interv. - 39%	Therapeutic Relat. - 29% Theoretical Interv. - 55%	Therapeutic Relat. - 3% Theoretical Interv. - 5%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
	4	CMHC - CE 625A	Therapeutic Relat. - 81% Theoretical Interv. - 48%	Therapeutic Relat. - 19% Theoretical Interv. - 48%	Therapeutic Relat. - 0% Theoretical Interv. - 4%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
		SC - CE 620A	Therapeutic Relat. - 93% Theoretical Interv. - 61%	Therapeutic Relat. - 7% Theoretical Interv. - 36%	Therapeutic Relat. - 0% Theoretical Interv. - 0%	Therapeutic Relat. - 0% Theoretical Interv. - 4%
	5	CMHC - CE 625B	Therapeutic Relat. - 91% Theoretical Interv. - 67%	Therapeutic Relat. - 9% Theoretical Interv. - 33%	Therapeutic Relat. - 0% Theoretical Interv. - 0%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
		SC - CE 620B	Therapeutic Relat. - 80% Theoretical Interv. - 60%	Therapeutic Relat. - 17% Theoretical Interv. - 37%	Therapeutic Relat. - 3% Theoretical Interv. - 3%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
#6	1	CE 550	Quiz 1: 92.2% Quiz 2: 91.5% Quiz 3: 96.1% Quiz 4: 92.5%			
	2	CMHC - CE 625A	Content & Analysis - 65% Literature - 63% Writing - 29%	Content & Analysis - 31% Literature - 29% Writing - 45%	Content & Analysis - 4% Literature - 8% Writing - 22%	Content & Analysis - 0% Literature - 0% Writing - 4%
		SC - CE 620A	Content & Analysis - 0% Literature - 0% Writing - 0%	Content & Analysis - 100% Literature - 100% Writing - 100%	Content & Analysis - 0% Literature - 0% Writing - 0%	Content & Analysis - 0% Literature - 0% Writing - 0%
#7	1	CE 560	Lit Review - 70% Initial Assess. - 78% Instrument Selection - 72% Summary - 87% Writing - 79%	Lit Review - 16% Initial Assess. - 17% Instrument Selection - 15% Summary - 8% Writing - 11%	Lit Review - 8% Initial Assess. - 2% Instrument Selection - 9% Summary - 2% Writing - 5%	Lit Review - 5% Initial Assess. - 4% Instrument Selection - 4% Summary - 4% Writing - 5%
	2	CE 540	Clinical Skill - 65% D(x) Interview - 45% MSE - 70% Treatment Plan - 47% Writing - 61%	Clinical Skill - 29% D(x) Interview - 41% MSE - 25% Treatment Plan - 35% Writing - 32%	Clinical Skill - 4% D(x) Interview - 12% MSE - 4% Treatment Plan - 17% Writing - 6%	Clinical Skill - 1% D(x) Interview - 3% MSE - 1% Treatment Plan - 1% Writing - 1%
#8	1	CE 500	Guide Descript. - 45% Rationale - 49% Learning Obj. - 42% Abstract - 51%	Guide Descript. - 51% Rationale - 44% Learning Obj. - 54% Abstract - 46%	Guide Descript. - 4% Rationale - 7% Learning Obj. - 4% Abstract - 3%	Guide Descript. - 0% Rationale - 0% Learning Obj. - 0% Abstract - 0%

			Structure - 49% Presenter Bio - 49% Diversity Statement - 46% Writing - 55%	Structure - 45% Presenter Bio - 48% Diversity Statement - 51% Writing - 38%	Structure - 6% Presenter Bio - 3% Diversity Statement - 3% Writing - 7%	Structure - 0% Presenter Bio - 0% Diversity Statement - 0% Writing - 0%
	2	CMHC - CE 625A	Literature - 63%	Literature - 29%	Literature - 8%	Literature - 0%
		SC - CE 620A	Literature - 0%	Literature - 100%	Literature - 0%	Literature - 0%
#9 CMHC	1	CE 510	Transcription - 47% Reflection - 73% Writing - 93%	Transcription - 45% Reflection - 25% Writing - 3%	Transcription - 7% Reflection - 3% Writing - 4%	Transcription - 1% Reflection - 0% Writing - 0%
	2	CE 637	Case Form. - 48% Case Concept. - 64% Treatment Plan - 45% Writing - 36%	Case Form. - 39% Case Concept. - 36% Treatment Plan - 45% Writing - 64%	Case Form. - 12% Case Concept. - 0% Treatment Plan - 6% Writing - 0%	Case Form. - 0% Case Concept. - 0% Treatment Plan - 3% Writing - 0%
	3	CE 625A^	Video Recording - 100%	Video Recording - 0%	Video Recording - 0%	Video Recording - 0%
#10 SC	1	CE 628	Lesson Plan - 63% Data Collect. - 41% Reflection - 44% Writing - 66%	Lesson Plan - 20% Data Collect. - 37% Reflection - 37% Writing - 29%	Lesson Plan - 7% Data Collect. - 17% Reflection - 15% Writing - 2%	Lesson Plan - 10% Data Collect. - 5% Reflection - 5% Writing - 2%
	2	CE 650	Introduction - 16% Required Components - 26% Structure & Org - 11% Writing - 5%	Introduction - 84% Required Components - 74% Structure & Org - 89% Writing - 95%	Introduction - 0% Required Components - 0% Structure & Org - 0% Writing - 0%	Introduction - 0% Required Components - 0% Structure & Org - 0% Writing - 0%

KPI #11: Professional Dispositions

Students are expected to demonstrate the professional dispositions necessary to be a successful counselor. Those dispositions include cultural responsiveness, interpersonal abilities, self-awareness, emotional maturity, and openness/tolerance for ambiguity. The dispositions are defined in Appendix A.

Students are assessed by faculty at three times throughout the program: 1) admissions, 2) upon completion of 18-credits, and 3) upon completion of 36 credits. Each disposition is rated on a 4-point scale of Inadequate, Developing, Meets Expectations, and Exceeds Expectations. The ratings from admissions are not shared with students, but the 18-credit and 36-credit ratings are shared with students. If students score developing or below in any category, they are invited to meet with their faculty advisor for consultation and discussion of how to progress in those areas. Although not a formal part of our program evaluation plan, students also complete a self-assessment of dispositions when they complete their clinical field application. The purpose of this is for students to begin to self-evaluate and recognize their strengths and areas for growth, a necessary quality for completing their clinical experiences.

Below is a table showing the dispositional data available for the 2024 reporting period. The majority of students met or exceeded the identified dispositions needed to be a successful counselor.

