

St. Bonaventure University

School of Education, Counselor Education Program



2023-2024

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 (CACREP 4.D).



MSED in Clinical Mental Health and School Counseling Programs

School of Education

St. Bonaventure University

2023-2024 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 2023-2024 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
Summer 2023	47	30	23
Fall 2023	51	37	27
Spring 2024	70	44	35
Total AY 23-24	168	111	85

Applicant Data MSED in School Counseling

Semester	Number of Applications	Number Accepted	Number Matriculated
Summer 2023	32	22	17
Fall 2023	37	23	21
Spring 2024	42	22	20
Total AY 23-24	111	67	58

Applicant Demographic Data MSED in Clinical Mental Health Counseling for AY 2023-2024

	Number of Applications	Number Accepted	Number Matriculated

Gender	Female - 124 Male - 40 Unidentified - 4	Female - 80 Male - 28 Unidentified - 3	Female - 59 Male - 24 Unidentified - 2
Race/Ethnicity	American Indian or Alaska Native - 3 Asian - 6 Black or African American - 10 Hispanic - 16 Two or more - 4 White - 121 Unknown - 8	American Indian or Alaska Native - 1 Asian - 6 Black or African American - 5 Hispanic - 8 Two or more - 4 White - 85 Unknown - 2	American Indian or Alaska Native - 1 Asian - 3 Black or African American - 4 Hispanic - 6 Two or more - 4 White - 65 Unknown - 2
Age (average)	34	32	32
Age (range)	21 to 68	21 to 68	21 to 68
UG GPA (average)	3.29	3.32	3.28

Applicant Demographic Data MSED in School Counseling for AY 2023-2024

	Number of Applications	Number Accepted	Number Matriculated
Gender	Female - 97 Male - 14	Female - 58 Male - 9	Female - 50 Male - 8
Race/Ethnicity	Asian - 3 Black or African American - 12 Hispanic - 9 Two or more - 1 White - 86	Asian - 1 Black or African American - 6 Hispanic - 7 Two or more - 0 White - 53	Asian - 1 Black or African American - 5 Hispanic - 6 Two or more - 0 White - 46
Age (average)	30	28	28
Age (range)	21 to 57	21 to 55	21 to 55
UG GPA (average)	3.31	3.42	3.44

Student Demographic Data MSED Clinical Mental Health Counseling

	Gender			Veteran/ Active Duty	International Student
	Male	Female	Total	Total	Total
MSED CMHC					
Hispanic/Latino	2	13	15	0	0
Black or African American	4	11	15	0	0
White	35	120	155	0	0
American Indian or Alaska Native	1	1	2	0	0
Asian	0	4	4	0	0

Two or more races	0	6	6	0	0
Unknown	0	4	4	0	0
Total	42	159	201	0	0

Student Demographic Data MSED School Counseling

MSED School Counseling	Gender			Veteran/ Active Duty	International Student
	Male	Female	Total	Total	Total
Hispanic/Latino	3	10	13	0	0
Black or African American	3	5	8	0	0
White	13	75	88	0	0
American Indian or Alaska Native	0	1	1	0	0
Asian	0	1	1	0	0
Two or more races	0	0	0	0	0
Unknown	0	0	0	0	0
Total	19	92	111	0	0

Graduate Data MSED in Clinical Mental Health Counseling

	Number of Graduates	Gender	Race/Ethnicity	Age (average)
Summer 2023	42	Female - 37 Male - 5	Asian - 2 Black or African American - 3 Hispanic - 3 Two or more races - 2 White - 32	35
Fall 2023	12	Female - 9 Male - 3	Black or African American - 2 White - 10	32
Spring 2024	18	Female - 13 Male - 5	American Indian or Alaska Native - 1 Black or African America - 1 Hispanic - 3 Two or more races - 1 White - 12	34
Total AY 23-24	72	Female - 59 Male - 13	American Indian or Alaska Native - 1 Asian - 2 Black or African American - 6 Hispanic - 6 Two or more races - 3 White - 54	34

Graduate Data MSED in School Counseling

	Number of Graduates	Gender	Race/Ethnicity	Age (average)
Summer 2023	15	Female - 12 Male - 3	Black or African American - 2 Hispanic - 3 Two or more races - 2 White - 8	35
Fall 2023	7	Female - 5 Male - 2	Hispanic - 1 White - 5 Unknown - 1	32
Spring 2024	18	Female - 14 Male - 4	American Indian or Alaska Native - 1 Black or African America - 2 Hispanic - 1 White - 14	28
Total AY 23-24	40	Female - 31 Male - 9	American Indian or Alaska Native - 1 Black or African American - 4 Hispanic - 5 Two or more races - 2 White - 27 Unknown - 1	32