	Cultural Responsiveness	Interpersonal Abilities	Self- Awareness	Emotional Maturity	Openness/ Tolerance for Ambiguity
Admissions					
Spring 2024	Exceeds - 3% Meets - 84% Developing - 11% Inadequate - 2%	Exceeds - 2% Meets - 95% Developing - 3% Inadequate - 0%	Exceeds - 4% Meets - 91% Developing - 5% Inadequate - 0%	Exceeds - 2% Meets - 91% Developing - 5% Inadequate - 2%	Exceeds - 3% Meets - 91% Developing - 3% Inadequate - 3%
Summer 2024	Exceeds - 2% Meets - 91% Developing - 7% Inadequate - 0%	Exceeds - 7% Meets - 82% Developing - 9% Inadequate - 2%	Exceeds - 9% Meets - 80% Developing - 11% Inadequate - 0%	Exceeds - 5% Meets - 82% Developing - 11% Inadequate - 2%	Exceeds - 2% Meets - 91% Developing - 7% Inadequate - 0%
Fall 2024	Exceeds - 13% Meets - 62% Developing - 23% Inadequate - 2%	Exceeds - 7% Meets - 84% Developing - 9% Inadequate - 0%	Exceeds - 13% Meets - 69% Developing - 18% Inadequate - 0%	Exceeds - 11% Meets - 71% Developing - 16% Inadequate - 2%	Exceeds - 11% Meets - 76% Developing - 13% Inadequate - 0%
18-Credit Gate					
Spring 2024	Exceeds - 2% Meets - 97% Developing - 1% Inadequate - 0%	Exceeds - 1% Meets - 94% Developing - 5% Inadequate - 0%	Exceeds - 2% Meets - 93% Developing - 5% Inadequate - 0%	Exceeds - 2% Meets - 93% Developing - 5% Inadequate - 0%	Exceeds - 0% Meets - 96% Developing - 4% Inadequate - 0%
Summer 2024	Exceeds - 2% Meets - 97% Developing - 1% Inadequate - 0%	Exceeds - 1% Meets - 94% Developing - 5% Inadequate - 0%	Exceeds - 2% Meets - 93% Developing - 5% Inadequate - 0%	Exceeds - 2% Meets - 92% Developing - 6% Inadequate - 0%	Exceeds - 0% Meets - 96% Developing - 4% Inadequate - 0%
Fall 2024	Exceeds - 2% Meets - 97% Developing - 1% Inadequate - 0%	Exceeds - 1% Meets - 94% Developing - 5% Inadequate - 0%	Exceeds - 2% Meets - 92% Developing - 6% Inadequate - 0%	Exceeds - 2% Meets - 93% Developing - 5% Inadequate - 0%	Exceeds - 0% Meets - 98% Developing - 2% Inadequate - 0%
36-Credit Gate					
Fall 2024	Exceeds - 2% Meets - 97% Developing - 1% Inadequate - 0%	Exceeds - 1% Meets - 94% Developing - 5% Inadequate - 0%	Exceeds - 2% Meets - 92% Developing - 6% Inadequate - 0%	Exceeds - 2% Meets - 93% Developing - 5% Inadequate - 0%	Exceeds - 0% Meets - 98% Developing - 2% Inadequate - 0%

Clinical Skills

Below you will find the quantitative data available for clinical skills data for both CMHC and School Counseling. Students are rated on a 4-point scale by their faculty instructors. There are two clinical tapes scored in CE 610, CE 625A Internship 1 in CMHC, and CE 625B Internship 2 in CMHC. There is only one clinical tape CE 620A Internship 1 in School Counseling and CE 620B Internship 2 in School Counseling because they have other major school counseling-related assignments, such as lesson planning and curriculum development.

TAPE	CLASS	PERFORMANCE DATA			
		% Exceeds Expectations	% Meets Expectations	% Developing	% Inadequate
1	CE 610 CMHC	Intermediate Skills: 11% Therapeutic Relationship: 20% Self-Awareness: 20%	Intermediate Skills: 75% Therapeutic Relationship: 77% Self-Awareness: 77%	Intermediate Skills: 14% Therapeutic Relationship: 2% Self-Awareness: 2%	Intermediate Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
2	CE 610 CMHC	Intermediate Skills: 34% Therapeutic Relationship: 52% Self-Awareness: 52%	Intermediate Skills: 64% Therapeutic Relationship: 48% Self-Awareness: 48%	Intermediate Skills: 2% Therapeutic Relationship: 0% Self-Awareness: 0%	Intermediate Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%

1	CE 610 SC	Intermediate Skills: 18% Therapeutic Relationship: 18% Self-Awareness: 21%	Intermediate Skills: 53% Therapeutic Relationship: 74% Self-Awareness: 76%	Intermediate Skills: 29% Therapeutic Relationship: 9% Self-Awareness: 3%	Intermediate Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
2	CE 610 SC	Intermediate Skills: 26% Therapeutic Relationship: 26% Self-Awareness: 24%	Intermediate Skills: 68% Therapeutic Relationship: 74% Self-Awareness: 76%	Intermediate Skills: 6% Therapeutic Relationship: 0% Self-Awareness: 0%	Intermediate Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
1	CE 625 A	Theoretical Process: 10% Therapeutic Relationship: 29% Self-Awareness: 23% Adv. Skills: 6%	Theoretical Process: 80% Therapeutic Relationship: 71% Self-Awareness: 69% Adv. Skills: 92%	Theoretical Process: 10% Therapeutic Relationship: 0% Self-Awareness: 8% Adv. Skills: 2%	Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0% Adv. Skills: 0%
2	CE 625 A	Theoretical Process: 27% Therapeutic Relationship: 63% Self-Awareness: 67% Adv. Skills: 62%	Theoretical Process: 73% Therapeutic Relationship: 37% Self-Awareness: 33% Adv. Skills: 38%	Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0% Adv. Skills: 0%	Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0% Adv. Skills: 0%
1	CE 620 A	Adv. Skills: 21% Theoretical Process: 3% Therapeutic Relationship: 31% Self-Awareness: 28%	Adv. Skills: 79% Theoretical Process: 97% Therapeutic Relationship: 69% Self-Awareness: 72%	Adv. Skills: 0% Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0%	Adv. Skills: 0% Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
1	CE 625 B	Theoretical Process: 14% Therapeutic Relationship: 16% Self-Awareness: 21% Adv. Skills: 11%	Theoretical Process: 86% Therapeutic Relationship: 84% Self-Awareness: 79% Adv. Skills: 89%	Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0% Adv. Skills: 0%	Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0% Adv. Skills: 0%
2	CE 625 B	Theoretical Process: 41% Therapeutic Relationship: 53% Self-Awareness: 42% Adv. Skills: 49%	Theoretical Process: 59% Therapeutic Relationship: 47% Self-Awareness: 58% Adv. Skills: 51%	Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0% Adv. Skills: 0%	Theoretical Process: 0% Therapeutic Relationship: 0% Self-Awareness: 0% Adv. Skills: 0%
1	CE 620 B	Adv. Skills: 74% Theoretical Process: 83% Therapeutic Relationship: 89% Self-Awareness: 83%	Adv. Skills: 23% Theoretical: 17% Therapeutic Relationship: 11% Self-Awareness: 17%	Adv. Skills: 3% Theoretical: 0% Therapeutic Relationship: 0% Self-Awareness: 0%	Adv. Skills: 0% Theoretical: 0% Therapeutic Relationship: 0% Self-Awareness: 0%

Systematic Follow-Up Studies

Site Supervisor Evaluations of the Program

Near the end of each clinical course (i.e. Practicum, Internship 1, and Internship 2), site supervisors are invited to complete a survey about their experiences with our interns and program according to the indicators noted below. They score the indicators on a 3-point scale, Exceeds Expectations, Meets Expectations, and Below Expectations. They scored the vast majority of our student and program indicators within the meets or exceeds expectations

categories. They were also asked to rank how our students compare to students from other programs from which they have supervised interns. The quantitative data can be found below.