Aggregate Student Assessment Data

KPIs #1-10: Knowledge & Skills

Refer to Appendix A for the 2023-2024 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

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 with the exception of writing in some areas noted below. Additionally, they scored an average of an 89% or above on all KPI-related quizzes. Students seem to excel clinically in building strong therapeutic relationships and being culturally responsive as reported by their site supervisors on their evaluations. However, counseling skills is an area of growth, i.e., beginning counseling skills and therapeutic skills, early in the program whenever students take CE 530 as scored by their instructors. Upon discussion of the data, faculty also believe students struggle to synthesize literature in their writing, and this is supported with the data from several classes where 15-44% of students scored Developing in the Writing section. In School Counseling, one area for growth is ethical decision-making. We will continue to monitor this KPI to see if this is a pattern over time and make changes accordingly.

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 - 49% Writing - 49%	EDMM - 43% Writing - 43%	EDMM - 7% Writing - 6%	EDMM - 1% Writing - 2%
		SC - CE 629	Consultation - 97% EDMM - 42% Reflection - 79% Writing - 79%	Consultation - 0% EDMM - 17% Reflection - 7% Writing - 14%	Consultation - 3% EDMM - 31% Reflection - 14% Writing - 0%	Consultation - 0% EDMM - 10% Reflection - 0% Writing - 0%
	2	CE 639	Content - 100% Writing - 100%	Content - 0% Writing - 0%	Content - 0% Writing - 0%	Content - 0% Writing - 0%
#2	3	CE 610	Case Presentation - 66% Thought Bubble - 69% Application of EDMC - 70% Writing - 67% Summary - 71%	Case Presentation - 28% Thought Bubble - 31% Application of EDMC - 25% Writing - 28% Summary - 28%	Case Presentation - 6% Thought Bubble - 0% Application of EDMC - 5% Writing - 4% Summary - 1%	Case Presentation - 0% Thought Bubble - 0% Application of EDMC - 0% Writing - 1% Summary - 0%
		1	CE 638	Identifying Different Aspects - 8% Learning Through Synthesis - 51% Writing - 45%	Identifying Different Aspects - 87% Learning Through Synthesis - 39% Writing - 50%	Identifying Different Aspects - 2% Learning Through Synthesis - 10% Writing - 4%
	2	CE 610	Cultural Humility - 52% Cultural Opportunities - 52% Cultural Comfort - 46% Social Justice Adv. - 39%	Cultural Humility - 47% Cultural Opportunities - 47% Cultural Comfort - 50% Social Justice Adv. - 52%	Cultural Humility - 1% Cultural Opportunities - 1% Cultural Comfort - 4% Social Justice Adv. - 9%	Cultural Humility - 0% Cultural Opportunities - 0% Cultural Comfort - 0% Social Justice Adv. - 0%
#3	3	CMHC - CE 625A	Cultural Humility - 62% Cultural Opportunities - 57% Cultural Comfort - 54% Social Justice Adv. - 53%	Cultural Humility - 36% Cultural Opportunities - 38% Cultural Comfort - 41% Social Justice Adv. - 44%	Cultural Humility - 2% Cultural Opportunities - 5% Cultural Comfort - 5% Social Justice Adv. - 3%	Cultural Humility - 0% Cultural Opportunities - 0% Cultural Comfort - 0% Social Justice Adv. - 0%
		SC - CE 620A	Cultural Humility - 53% Cultural Opportunities - 48% Cultural Comfort - 53%	Cultural Humility - 45% Cultural Opportunities - 43% Cultural Comfort - 45%	Cultural Humility - 2% Cultural Opportunities - 9% Cultural Comfort - 2%	Cultural Humility - 0% Cultural Opportunities - 0% Cultural Comfort - 0%