CLASS	PERFORMANCE DATA		
	% Exceeds Expectations	% Meets Expectations	% Below Expectations
CE 610 N = 8	Disposition: 80% Academic Prep: 50% Maturity: 90% Stud. Profession.: 80% Tech Skills: 50% Org. Skills: 30% Writing: 60% Counseling: 60% Communication: 70% Training Expectations Clarity: 30% Eval. Procedures Clarity: 30% Comm. w/ Faculty: 30% Handbook: 20%	Disposition: 20% Academic Prep: 50% Maturity: 10% Stud. Profession.: 20% Tech Skills: 50% Org. Skills: 70% Writing: 40% Counseling: 40% Communication: 30% Training Expectations Clarity: 70% Eval. Procedures Clarity: 70% Comm. w/ Faculty.: 70% Handbook: 80%	Disposition: 0% Academic Prep: 0% Maturity: 0% Stud. Profession.: 0% Tech Skills: 0% Org. Skills: 0% Writing: 0% Counseling: 0% Communication: 0% Training Expectations Clarity: 0% Eval. Procedures Clarity: 0% Comm. w/ Faculty: 0% Handbook: 0%
CE 610	Rate compared to all students supervised: Top 5%: 60% Top 10%: 30% 50-90%: 10% Below 50%: 0%		
CE 620A & CE 625A N = 35	Disposition: 74% Academic Prep: 63% Maturity: 86% Stud. Profession.: 86% Tech Skills: 71% Org. Skills: 60% Writing: 60% Counseling: 57% Communication: 77% Training Expec. 37% Eval. Procedures: 34% Comm. w/ Fac.: 31% Handbook: 74%	Disposition: 26% Academic Prep: 37% Maturity: 14% Stud. Profession.: 14% Tech Skills: 29% Org. Skills: 40% Writing: 40% Counseling: 43% Communication: 23% Training Expec. 60% Eval. Procedures: 66% Comm. w/ Fac.: 66% Handbook: 26%	Disposition: 0% Academic Prep: 0% Maturity: 0% Stud. Profession.: 0% Tech Skills: 0% Org. Skills: 0% Writing: 0% Counseling: 0% Communication: 0% Training Expec. 3% Eval. Procedures: 0% Comm. w/ Fac.: 3% Handbook: 0%
CE 620A & CE 625A	Rate compared to all students supervised: Top 5%: 57% Top 10%: 29% 50-90%: 11% Below 50%: 3%		
CE 620B & CE 625B N = 50	Disposition: 76% Academic Prep: 74% Maturity: 92% Stud. Profession.: 88% Tech Skills: 74% Org. Skills: 62% Writing: 62% Counseling: 62% Communication: 84% Training Expec. 44% Eval. Procedures: 56% Comm. w/ Fac.: 60% Handbook: 42%	Disposition: 24% Academic Prep: 26% Maturity: 8% Stud. Profession.: 12% Tech Skills: 26% Org. Skills: 38% Writing: 38% Counseling: 38% Communication: 16% Training Expec. 54% Eval. Procedures: 44% Comm. w/ Fac.: 34% Handbook: 56%	Disposition: 0% Academic Prep: 0% Maturity: 0% Stud. Profession.: 0% Tech Skills: 0% Org. Skills: 0% Writing: 0% Counseling: 0% Communication: 0% Training Expec. 2% Eval. Procedures: 0% Comm. w/ Fac.: 6% Handbook: 2%
CE 620B & CE 625B	Rate compared to all students supervised: Top 5%: 50% Top 10%: 40%		

	50-90%: 8%
	Below 50%: 2%

Employer Surveys

This year we created and distributed an employer survey to help diversify data from post-graduation. Below are the results.

N = 11				
	% Above Target	% Expected Target	% Below Target	% Not Applicable or Not Observed
Professional Dispositions	Cultural Responsiveness - 64% Interpersonal Abilities - 55% Self-Awareness - 82% Emotional Maturity - 64% Openness and Tolerance for Ambiguity - 73%	Cultural Responsiveness - 36% Interpersonal Abilities - 45% Self-Awareness - 18% Emotional Maturity - 36% Openness and Tolerance for Ambiguity - 27%	Cultural Responsiveness - 0% Interpersonal Abilities - 0% Self-Awareness - 0% Emotional Maturity - 0% Openness and Tolerance for Ambiguity - 0%	Cultural Responsiveness - 0% Interpersonal Abilities - 0% Self-Awareness - 0% Emotional Maturity - 0% Openness and Tolerance for Ambiguity - 0%
Core Practitioner Areas	Ethical standards - 64% Diverse populations - 45% Development needs - 55% College, career, and/or work - 64% Therapeutic alliance - 82% Theoretically-informed - 45% Facilitate groups - 36% Assessment - 27% Evidence-based practices - 27%	Ethical standards - 36% Diverse populations - 45% Development needs - 36% College, career, and/or work - 36% Therapeutic alliance - 9% Theoretically-informed - 55% Facilitate groups - 55% Assessment - 46% Evidence-based practices - 73%	Ethical standards - 0% Diverse populations - 10% Development needs - 9% College, career, and/or work - 0% Therapeutic alliance - 0% Theoretically-informed - 0% Facilitate groups - 0% Assessment - 0% Evidence-based practices - 0%	Ethical standards - 0% Diverse populations - 0% Development needs - 0% College, career, and/or work - 0% Therapeutic alliance - 9% Theoretically-informed - 0% Facilitate groups - 9% Assessment - 27% Evidence-based practices - 0%
Clinical Skills	Active listening skills - 64% Empathy - 73% Nonjudgmental - 64% Paraphrasing - 64% Summarizing - 55% Feedback - 64% Treatment planning or BIP - 64% Boundaries - 45% Assessment & diagnosis - 45% Crisis intervention - 45% Documentation - 45% Individual Advocacy - 64% System Advocacy - 27% Supervision & feedback - 73%	Active listening skills - 36% Empathy - 27% Nonjudgmental - 36% Paraphrasing - 36% Summarizing - 45% Feedback - 36% Treatment planning or BIP - 27% Boundaries - 55% Assessment & diagnosis - 45% Crisis intervention - 55% Documentation - 45% Individual Advocacy - 36% System Advocacy - 55% Supervision & feedback - 27%	Active listening skills - 0% Empathy - 0% Nonjudgmental - 0% Paraphrasing - 0% Summarizing - 0% Feedback - 0% Treatment planning or BIP - 9% Boundaries - 0% Assessment & diagnosis - 0% Crisis intervention - 0% Documentation - 0% Individual Advocacy - 0% System Advocacy - 0% Supervision & feedback - 0%	Active listening skills - 0% Empathy - 0% Nonjudgmental - 0% Paraphrasing - 0% Summarizing - 0% Feedback - 0% Treatment planning or BIP - 0% Boundaries - 0% Assessment & diagnosis - 10% Crisis intervention - 0% Documentation - 10% Individual Advocacy - 0% System Advocacy - 18% Supervision & feedback - 0%
Professional Skills	Professionalism - 55% Writing skills - 45% Communication - 64% Organization - 45% Technology - 45%	Professionalism - 45% Writing skills - 55% Communication - 36% Organization - 55% Technology - 55%	Professionalism - 0% Writing skills - 0% Communication - 0% Organization - 0% Technology - 0%	Professionalism - 0% Writing skills - 0% Communication - 0% Organization - 0% Technology - 0%
Rate Compared to Counselors Hired	Top 5% - 55% Top 10% - 18% Top 50% - 27% Bottom 50% - 0%			

Strengths	<ul style="list-style-type: none"> • Oversight/guidance which leads to student eagerness that is conducive to learning • Strong helping skills • Strong work ethic • willing to accept feedback • Supervision preparation • Professionalism • Educational requirements
Recommendations	<ul style="list-style-type: none"> • Setting realistic expectations for documentation requirements • Dealing with crisis and tough decision-making • Building confidence to work with challenging staff and students • Incorporate more diagnostic, treatment planning, and psychopharmacology information • Inconsistency in program staff • Inconsistency in program communication

Graduate Student Satisfaction Survey

The Graduate Satisfaction Survey is a web-based survey was administered twice a year, November 2023 and April 2024, to graduate students with anticipated degree completion dates of December 2023 or May or August 2024. Twenty-two students responded from 74 invited, yielding a response rate of 30%. The survey asked questions related to reasons for pursuing a graduate-level counseling degree at SBU, areas where SBU met or exceed expectations, areas where SBU did not meet students' needs, and questions related the academic program, faculty, advisors, etc. Themes from the qualitative data and quantitative charts are provided below.

Students found many resources available to SBU helpful and responsive, including the library and financial aid office. Students were mixed regarding their experiences with student success coaches. Most students found their coaches and faculty advisors extremely helpful, but there was one response who found their student success coach unhelpful. Two areas for growth noted include improved support for Practicum and Internship placement and more information about the licensure and certification process post-graduation. The charts provided below were those most relevant to the experience of students while at SBU.

Q7. With respect to your academic program...

Description	No Response		Disagree				Neither		Agree			
			Strongly		Moderately				Moderately		Strongly	
	#	%	#	%	#	%	#	%	#	%	#	%
Program requirements were clear	1	5	1	5	0	0	0	0	8	36	12	55
Program requirements were communicated early in my program	1	5	2	9	0	0	1	5	8	36	10	45
Courses were offered in a timely fashion	1	5	2	9	2	9	1	5	3	14	13	59
My program was academically challenging	1	5	0	0	0	0	4	18	8	36	9	41

Q8. With respect to the faculty in your program...

Description	No Response		Disagree				Neither		Agree			
			Strongly		Moderately				Moderately		Strongly	
	#	%	#	%	#	%	#	%	#	%	#	%
Faculty expectations are clearly articulated	1	5	2	9	1	5	0	0	11	50	7	32
Faculty are responsive	1	5	1	5	2	9	0	0	9	41	9	41
Faculty provide timely feedback	1	5	1	5	2	9	3	14	9	41	6	27

Q9. With respect to your academic advisor...

Description	No Response		Disagree				Neither		Agree			
			Strongly		Moderately				Moderately		Strongly	
	#	%	#	%	#	%	#	%	#	%	#	%
My advisor is responsive	1	5	1	5	0	0	5	23	2	9	13	59
My advisor is knowledgeable about program requirements	0	0	0	0	0	0	3	14	6	27	13	59
My advisor is knowledgeable about University and program policies	1	5	0	0	1	5	2	9	8	36	10	45

Q.10. With respect to your Student Success Coach...

Description	No Response		Disagree				Neither		Agree			
			Strongly		Moderately				Moderately		Strongly	
	#	%	#	%	#	%	#	%	#	%	#	%
My Student Success Coach is responsive	0	0	0	0	1	5	4	18	4	18	13	59
My Student Success Coach is knowledgeable about program requirements	0	0	0	0	2	9	3	14	5	23	12	55
My Student Success Coach is responsive to my questions in a timely fashion	0	0	0	0	0	0	5	23	3	14	14	64

Vital Statistics

The vital statistics data is submitted each December. The data below was submitted December 2023 and is from the 2023-2024 AY (Summer 2023, Fall 2023, Spring 2024).

Graduation Rates

2023 - 2024: 74 MSED in CMHC program graduates

2023 - 2024: 40 MSED in School Counseling program graduates

Completion Rates

The completion rate formula used is the number of students who graduated from the program within the expected time period:

- Full-time CMHC students in 3 years
- Full-time School students in 2 years and 2 semesters
- Part-time CMHC & School students in 6 years

MSED in CMHC completion rate: 61%

MSED in School Counseling completion rate: 61%

Licensing Rates

In 2023-2024, 100% of the MSED in CMHC students who completed the survey reported passing their respective state's clinical licensure exam.

In 2023-2024, 100% of the MSED in School Counseling students who completed the survey reported passing their respective state's school licensure or certification exam.

Job Placement Rates

In 2023-2024, 93% of the MSED in CMHC students who completed the survey reported being employed.

In 2023-2024, 100% of the MSED in School Counseling students who completed the survey reported being employed.

Section 2: Program Evaluation Results Summary and Discussion

The Program Evaluation Results Summary and Discussion section includes key insights and takeaways from reviewing the data points in Section 1.

Upon reviewing the data at our annual data workshop, faculty discussed several takeaways.

Upon reviewing the applicant and admission data:

For the CMHC program, the decline in rates of Asian students who were accepted into the program and chose to not attend is relatively significant (only 25% of those accepted ultimately chose to matriculate into the CMHC program).

For the CMHC program, the decline in rates of Black or African American students who were accepted into the program and chose to not attend is relatively significant (only 50% of those accepted ultimately chose to matriculate into the CMHC program).

Upon reviewing the KPI data related to the core curriculum areas:

For all KPIs, students performed very well with the majority of students performing either expected target or above target on all key assignments and supervisor evaluations associated with the KPIs. Additionally, they scored an average of a 93% or above on all KPI-related quizzes. In School Counseling, one area for growth is ethical decision-making. In Clinical Mental Health Counseling, one area for growth is treatment planning.

Faculty need to review the key assessment for KPI #1 used in CE 639 to determine if it accurately measures the KPI. It is the only assignment that is the discussion board and the results are often skewed.

Faculty concluded that the Cultural Interview Assignment in CE 638 does not adequately assess the current KPI #2. Faculty were torn on whether to change the KPI or change the key assignment. As the KPI is currently written, the CE 639 Sexuality Questionnaire and Role-Play Assignment would be a good measure.

Faculty concluded that a better measure for KPI #6 in the CE 550 course would be changing the current assignment of the Group Manual from a group assignment to an individual assignment and using that to assess KPI #6.

Faculty also discussed potentially moving the group requirement hours out of CE 550 and into one of our Residency courses.

Faculty updated the language of KPI #8 and determined that CE 639 Engaging Sexual Cultures Research and Reflection Paper would be a better measure of KPI #8 than the Literature criterion in the Group Proposal for CE 625A and CE 625B.

Faculty updated the language for KPI #9, determined that the CE 510 key assignment should be changed to a skills demonstration, and concluded that the Reflective Growth Experience Video in CE 625A is not a good measure of KPI #9 and can be eliminated from the evaluation plan.

Faculty updated the language for KPI #10, suggested revising the CE 628 assignment to better assess the KPI, and using the CE 632 Assignment 6.1 as the second measure.

There was also discussion about adding KPIs related to our identity, e.g., social justice, as a program.

After reviewing the KPI data related to dispositions:

Faculty observed there was more variation in scores at admissions whenever affiliate faculty and the Dean were included in interviewing and scoring student dispositions.

Faculty suggested changing the names of “Gate checks” to something more student-centered and collaborative.

Faculty also suggested that the current disposition rubrics are confusing and prevent students from earning an Above Target; while, other faculty do not see an issue with students earning Expected Target and having room to grow. However, the language in the rubrics is unclear and needs to be updated with potentially operationalizing the dispositions to make them easier to measure and clearer for students and faculty to understand.

After reviewing the clinical skills aggregate data,

For each course, students improved from their first clinical skills tape to their second clinical skills tape. For school counseling internship students, there is only one tape required in both Internship 1 and Internship 2; however, the number of students who received Above Target in their Advanced Skills, Theoretical Process, Therapeutic Relationship, and Self-Awareness increased significantly from CE 620A (Internship 1 in School Counseling) to CE 620B (Internship 2 in School Counseling).

Upon reviewing site supervisors’ evaluations of students:

The vast majority of students are meeting or exceeding expectations in all core areas. Faculty need to improve in their clarity of training expectations, evaluation procedures, and communication with site supervisors.

Upon reviewing employer surveys of alumni:

The vast majority of alumni are expected or above target in all assessed areas.

Upon reviewing graduate satisfaction surveys:

Faculty concluded we have several areas of strengths and some areas for growth. Students seem to appreciate the faculty quality and level of support, as well as the Keypath admissions and support staff. They also found financial aid and the library’s office helpful, but areas where we can grow include post-graduation and licensure support, as well as support for finding practicum and internship placements. Students also expressed wanting more flexibility in accommodating the needs of working professionals and parents. We have since updated our late policy to be more accommodating.

Upon review of our vital statistics:

Faculty wished there was a way to calculate the average time it took students to complete their degree rather than the completion rate. They felt this would be a more accurate measure of student success and program effectiveness, as it accounts for variations in individual progress and provides deeper insight into how well the institution supports students throughout their academic journey.