			Social Justice Adv. - 45%	Social Justice Adv. - 52%	Social Justice Adv. - 3%	Social Justice Adv. - 0%
	4	CMHC - CE 625B	Cultural Humility – 76% Cultural Opportunities – 71% Cultural Comfort – 71% Social Justice Adv. - 66%	Cultural Humility – 23% Cultural Opportunities – 28% Cultural Comfort – 28% Social Justice Adv. - 28%	Cultural Humility – 1% Cultural Opportunities – 1% Cultural Comfort – 1% Social Justice Adv. - 6%	Cultural Humility – 0% Cultural Opportunities – 0% Cultural Comfort – 0% Social Justice Adv. - 0%
		SC - CE 620B	Cultural Humility – 82% Cultural Opportunities – 71% Cultural Comfort – 82% Social Justice Adv. - 82%	Cultural Humility – 18% Cultural Opportunities – 29% Cultural Comfort – 18% Social Justice Adv. - 18%	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%
#3	1	CE 511	Content - 50% Literature - 55% Prognosis & Recs - 70% Writing - 80%	Content - 20% Literature - 35% Prognosis & Recs - 25% Writing - 20%	Content - 25% Literature - 10% Prognosis & Recs - 5% Writing - 0%	Content - 5% Literature - 0% Prognosis & Recs - 0% Writing - 0%
	2	CE 656	No data available	No data available	No data available	No data available
	3	CMHC - CE 625B	Writing - 64% Presenting Problem - 73% MSE - 73% Dev. History - 73% Social History - 64% Cult. History - 64% Health History - 36% Resources - 82% DSM 5 - 82% Clinical Formulation - 82% Treatment – 82%	Writing - 36% Presenting Problem - 27% MSE - 27% Dev. History - 27% Social History - 36% Cult. History - 36% Health History - 64% Resources - 18% DSM 5 - 18% Clinical Formulation - 18% Treatment - 18%	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 - 0% Treatment - 0%	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 - 0% Treatment - 0%
		SC - CE 620B	Human Growth & Dev. - 97% Case Concept. - 100%	Human Growth & Dev. - 3% Case Concept. - 0%	Human Growth & Dev. - 0% Case Concept. - 0%	Human Growth & Dev. - 0% Case Concept. - 0%
#4	1	CE 510	Comparison Chart - 84% Comparison Sum. - 49% Writing - 11%	Comparison Chart - 16% Comparison Sum. - 47% Writing - 49%	Comparison Chart - 0% Comparison Sum. - 4% Writing - 40%	Comparison Chart - 0% Comparison Sum. - 0% Writing - 0%
	2	CE 570	Target Population - 73% Program Elements - 73% Funding, Recruit, Eval. - 73% Presentation - 62% Writing - 73%	Target Population - 23% Program Elements - 23% Funding, Recruit, Eval. - 23% Presentation - 23% Writing - 23%	Target Population - 4% Program Elements - 4% Funding, Recruit, Eval. - 4% Presentation - 15% Writing - 4%	Target Population - 0% Program Elements - 0% Funding, Recruit, Eval. - 0% Presentation - 0% Writing - 0%
#5	1	CE 530	Beginning Skills - 12% Therapeutic Skills - 55% Transcription - 91%	Beginning Skills - 58% Therapeutic Skills - 24% Transcription - 3%	Beginning Skills - 30% Therapeutic Skills - 21% Transcription - 6%	Beginning Skills - 0% Therapeutic Skills - 0% Transcription - 0%
	2	CE 634	Verbal Skills – 0% Nonverbal Skills – 0% Therapeutic Relationship – 0% Theoretical Process - 0% Writing - 0%	Verbal Skills – 100% Nonverbal Skills – 100% Therapeutic Relationship – 100% Theoretical Process - 100% Writing - 100%	Verbal Skills – 0% Nonverbal Skills – 0% Therapeutic Relationship – 0% Theoretical Process - 0% Writing - 0%	Verbal Skills – 0% Nonverbal Skills – 0% Therapeutic Relationship – 0% Theoretical Process - 0% Writing - 0%

	3	CMHC - CE 649	Family Assess. - 51% Theory & Treatment - 39% Writing - 49%	Family Assess. - 33% Theory & Treatment - 46% Writing - 36%	Family Assess. - 16% Theory & Treatment - 15% Writing - 15%	Family Assess. - 0% Theory & Treatment - 0% Writing - 0%
		SC - CE 632	No data available	No data available	No data available	No data available
	4	CMHC - CE 610	Therapeutic Relat. - 64% Theoretical Interv. - 41%	Therapeutic Relat. - 31% Theoretical Interv. - 57%	Therapeutic Relat. - 5% Theoretical Interv. - 2%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
		SC - CE 610	Therapeutic Relat. - 73% Theoretical Interv. - 45%	Therapeutic Relat. - 24% Theoretical Interv. - 51%	Therapeutic Relat. - 2% Theoretical Interv. - 4%	Therapeutic Relat. - 1% Theoretical Interv. - 0%
	5	CMHC - CE 625A	Therapeutic Relat. - 73% Theoretical Interv. - 45%	Therapeutic Relat. - 24% Theoretical Interv. - 51%	Therapeutic Relat. - 2% Theoretical Interv. - 4%	Therapeutic Relat. - 1% Theoretical Interv. - 0%
		SC - CE 620A	Therapeutic Relat. - 64% Theoretical Interv. - 41%	Therapeutic Relat. - 31% Theoretical Interv. - 57%	Therapeutic Relat. - 5% Theoretical Interv. - 2%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
	6	CMHC - CE 625B	Therapeutic Relat. - 83% Theoretical Interv. - 56%	Therapeutic Relat. - 16% Theoretical Interv. - 41%	Therapeutic Relat. - 1% Theoretical Interv. - 3%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
		SC - CE 620B	Therapeutic Relat. - 87% Theoretical Interv. - 76%	Therapeutic Relat. - 13% Theoretical Interv. - 24%	Therapeutic Relat. - 0% Theoretical Interv. - 0%	Therapeutic Relat. - 0% Theoretical Interv. - 0%
#6	1	CE 550	Quiz 1: 89.6% Quiz 2: 89.8% Quiz 3: 92.1% Quiz 4: 91.4%			
	2	CMHC - CE 625A	Content & Analysis - 30% Literature - 50% Writing - 25%	Content & Analysis - 60% Literature - 30% Writing - 60%	Content & Analysis - 10% Literature - 15% Writing - 10%	Content & Analysis - 0% Literature - 5% Writing - 5%
		SC - CE 620A	Content & Analysis - 70% Literature - 45% Writing - 65%	Content & Analysis - 30% Literature - 55% Writing - 35%	Content & Analysis - 0% Literature - 0% Writing - 0%	Content & Analysis - 0% Literature - 0% Writing - 0%
#7	1	CE 560	Lit Review - 88% Initial Assess. - 75% Instrument Selection - 69% Summary - 88% Writing - 50%	Lit Review - 12% Initial Assess. - 19% Instrument Selection - 25% Summary - 6% Writing - 6%	Lit Review - 0% Initial Assess. - 6% Instrument Selection - 6% Summary - 6% Writing - 44%	Lit Review - 0% Initial Assess. - 0% Instrument Selection - 0% Summary - 0% Writing - 0%
	2	CE 540	No data available	No data available	No data available	No data available
#8	1	CE 500	Guide Descript. - 78% Rationale - 56% Learning Obj. - 45% Abstract - 67% Structure - 89% Presenter Bio - 89% Diversity Statement - 78% Writing - 56%	Guide Descript. - 11% Rationale - 11% Learning Obj. - 22% Abstract - 22% Structure - 0% Presenter Bio - 0% Diversity Statement - 0% Writing - 22%	Guide Descript. - 0% Rationale - 22% Learning Obj. - 22% Abstract - 0% Structure - 0% Presenter Bio - 0% Diversity Statement - 11% Writing - 11%	Guide Descript. - 11% Rationale - 11% Learning Obj. - 11% Abstract - 11% Structure - 11% Presenter Bio - 11% Diversity Statement - 11% Writing - 11%
	2	CMHC - CE 625A	Literature - 50%	Literature - 30%	Literature - 15%	Literature - 5%
		SC - CE 620A	Literature - 45%	Literature - 55%	Literature - 0%	Literature - 0%
#9 CMHC	1	CE 510	Transcription - 22% Reflection - 67%	Transcription - 45% Reflection - 22%	Transcription - 33% Reflection - 11%	Transcription - 0% Reflection - 0%

			Writing - 0%	Writing - 89%	Writing - 11%	Writing - 0%
	2	CE 637	No data available	No data available	No data available	No data available
	3	CE 625A	Video Recording – 45%	Video Recording – 55%	Video Recording – 0%	Video Recording – 0%
#10 SC	1	CE 628	Lesson Plan - 8% Data Collect. - 23% Reflection Paper - 11% Writing - 31%	Lesson Plan - 81% Data Collect. - 69% Reflection Paper - 81% Writing - 69%	Lesson Plan - 11% Data Collect. - 8% Reflection Paper - 8% Writing - 0%	Lesson Plan - 0% Data Collect. - 0% Reflection Paper - 0% Writing - 0%
	2	CE 650	Introduction - 44% Required Components - 44% Structure & Org - 44% Writing - 22%	Introduction - 56% Required Components - 56% Structure & Org - 45% Writing - 78%	Introduction - 0% Required Components - 0% Structure & Org - 11% 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 2023-2024 reporting period. The majority of students met or exceeded the identified dispositions needed to be a successful counselor. This KPI was added to our program evaluation plan in 2023, so we do not currently have any data for 36-credits rating yet. Our first available data will be at the end of the Summer 2024 semester.