Section 3: Subsequent Program Modifications and Changes

Section 3 outlines a summary of program modifications and changes that resulted directly from systematically reviewing the results of the program evaluation data point(s) noted. Although we review all data points, only those that resulted in curriculum or program modifications and changes are noted below.

There were several changes to the program evaluation plan after reviewing the data. We changed the language of several KPIs to be clearer, e.g., KPI #8, KPI #9. KPI #10. We adjusted assignments to better address some of the KPIs, which are noted Program Evaluation Plan in the Appendix. We also made several suggestions for changes to our curriculum, which need to be considered as we transition to the 2024 standards.

Section 4: Other Changes

Section 4 outlines additional program modifications and changes not addressed in Section 3.

Our CMHC and School programs received the decision from the CACREP Board to “Reaffirm Accreditation” in August 2024. The accreditation cycle for both programs runs through October 31, 2032.

We are aware that CACREP is requiring all programs to transition to the 2024 standards by July 2026. Faculty are currently discussing ideas and modifications to our Program Evaluation Plan and curriculum as we make those transitions. These ideas are noted below; however, no modifications are finalized as it would be premature to make these changes now before finalizing our transition to the 2024 standards and required in-person residency components.

Suggestions & Discussion:

If CE 500 Research Methods remains early in the course sequence, it should be positioned as an introductory research course. Greater emphasis should be placed on teaching students how to access scholarly sources—such as through Google Scholar or the library’s website—and on properly formatting in-text citations. There is a suggestion to change the key assignment from a conference poster/presentation to an in-service presentation with an emphasis on application of research.

CE 540 Diagnosis of Psychopathology needs to come earlier in the course sequence for school counselors.

We need to review the course sequencing overall and determine what courses need to occur prior to Practicum and make these prerequisites to all clinical experiences and subsequent courses to avoid students enrolling in additional courses without permission.

Include a pathway for an accelerated program. Students will complete 6 credits each semester for a given amount of time (e.g., two semesters or one year), and then they may be eligible to take more credits each semester based on eligibility criteria determined by the core faculty.

Consider CE 510 Introduction to the Profession of Counseling and a clinical skills class as two separate classes. CE 634 could be updated to focus on clinical skills, while CE 510 could be changed to Foundations or Orientation to Clinical Mental Health Counseling. Only CMHC students would take this course, because School Counseling already has CE 628 Foundations of School Counseling. If this happens, then the Lesson Plan assignment in CE 628 could be integrated into the final Comprehensive School Counseling Plan assignment and the week 4 assignment could be an interview of a school counselor. This would mirror a similar assignment in CE 510, and it would also be a better measure of KPI #10. It would also open the door to create an additional school counseling course, which is needed, and we consistently receive feedback from site supervisors that there needs to be a greater emphasis on school counseling.

CE 530 is currently a theories and techniques class. Faculty would like to see this class focused on counseling theories, because the content is entirely too much for a 7-week course. They would also like to see a greater focus on contemporary and culturally inclusive counseling theories.

In person residency ideas were discussed. This included moving the group requirement out of CE 550 and placing it into residency. All students would participate in 10 hours of group across two days facilitated by local licensed professional counselors or licensed clinical social workers. If students took CE 550 the same semester as residency, then this component would be required to pass the CE 550 course, rather than making residency an entirely separate course. We could also tie the course fee for residency to the CE 550 course. This process could be similar for the other residency, placing one of the more experiential skills-based classes in the summer and tying a residency component to that class in order to pass the course.

Faculty suggested incorporating more application and demonstration assignments to courses, including: CE 570 requiring them to demonstrate skills addressed in the course; CE 640 demonstrating a counselor interpreting and reporting assessment results to a client; and CE 560. However, faculty recognize that while these assignments tend to be better measures of skills and dispositions, they are time consuming to grade with such high course enrollment caps (i.e., 20 to 25 students, occasionally more if an additional student or two needs to take the course).

Section 5: Faculty Highlights and Accomplishments

Section 5 outlines accomplishments and highlights from faculty, including grants and awards, scholarly activities, and service. Counselor education faculty are in bold. Our faculty are very active in service and scholarship.

Grants and Awards

Luke, C., & Budes, Z. (2024). *A Brain-Based Wellness Approach to Teaching Counseling Theory*. ACES Research Grant. Funded. \$3,000.

White, E. E. 2024 *College of Nursing & Health Professions Teaching Excellence Award*, Drexel University

White, E. E. 2024 *Graduate College Recognition Award for dedication to diversity, equity, inclusion and belonging*, Drexel University

White, E. E. 2024 *Presidential Award*, Counselors for Social Justice

International, National, State, and Local Presentations

Invited Presentations

Hindman, M. (September 17, 2024). *Engage in Your Own Self-Care with an Expressive Arts Activity*. Live virtual 50-minute presentation at the annual Alachua County Crisis Center's virtual mental health symposium, Writing Our Own Story of Wellness and Healing

Hindman, M. (April, 2024). *Overcome barriers to limit setting with children: ACT Limit Setting Model, a play therapy approach*. 1 hour and 15 minutes virtual presentation at the 2024 World Creativity and Innovation Day Celebration in collaboration with the Association for Creativity in Counseling Conference and United Nations.

Luke, C. (2024). *Working with Children and Adolescents: Clinical Interventions for Contemporary Issues*, (2024) [Video+]. Mental Health Academy. 38 hours long credential course.

Luke, C. (2024). *Applying Neuroscience-Based Treatment to Self-Directed Violence*. Mental Health Academy Super Summit.

Luke, C. (2024). *Well-Being 2.0: The Nervous System's Role In Turning Struggles Into Strengths*. Keynote presentation for the Annual Meeting of the American Mental Health Counseling Association. Charlotte, NC.

Refereed Presentations

Henry, H. L. & Luedke, A. (2024, September). *Using AI to lighten your load...ethically of course!* North Atlantic Region for Counselor Education and Supervision Conference, Atlantic City, NJ.

Luedke, A., & **Henry, H. L.** (2024, September). *Using reality TV to teach case conceptualization*. North Atlantic Region for Counselor Education and Supervision Conference, Atlantic City, NJ.

Hindman, M. (November, 15, 2024). *Facilitate Creativity and Wellness with Child Centered Play Therapy Responses*. Live virtual 50 minute presentation at the 2024 Association for Creativity in Counseling Conference.

Hindman, M. (November, 16, 2024). *Expressive Arts for Counselors' and Clients' Self-Care*. Live virtual 50 minute presentation at the 2024 Association for Creativity in Counseling Conference

Scherer, R., & **Henry, H. L.** (2024, February). *Using AI to cheat: How students are doing it and what you can do about it*. Counselor Education Distance Learning Conference, Palo Alto University (virtual conference).

Smith, N., & **Henry, H.** (2024). *Are You In or Out? Relational Cultural Approach to Gatekeeping*. 2024 TACES Mid Winter Conference, Texas Association of Counselor Education & Supervision, Georgetown, TX.

White, E. E., Ferguson, A. L., & Walo-Roberts, S. (2024). *Making the Connection: Decolonization, Equity, Healing and Wellness*. [60 minute Education Session]. The American Counseling Association Conference, New Orleans, LA

White, E. E. (2024). *Mammy 'n 'em: How Black women navigate controlling images in their lives*. [60 minute Education Session]. The National Women's Studies Association, Detroit, MI

Publications

Peer-Reviewed Articles

Branco, S., Mason, N., Scherer, R. G., **Henry, H. L.**, & Moro, R. (2024). Building a virtual residency: One program's journey. *Journal of Technology in Counselor Education and Supervision*, 5(2). <https://doi.org/10.61888/2692-4129.1075>

Henry, H. L. (2024). An affirmative approach to counseling fat women: Recommendations for counselors. *Journal of the Pennsylvania Counseling Association*. <http://www.pacounseling.org/aws/PACA/pt/sp/journal>

Henry, H. L. (2024). Social justice identity and program evaluation: A pilot study of CMHC students. *Teaching and Supervision in Counseling*, 6(1), 1-12. <https://doi.org/10.7290/tsc06rs4A>

White, E. E., Nadrich, T., Walo-Roberts, S., Martinez, T., Crawford, C. R., & Ferguson, A. L. (2024). Searching for social justice: Examining counselor educators' training and implementation. *Journal of Social Action in Counseling and Psychology*. <https://doi.org/10.33043/y98zc67324>

Baden, A. L., Sharma, S. M., Harrington, E. S., **White, E. E.**, Zhang, X., & Pinderhughes, E. E. (2024). White adoptive parents of children from China, microaggressions, and parental awareness of bias. *Journal of Family Psychology*

Books

Luke, C. (2024). *Substance use and misuse: A helper's guide to neuroscience-based treatment*. Cognella.

Book Chapters

Henry, H. L. & Smith, N. (2024). Celebrating demisexuality: Unveiling relational resilience and courage. In N. Smith (Ed.), *Queering connection: Narratives of healing in relational cultural therapy with queer and transgender clients*. Cognella.

White, E. E., Yznaga, S. d., Bailey, D. F., Holmes Cosby, A. D., Rodriguez, T. (2024). Reframing termination through a culture-centered lens. In S.K. Butler & A. Shillingford (Eds.), *Intersectional counseling skills: The journey to becoming a culturally inclusive counselor*. Cognella

Service

Henry, H. L.

- Editorial Board, *Journal of Counselor Preparation and Supervision*
- Editorial Board, *Journal of Feminist Family Therapy*
- Secretary, ASERVIC
- Mentor, Association for Spiritual, Ethical, & Religious Values in Counseling (ASERVIC) Emerging Leader Committee
- Member, 2024 ASERVIC Conference Registration Committee
- Member, NARACES Research Grants Committee
- CACREP Liaison/Assessment Coordinator, Department of Counselor Education, St. Bonaventure University
- SOE Representative, Graduate Council, St. Bonaventure University
- Member, Academic Program Evaluation Committee (APEC), St. Bonaventure University
- Lead, School Counseling Team, Department of Counselor Education, St. Bonaventure University
- Member, Professional Development Funds Committee, School of Education, St. Bonaventure University
- Member, Counselor Education Faculty Search Committee, St. Bonaventure University
- Chair, Connellsville Diversity and Inclusion Board, Connellsville, PA

Hindman, M.

- Chi Sigma Iota Phi Rho Chapter Faculty Advisor
- Comprehensive Exam Coordinator
- Graduate Council School of Education Representative

- 2024 SACES Conference Proposal Reviewer, Southern Association for Counselor Education and Supervision
- Invited expert reviewer, *International Journal of Play Therapy*
- CE GA Search Committee Member
- Association for Play Therapy (APT) National Research Committee Member
- APT National Ethics and Practice Guidelines Committee Member

Luke, C.

- Journal ad hoc reviewer for *Journal for Specialists in Group Work*
- Journal editorial board member for *Journal of Mental Health Counseling's Neuroscience-Informed Counseling* section
- Journal editorial board member for *Journal of Counselor Preparation and Supervision*
- Journal ad hoc reviewer for *Journal for Counselor Education and Supervision*
- Pro bono supervision and consultation (~3 hours/week)
- Faculty Senate, St. Bonaventure University
- Chair, Faculty Search Committee, Summer, 2024
- Chair, Student Development (Dispositions) Committee

White, E. E.

- Past President, Counselors for Social Justice 2023-2024
- Conference Planning Chair, Counselors for Social Justice 2024-2025
- Member, American Counseling Association
- Member, Association for Counselor Education and Supervision
- Member, New Jersey Counseling Association
- Representative, Graduate Council School of Education

Appendix A

St. Bonaventure University

School of Education, Counselor Education Program



CACREP Annual Program Evaluation Plan Working Document

MSED Clinical Mental Health Counseling

MSED School Counseling

Note: As we work on transitioning to the CACREP 2024 standards, we will be updating our Program Evaluation plan to ensure we are addressing standards and assessing KPIs. This document is considered a working document with areas for suggested changes and modifications highlighted in red.

Program Evaluation Plan Document

St. Bonaventure University's counselor education faculty and stakeholders evaluate the program in a variety of ways through multiple forms of data to ensure program effectiveness. We analyze and review the data annually informing necessary changes to continue to meet the needs of our students and prepare them to be effective counselors while upholding the mission and values of the university. Data collected and analyzed can be categorized into two areas: 1) student learning outcomes, and 2) program performance metrics. The mission statement guides our program objectives. Believing in the worth and dignity of all people is necessary for practicing counseling in a multicultural and diverse society. Our students adhere to the highest standards for counselors set by ACA principles and CACREP standards by seeking wisdom and being a reflective, ethical practitioner with integrity. Program objectives are reflected in our KPIs.

Student Learning Outcomes (SLOs; **input 2024 standards addressed**)

The assessment of students' learning and progress within the program is measured based on their performance of knowledge, skills, and professional dispositions (KPIs) throughout the program. SLOs include:

- **Key Performance Indicators (KPIs) across the curriculum in knowledge and skills.** We use KPIs to assess student learning in CACREP's eight core curriculum areas of Professional Counseling Identity, the CMHC Specialty Area, and the School Counseling Specialty Area using key assessments.
- **Key Performance Indicator (KPI) of dispositions at key points in the program.** We use a KPI to evaluate professional dispositions using a Likert-type dispositions rubric.
- **Clinical skills** as evaluated by faculty supervisors on the midterm and final Faculty Group Supervisor Evaluation of Clinical Skills in Practicum, Internship I, and Internship II.

Note: Students should be individually reviewed on all SLOs.

Program Performance Metrics (**input 2024 standards addressed**)

We use program performance metrics throughout the program to assess the program's objectives. These metrics include data from these sources:

- Applicant & Admission Data
- Student Demographic Data (current students and graduates)
- Aggregate Key Performance Indicators Data
- Aggregate Clinical Skills Data
- Site Supervisor Evaluations of the Program
- Site Supervisor Evaluations of the Student
- Employer Survey
- Graduate Student Satisfaction Survey
- **Student Evaluations of Sites and Supervisors**
- **Student Course Evaluations of all faculty (Core and Adjunct)**
- Student Topic Surveys (as needed, e.g., Residency, Courses)
- CE Faculty Meetings

Note: Do we want to continue to use the student evaluations of sites and supervisors and course evaluation as a metric? I omitted both from the assessment plan below. We only received the

quantitative data from course evaluations and it was not particularly insightful. Student evaluations of the site and supervisors also did not provide meaningful insights, but this survey could be reworked if faculty find it necessary.

Vital Statistics (input 2024 standards addressed)

We consider vital statistics as part of the Program Performance Metrics and review them in conjunction with other metrics to assess the program's objectives.

- Graduation Rates
- Completion Rates
- Licensing Rates
- Job Placement Rates

Systematic Data Collection, Use, and Review (input 2024 standards addressed)

We collect data every semester and review it at our CE faculty meetings and annually at our Spring Assessment Workshop. We have included our data collection and assessment plan below. The CACREP Liaison and Assessment and Accreditation Coordinator review and analyze the data prior to the Spring Assessment Workshop meeting. We analyze open-ended survey questions for qualitative themes. We generate reports of aggregate data when applicable, such as KPIs and Likert type scales on surveys. We then create visual representations, such as graphs of KPI data, tables for demographic data, etc., and report descriptive statistics of quantitative questions and qualitative themes of open-ended survey questions. These statistics, charts, tables, and themes are then presented in PowerPoint form to the Program Director and faculty where we discuss to the extent the data supports our progress towards meeting our program objectives and student learning outcomes. Curriculum and program modifications are discussed and changes made are noted during the meeting.