	Cultural Responsiveness	Interpersonal Abilities	Self-Awareness	Emotional Maturity	Openness/Tolerance for Ambiguity
Admissions					
Summer 2023	Exceeds - 3% Meets - 79% Developing - 18% Inadequate - 0%	Exceeds - 8.5% Meets - 77% Developing - 14.5% Inadequate - 0%	Exceeds - 5.5% Meets - 83.5% Developing - 11% Inadequate - 6%	Exceeds - 5.5% Meets - 82.5% Developing - 12% Inadequate - 0%	Exceeds - 5.5% Meets - 77.5% Developing - 17% Inadequate - 0%
Fall 2023	Exceeds - 7% Meets - 69% Developing - 22% Inadequate - 2%	Exceeds - 8% Meets - 69% Developing - 23% Inadequate - 0%	Exceeds - 11% Meets - 65% Developing - 24% Inadequate - 0%	Exceeds - 2% Meets - 76% Developing - 22% Inadequate - 0%	Exceeds - 2% Meets - 75% Developing - 21% Inadequate - 2%

18-Credit Gate					
Summer 2023 (Fall 2022 cohort)	Exceeds - 0% Meets - 100% Developing - 0% Inadequate - 0%	Exceeds - 0% Meets - 97% Developing - 3% Inadequate - 0%	Exceeds - 0% Meets - 79% Developing - 18% Inadequate - 3%	Exceeds - 0% Meets - 73% Developing - 24% Inadequate - 3%	Exceeds - 0% Meets - 73% Developing - 24% Inadequate - 3%
Fall 2023 (Spring 2023 cohort)	Exceeds - 0% Meets - 100% Developing - 0% Inadequate - 0%	Exceeds - 0% Meets - 92% Developing - 8% Inadequate - 0%	Exceeds - 0% Meets - 90% Developing - 10% Inadequate - 0%	Exceeds - 0% Meets - 85% Developing - 15% Inadequate - 0%	Exceeds - 0% Meets - 90% Developing - 10% 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: 8% Therapeutic Relationship: 8% Self-Awareness: 6%	Intermediate Skills: 33% Therapeutic Relationship: 67% Self-Awareness: 77%	Intermediate Skills: 59% Therapeutic Relationship: 25% Self-Awareness: 17%	Intermediate Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
2	CE 610 CMHC	Intermediate Skills: 25% Therapeutic Relationship: 29% Self-Awareness: 21%	Intermediate Skills: 73% Therapeutic Relationship: 69% Self-Awareness: 77%	Intermediate Skills: 2% Therapeutic Relationship: 2% Self-Awareness: 2%	Intermediate Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
1	CE 610 SC	Intermediate Skills: 3% Therapeutic Relationship: 24% Self-Awareness: 22%	Intermediate Skills: 59% Therapeutic Relationship: 65% Self-Awareness: 78%	Intermediate Skills: 38% Therapeutic Relationship: 11% Self-Awareness: 0%	Intermediate Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
2	CE 610 SC	Intermediate Skills: 13% Therapeutic Relationship: 27% Self-Awareness: 21%	Intermediate Skills: 84% Therapeutic Relationship: 73% Self-Awareness: 76%	Intermediate Skills: 3% Therapeutic Relationship: 0% Self-Awareness: 3%	Intermediate Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
1	CE 625 A	Adv. Skills: 12% Therapeutic Relationship: 32% Self-Awareness: 30%	Adv. Skills: 77% Therapeutic Relationship: 64% Self-Awareness: 67%	Adv. Skills: 11% Therapeutic Relationship: 4% Self-Awareness: 3%	Adv. Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
2	CE 625 A	Adv. Skills: 35% Therapeutic Relationship: 59% Self-Awareness: 49%	Adv. Skills: 60% Therapeutic Relationship: 38% Self-Awareness: 50%	Adv. Skills: 5% Therapeutic Relationship: 3% Self-Awareness: 1%	Adv. Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
1	CE 625 B	Adv. Skills: 27% Therapeutic Relationship: 24% Self-Awareness: 10%	Adv. Skills: 73% Therapeutic Relationship: 76% Self-Awareness: 90%	Adv. Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%	Adv. Skills: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
2	CE 625 B	Adv. Skills: 45% Therapeutic	Adv. Skills: 55% Therapeutic	Adv. Skills: 0% Therapeutic	Adv. Skills: 0% Therapeutic