The CACREP Liaison writes and disseminates an annual report highlighting successes, major program and curriculum changes, and a summary of program evaluation data. They then upload it to the SBU counseling website and notify key stakeholders that the report is available via a Moodle announcement and emails. Stakeholders include SBU administration, faculty, current counseling students and alumni, and site supervisors. In addition to the annual report, the vital statistics are posted each year for both CMHC and School programs: 1) number of graduates, 2) completion rates, 3) licensure exam pass rates, and 4) job placement rates.

St. Bonaventure University Data Collection and Assessment Plan

Category	Data Point	Collection	When Collected	Responsible Party	Documents Needed	Review Plan
Student Learning Outcomes	KPI - Key Assessments	Moodle Tevera	Summer, Fall, Spring	A&A Coordinator	KPI Tevera data reports Charts	Reviewed in annual Spring Assessment workshop
	KPI - Dispositions	Moodle Tevera	Admissions 18-credit gate 36-credit gate	Advisors	Disposition Tevera rating reports	Reviewed each semester in CE faculty meetings
	Clinical Skills	Faculty Supervisor Evaluation of Clinical Skills	Practicum, Internship I, and Internship II in Summer, Fall, & Spring	A&A Coordinator and P&I Coordinator	Tevera reports of CE 610 Tape 1 - 1027; CE 625A & B - 1030; Tape 2 - 1031; CE 620A&B - 1029	Reviewed in annual Spring Assessment workshop
Program Performance Metrics	Applicant & Admission Data	Slate	Summer, Fall, Spring admissions	CACREP Liaison via Admissions Data Coordinator	Applicant & admission reports	Reviewed in annual Spring Assessment workshop
	Student Demographic Data	Analytics dashboard	Summer, Fall, & Spring	CACREP Liaison	Demographic reports	Reviewed in annual Spring Assessment workshop
	Aggregate KPI & Clinical Skills Data	Tevera	Spring	A&A Coordinator	Tevera reports	Reviewed in annual Spring Assessment workshop
	Site Supervisor Evaluations of Students	Tevera	Summer, Fall, Spring	A&A Coordinator and P&I Coordinator	Tevera reports of <MID> (SC) SBU-CE-1055 & (CMHC) SBU-CE-1054; <FINAL> (SC) SBU-CE-1013 & (CMHC)	

					SBU-CE-1009	
	Site Supervisor Evaluations of the Program	Tevera	Summer, Fall, Spring at end of each P&I cohort	A&A Coordinator and P&I Coordinator	Tevera reports of SBU-CE-1011	Reviewed in annual Spring Assessment workshop
	Graduate Student Satisfaction Survey	Web survey	Fall and Spring	Assistant Director of Institutional Research	Web survey reports	Reviewed in annual Spring Assessment workshop
	Student Topic Surveys	Qualtrics	As needed	Varies depending on the topic, but usually the Program Director	Qualtrics reports	Reviewed in annual Spring Assessment workshop when applicable
	Employer Survey	Qualtrics	Spring	CACREP Liaison	Qualtrics reports	Reviewed in annual Spring Assessment workshop
	CE Faculty Meetings	OneDrive	Monthly each Fall & Spring	Program Director	Meeting minutes	Reviewed in faculty meetings & Spring Assessment workshop as needed
Vital Statistics	Graduation Rates	Institutional resources	Fall	Assistant Director of Institutional Research	Analytics dashboard	Reviewed in annual Spring Assessment workshop
	Completion Rates	Institutional resources	Fall	Assistant Director of Institutional Research	Analytics dashboard	Reviewed in annual Spring Assessment workshop
	Licensing Rates	Qualtrics	Fall	CACREP Liaison	Qualtrics reports	Reviewed in annual Spring Assessment workshop
	Job Placement Rates	Qualtrics	Fall	CACREP Liaison	Qualtrics reports	Reviewed in annual Spring Assessment workshop

Assessment of Student Learning Outcomes Plan

Key Performance Indicators (KPIs) for Student Learning Outcomes

Knowledge, Skills, and Professional Dispositions

The St. Bonaventure University (SBU) Counselor Education (CE) Program created Key Performance Indicators (KPIs) to evaluate student learning in the areas of knowledge, skills, and professional dispositions across the eight core areas of the Professional Counseling Identity Standards (Section 2.F), the CMHC Specialty Area (Section 5-C), and the School Counseling Specialty Area (Section 5-G). The KPI's are analyzed and reviewed individually to assess individual student learning and are used for program wide evaluation when analyzed and reviewed in aggregate form.

KPIs for Knowledge and Skills are evaluated by reviewing students' performance on identified assessments throughout the entire curriculum, encompassing various points in both coursework and clinical internship experiences.

KPIs for Professional Dispositions are evaluated by core faculty ratings on the Reviewer Rating Forms at admissions and by core and adjunct faculty rating the students' performance on the Disposition Rubric upon the completion of 18 and 36 credits.

The chart below outlines the KPI's for Student Learning Outcomes, how the data is collected, and when the data is collected. All assignment rubrics used to collect data and evaluate student performance are on a four-category scale:

- Above Target
- Expected Target
- Developing
- Inadequate

The data collection is for both School and CMHC specialty areas unless specifically noted either School or CMHC.		
Key Performance Indicators (KPI), Types, & Program Objectives	Measures: Course & Key Assessments	Data Collection Metric
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE (input 2024 standards)		

<p><u>KPI #1:</u> SBU counseling students are able to demonstrate ethical decision making grounded in their professional identities as clinical mental health or school counselors.</p> <p>Type: Knowledge and Skill</p> <p>Program Objective #3</p>	<p><u>TIME 1- CMHC:</u> CMHC - CE 636 Ethical and Legal Issues in CMHC <i>Ethical Decision-Making Assignment</i></p> <p><u>TIME 2 - CMHC:</u> CE 639 Human Sexuality Issues in Counseling <i>Ethical Discussion Board on Conversion Therapy (5.1)</i></p> <p><u>TIME 1 - SC:</u> CE 639 Human Sexuality Issues in Counseling <i>Ethical Discussion Board on Conversion Therapy (5.1)</i></p> <p><u>TIME 2 - SC:</u> School - CE 629 Ethical & Legal Issues in School Counseling <i>Ethical-Decision Making Assignment</i></p>	Tevera Rubric Assessment Report
	<p><u>TIME 3:</u> CE 610 Practicum <i>Ethics Case Conceptualization</i></p>	Tevera Rubric Assessment Report
	<p>SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES (input 2024 standards)</p>	

<p><u>KPI #2:</u> SBU counseling students will practice from a culturally responsive approach. *Discussion around updating KPI but we never came to a consensus. If updating the KPI, then be sure the assessment aligns to the updated KPI. As is, we will need to change the Time 2 - 4 assessments anyways because we are using them now to assess KPI 5.</p> <p>Type: Knowledge and Skill</p> <p>Program Objective #1</p>	<p><u>TIME 1:</u> CE 638 Multicultural Counseling <i>Cultural Interview Assignment</i> *Assignment needs to better assess KPI CE 639 - Sexuality Questionnaire & Role-Play assignment would be a good fit</p>	Tevera Rubric Assessment Report
	<p><u>TIME 2:</u></p>	
LIFESPAN DEVELOPMENT (CACREP 2.F.3.a-i)		
<p><u>KPI #3:</u> SBU counseling students will apply theoretical frameworks of lifespan development to formulate comprehensive case conceptualizations for diverse clients and P-12 students including implications for counseling interventions.</p> <p>Type: Knowledge and Skill</p> <p>Program Objective #1</p>	<p><u>TIME 1:</u> CE 511 Advanced Human Growth and Development <i>Developmental Case Conceptualization</i></p>	Tevera Rubric Assessment Report
	<p><u>TIME 2:</u> School - CE 620B Internship 2 in School Counseling? <i>Video & Case Conceptualization and Presentation (Clinical Skills Rubric?)</i></p> <p>CMHC - CE 625B Internship 2 in CMHC <i>Case Conceptualization & Treatment Plan</i></p>	Tevera Rubric Assessment Report
CAREER DEVELOPMENT (input 2024 standards)		