		Relationship: 74% Self-Awareness: 74%	Relationship: 26% Self-Awareness: 26%	Relationship: 0% Self-Awareness: 0%	Relationship: 0% Self-Awareness: 0%
1	CE 620 A & B	Adv. Skills: 38% Theoretical: 31% Therapeutic Relationship: 54% Self-Awareness: 62%	Adv. Skills: 54% Theoretical: 65% Therapeutic Relationship: 35% Self-Awareness: 38%	Adv. Skills: 8% Theoretical: 4% Therapeutic Relationship: 11% Self-Awareness: 0%	Adv. Skills: 0% Theoretical: 0% Therapeutic Relationship: 0% Self-Awareness: 0%
2	CE 620 A & B	Adv. Skills: 26% Theoretical: 64% Therapeutic Relationship: 71% Self-Awareness: 94%	Adv. Skills: 61% Theoretical: 23% Therapeutic Relationship: 19% Self-Awareness: 6%	Adv. Skills: 13% Theoretical: 13% Therapeutic Relationship: 10 % 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	Disposition: 61% Student Prep: 55% Maturity: 68% Stud. Profession.: 71% Tech Skills: 61% Org. Skills: 48% Writing: 35% Counseling: 42% Communication: 68% Training Expec. 29% Eval. Procedures: 29% Comm. w/ Fac.: 48% Handbook: 39%	Disposition: % Student Prep: % Maturity: % Stud. Profession.: % Tech Skills: % Org. Skills: % Writing: % Counseling: % Communication: % Training Expec. % Eval. Procedures: % Comm. w/ Fac.: % Handbook: %	Disposition: 0% Student Prep: 0% Maturity: 0% Stud. Profession.: 0% Tech Skills: 0% Org. Skills: 0% Writing: 0% Counseling: 0% Communication: 3% Training Expec. 0% Eval. Procedures: 0% Comm. w/ Fac.: 3% Handbook: 0%
CE 610	Rate compared to all students supervised: Top 5%: 48% Top 10%: 36% 50-90%: 13% Below 50%: 3%		
CE 625A	Disposition: 61% Student Prep: 56% Maturity: 72% Stud. Profession.: 72% Tech Skills: 62% Org. Skills: 61% Writing: 33% Counseling: 50% Communication: 61% Training Expec. 28%	Disposition: 39% Student Prep: 44% Maturity: 28 % Stud. Profession.: 28% Tech Skills: 33% Org. Skills: 39% Writing: 67% Counseling: 50% Communication: 39% Training Expec. 72%	Disposition: 0% Student Prep: 0% Maturity: 0% Stud. Profession.: 0% Tech Skills: 0% Org. Skills: 0% Writing: 0% Counseling: 0% Communication: 0% Training Expec. 0%

	Eval. Procedures: 33% Comm. w/ Fac.: 33% Handbook: 33%	Eval. Procedures: 67% Comm. w/ Fac.: 67% Handbook: 67%	Eval. Procedures: 0% Comm. w/ Fac.: 0% Handbook: 0%
CE 625A	Rate compared to all students supervised: Top 5%: 61% Top 10%: 22% 50-90%: 17% Below 50%: 0%		
CE 625B	Disposition: 33% Student Prep: 33% Maturity: 42% Stud. Profession.: 67% Tech Skills: 42% Org. Skills: 33% Writing: 33% Counseling: 50% Communication: 42% Training Expec. 25% Eval. Procedures: 8% Comm. w/ Fac.: 17% Handbook: 8%	Disposition: 67% Student Prep: 67% Maturity: 58% Stud. Profession.: 33% Tech Skills: 58% Org. Skills: 67% Writing: 67% Counseling: 50% Communication: 58% Training Expec. 75% Eval. Procedures: 92% Comm. w/ Fac.: 83% Handbook: 92%	Disposition: 0% Student Prep: 0% Maturity: 0% Stud. Profession.: 0% Tech Skills: 0% Org. Skills: 0% Writing: 0% Counseling: 0% Communication: 0% Training Expec. 0% Eval. Procedures: 0% Comm. w/ Fac.: 0% Handbook: 0%
CE 625B	Rate compared to all students supervised: Top 5%: 25% Top 10%: 42% 50-90%: 33% Below 50%: 0%		
CE 620A	Disposition: 74% Student Prep: 74% Maturity: 78% Stud. Profession.: 78% Tech Skills: 74% Org. Skills: 78% Writing: 43% Counseling: 65% Communication: 70% Training Expec. 26% Eval. Procedures: 22% Comm. w/ Fac.: 30% Handbook: 18%	Disposition: 22% Student Prep: 26% Maturity: 18% Stud. Profession.: 22% Tech Skills: 26% Org. Skills: 22% Writing: 57% Counseling: 31% Communication: 30% Training Expec. 74% Eval. Procedures: 69% Comm. w/ Fac.: 70% Handbook: 78%	Disposition: 4% Student Prep: 0% Maturity: 4% Stud. Profession.: 0% Tech Skills: 0% Org. Skills: 0% Writing: 0% Counseling: 4% Communication: 0% Training Expec. 0% Eval. Procedures: 9% Comm. w/ Fac.: 0% Handbook: 4%
CE 620A	Rate compared to all students supervised: Top 5%: 48% Top 10%: 43% 50-90%: 9% Below 50%: 0%		
CE 620B	Disposition: 71% Student Prep: 57% Maturity: 57% Stud. Profession.: 71% Tech Skills: 57% Org. Skills: 57% Writing: 43% Counseling: 43% Communication: 86% Training Expec. 14% Eval. Procedures: 14% Comm. w/ Fac.: 14% Handbook: 14%	Disposition: 29% Student Prep: 43% Maturity: 43% Stud. Profession.: 29% Tech Skills: 43% Org. Skills: 43% Writing: 57% Counseling: 57% Communication: 14% Training Expec. 72% Eval. Procedures: 86% Comm. w/ Fac.: 86% Handbook: 72%	Disposition: 0% Student Prep: 0% Maturity: 0% Stud. Profession.: 0% Tech Skills: 0% Org. Skills: 0% Writing: 0% Counseling: 0% Communication: 0% Training Expec. 14% Eval. Procedures: 0% Comm. w/ Fac.: 0% Handbook: 14%
CE 620B	Rate compared to all students supervised: Top 5%: 57% Top 10%: 43% 50-90%: 0%		

	Below 50%: 0%
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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
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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 2022-2023 AY.

Graduation Rates

2022 - 2023: 69 MSED in CMHC program graduates

2022 - 2023: 49 MSED in School Counseling program graduates

Completion Rates

The completion rate formula used is the number of students who graduated within six years out of the number of students enrolled that year. The data below would be the completion rates from the 2016-2017 cohort. It is worth noting that this cohort was on campus, and we are now a solely online program.

MSED in CMHC completion rate: 53%

MSED in School Counseling completion rate: 73%

Licensing Rates

In 2022-2023, 100% of the MSED in CMHC students who completed the survey reported passing their respective state's clinical licensure exam.

In 2022-2023, 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 2022-2023, 100% of the MSED in CMHC students who completed the survey reported being employed.

In 2022-2023, 100% of the MSED in School Counseling students who completed the survey reported being employed.

Other Data

Student Course Evaluations of All Faculty (Core and Non-Core)

Below are the aggregate data of faculty course evaluations for Summer 2023 and Fall 2023. There were 102 classes surveyed and 999 respondents out of 1621 enrolled students, resulting in a response rate of 62%. The results of Spring 2024 data were not available at the time of this report.

Course evaluations are scored on a 5-point Likert scale using the following rating scales:

^a1 = Strongly disagree

^b1 = Never

2 = Disagree

2 = Rarely

3 = Neutral

3 = Half time

4 = Agree

4 = Usually

5 = Strongly Agree

5 = Always

Overall, our faculty are strong instructors with averages of 4.5 or above on all course evaluation indicators and excel exceptionally in being experts in their content, stimulating interest, encouraging questions, being available to students, and ensuring students learn.

Question Text	N	Average out of 5.0
Student learned in course ^a	999	4.7
Would recommend course to others ^a	999	4.6
Syllabus was informative guide ^a	999	4.5
Assigned readings ^b	999	4.5
Exams reflected covered material ^a	999	4.6
Online technology was helpful ^b	999	4.6
Moodle page used effectively ^a	999	4.6
Would recommend instructor to others ^a	999	4.6
Instructor had command of material ^a	999	4.8
Instructor stimulated interest ^a	999	4.7
Instructor ensured understanding of material ^a	999	4.6
Instructor encouraged student questions ^a	999	4.8
Graded feedback was useful ^a	999	4.6
Instructor available outside class ^b	999	4.8

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. First, they wished for a clearer identity reflected in our mission and vision statements to help guide the discussion of our data, as well as KPIs and program objectives. This led to changes in the program objective language and we are hoping to revisit the mission and vision statements at the start of the 2024-2025 school-year.