<u>KPI #4:</u> SBU counseling students will be able to demonstrate how work and/or education intersect with systemic influences to impact well-being. Type: Knowledge and Skill Program Objective #2	<u>TIME 1:</u> CE 570 Career Counseling <i>Career Program Proposal Presentation</i>	Tevera Rubric Assessment Report
	<u>TIME 2:</u> <u>CE 625A - ?</u> <u>Case Presentation (add instructions and be sure to assess KPI)</u> <u>CE620A - Demah</u> <u>Add extra section to address KPI to case presentation.</u>	Tevera Rubric Assessment Report
COUNSELING PRACTICE AND RELATIONSHIPS <input type="checkbox"/> (input 2024 standards)		
<u>KPI #5:</u> SBU counseling students will be able to form a therapeutic working alliance with clients and P-12 students and utilize culturally sustaining counseling practices. Type: Knowledge and Skill Program Objective #1 Identity - feminist and culturally sustaining practices (put in discussion)	<u>TIME 1:</u> CE 530 Theories and Techniques of Counseling <i>Theory Skills Demonstration</i> <i>Ebony will change assignment to address updated KPI.</i>	Tevera Rubric Assessment Report
	<u>TIME 2:</u> CE 610 Practicum <i>Supervisor Clinical Evaluation</i>	Tevera Rubric Assessment Report CE 610 SC (Culturally Responsive Practice section - Criterion 39, 40, 41, & 42)
	<u>TIME 3:</u> School - CE 620A Internship I in School Counseling <i>Supervisor Clinical Evaluation</i> CMHC - CE 625A Internship I in CMHC <i>Supervisor Clinical Evaluation</i>	Tevera Rubric Assessment Report CE 620A SC (Culturally Responsive Practice section - Criterion 39, 40, 41, & 42) Tevera Rubric Assessment Report CE 625A CMHC (Culturally Responsive Practice section - Criterion 40, 41, 42, & 43)

	<u>TIME 4:</u> School - CE 620B Internship II in School Counseling <i>Supervisor Clinical Evaluation</i>	Tevera Rubric Assessment Report CE 620B SC (Culturally Responsive Practice section - Criterion 39, 40, 41, & 42)
	CMHC - CE 625B Internship II in CMHC <i>Supervisor Clinical Evaluation</i>	Tevera Rubric Assessment Report CE 625B CMHC (Culturally Responsive Practice section - Criterion 40, 41, 42, & 43)
GROUP COUNSELING AND GROUP WORK (input 2024 standards)		
<u>KPI #6:</u> SBU counseling students are able to synthesize an understanding of group work. Type: Knowledge Program Objective #2	<u>TIME 1:</u> CE 550 Group Counseling Maybe reflection paper after Residency group experience reflecting on the therapeutic factors of group If group hours do not move to Residency, use the reflection when they are a group facilitator.	Tevera Rubric Assessment Report
	<u>TIME 2:</u> School - CE 620A Internship I in School Counseling <i>Group Leadership Proposal</i> CMHC - CE 625A Internship I in CMHC <i>Group Leadership Proposal</i>	Tevera Rubric Assessment Report
ASSESSMENT AND DIAGNOSTIC PROCESSES (input 2024 standards)		
<u>KPI #7:</u> SBU counseling students are equipped to use assessments for culturally responsive diagnostic	<u>TIME 1:</u> CE 560 Psychological Testing and Assessment <i>Assessment Paper</i>	Tevera Rubric Assessment Report

and intervention decision-making. Type: Knowledge and Skill Program Objective #2	TIME 2: CE 540 Diagnosis of Psychopathology <i>Diagnostic Interview Assessment</i>	Tevera Rubric Assessment Report
RESEARCH AND PROGRAM EVALUATION (CACREP 2.F.8.a-j)		
KPI #8: SBU counseling students will consume and apply research as it pertains to their specialty. Type: Knowledge Program Objective #2	TIME 1: CE 500 Research Methods <i>Research Proposal</i> Per Chad, changing from a conference poster/presentation to an in-service presentation with an emphasis on application.	Tevera Rubric Assessment Report
	TIME 2: CE 639 Assignment 6.2 or related research and application assignment School – CE 620A Internship-I in School Counseling <i>Group Leadership Proposal</i> CMHC – CE 625A Internship-I in CMHC <i>Group Leadership Proposal</i>	Tevera Rubric Assessment Report
CLINICAL MENTAL HEALTH COUNSELING (input 2024 standards)		
KPI#9 - CMHC SBU clinical mental health counseling students will demonstrate the clinical skills necessary to promote client growth and wellness. Type: Knowledge and Skill Program Objective #1	TIME 1: CMHC - CE 510 Introduction to the Profession of Counseling <i>Rogers Assignment</i> Can change to skills demonstration and reflection to meet KPI	Tevera Rubric Assessment Report
	TIME 2: CMHC - CE 637 Management of CMHC Programs <i>Case Conceptualization and Treatment Plan</i>	Tevera Rubric Assessment Report
	TIME 3: CMHC – CE 625A Internship-I in CMHC <i>Reflective Growth Experience Video</i>	Tevera Rubric Assessment Report
SCHOOL COUNSELING		

(input 2024 standards)		
<u>KPI #10 - School</u> SBU counseling students will demonstrate an understanding of the multiple roles school counselors have as leaders, advocates, and system change agents in P-12 schools. Type: Knowledge and Skill Program Objective #1	<u>TIME 1:</u> CE 628 Foundations of School Counseling <i>Lesson Plan (how to better meet the KPI)</i> CE 650 School Counseling and Special Education <i>Classification Resource Manual</i> Do we choose one of the above assignments or use both as Time 1 and Time 2?	Tevera Rubric Assessment Report
	<u>TIME 2:</u> CE 632 Child and Adolescent Counseling <i>Advocacy Assignment</i>	Tevera Rubric Assessment Report
	PROFESSIONAL DISPOSITIONS (input 2024 standards)	
<u>KPI #11:</u> SBU counseling students will demonstrate appropriate dispositions as a professional counselor. Program Objective #3 Type: Dispositions 1. Cultural responsiveness. Ability to engage with, respond to, and interact respectfully with different cultures. Demonstrates cultural humility, compassion, curiosity, and comfort with differences. 2. Interpersonal abilities. Interacts with peers and faculty with collegiality and respect. Demonstrates professionalism, navigates conflict, demonstrates appropriate ‘netiquette’, conflict resolution skills, and avoidance of third rail issues.	<u>TIME 1:</u> Admissions <i>Reviewer Rating Form</i>	Slate Rating Forms
	<u>TIME 2:</u> 18-credit hour completion <i>Disposition Rubric Ratings in Tevera</i>	Tevera Rubric Assessment Report
	<u>TIME 3:</u> 36-credit hour completion <i>Disposition Rubric Ratings in Tevera</i>	Tevera Rubric Assessment Report

<p>3. Self-awareness. Knowing strengths and areas of growth, being able to reflect, seeks appropriate supervision, pausing before reacting and speaking.</p> <p>4. Emotional maturity. Applying feedback in a meaningful way, ability to regulate emotions and hold space in session. Addresses countertransference appropriately. Demonstrates social-emotional management, especially when working with clients and students.</p> <p>5. Openness/tolerance for ambiguity. Able to tolerate distress, including trials and tribulations of graduate study, and demonstrate personal and professional growth over time as a counselor in training.</p> <p>Flexibility and ability to adapt.</p>		
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