Upon reviewing the applicant and admission data, we discussed our partnership with Keypath. Keypath is responsible for recruiting applicants to our program so we questioned to what extent we have influence over who we recruit through our partnership? Additionally, if we seek to further diversify our applicant pool, we need to ensure we have the institutional supports in place, such as writing, tutoring, counseling, etc., to support **all** students.

Upon reviewing the KPI data related to the core curriculum areas, we recognized that our students progress throughout their clinical experiences from Practicum through Internship 2 according to their supervisors' evaluations. It is important to note particularly for school

counseling that they often have different supervisors because they are required to get K-12 experience. This means that growth is observed across different raters on their evaluations.

We also observed that some students struggled with writing and synthesizing literature and there is a need for more institutional support when it comes to writing resources for graduate students. Additionally, we concluded that KPI #3 is not addressed adequately in the course assignments associated with it. We believed the KPI was addressing two different phenomena so we adjusted the KPI and omitted one assignment to assess it.

We observed students struggle with case conceptualization, so a writing assignment about theoretically-informed client conceptualization was added to the Theory Skills Demonstration in CE 530 and Moodle content was added in CE 625A to address case conceptualization.

From reviewing the data, we also concluded that video assignments are very meaningful and allow us to better assess certain KPIs and skills, but because our class sizes are high, sometimes between 20 to 25, it is difficult to review the videos and offer meaningful feedback.

After reviewing KPI #8, there were differing opinions about whether the assignment in CE 500 adequately addresses the KPI. Some faculty believed it was scaffolded in a developmentally appropriate way that allowed for meaningful feedback and changes; whereas, other faculty believed the material was not applicable to the daily lives of adult learners. We will continue to monitor performance on this assignment to determine to what extent it accurately measures this KPI.

After reviewing the KPI data related to dispositions, we noticed the majority of our students either met or exceeded expected dispositional standards; however, we have not been able to track students over time get at the 18-credit gate and 36-credit gate. In the future, we hope to observe dispositional ratings over time for students to assess progress.

After reviewing the clinical skills aggregate data, we noticed there were different rubrics for clinical mental health and school, so we will ensure those rubric categories align but are tailored to each program.

Upon reviewing site supervisors' evaluations of students, the vast majority of students are meeting or exceeding expectations in all core areas. We triangulate this data with the faculty instructor's rating on clinical skills to ensure interrater reliability, but we concluded there needs to be additional support for training site supervisors on how to evaluate students. Strengths of the program according to site supervisors include student preparedness, a rigorous curriculum and high standards, strong communication between the program and supervisors, online accessibility and flexibility, and efficient systems and processes for tracking hours, evaluations, and documentation. Areas for growth include curriculum enhancement and practical application, differentiation between programs (School versus CMHC), and more assistance in finding suitable practicum and internship placements.

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 will be updating our late policy to be more accommodating.

Upon reviewing student course evaluation data, faculty concluded we are strong instructors with averages exceeding averages in almost all indicators of SBU faculty as a whole. We concluded each course lead should be intentional in gathering data from instructors teaching their courses to ensure we are making meaningful changes driven by data to our class content, assignments, etc.

Upon review of our vital statistics, we noticed we have low completion rates; however, the way the completion rate is calculated means the data from 2022-2023 pertains to students from the on-campus program. The online program began in Fall 2017, and our completion rate is from students admitted in 2016-2017 school year.

In summary, faculty concluded that from reviewing the data, they wish to focus on prioritizing the refining of our program identity and how that is reflected in the students we attract and admit to the program, as well as faculty we attract, hire, and retain. Faculty also concluded they want to continue to foster our strength of producing culturally sensitive students by modeling cultural sensitivity as faculty. Additionally, we want to continue to uphold our strong preparation standards, expectations, and rigor, while being an accessible and affordable program. Areas we want to continue to cultivate include building students’ clinical skills and staying on the cutting edge of advancements in the counseling field. Examples include integrating AI into the curriculum, as well as emerging theories, approaches, and concepts, such as neuroscience, play therapy, human sexuality, and telehealth.

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.

Data Point Reviewed <i>(Whenever two data points are combined below, it is because the data analysis revealed similar themes for both data points resulting in the changes summarized).</i>	Summary of Modifications and Changes
KPIs	Upon reviewing the KPIs, faculty concluded they would like the language to be more specific to SBU and to better reflect the school

	counseling program. This resulted in starting each KPI with “SBU counseling students...” and ensuring “P-12 students” is included each time clients is mentioned in a KPI.
KPI #3	Upon reviewing KPI data, faculty concluded that KPI #3 contained two different phenomena and the courses in which this KPI were assessed were measuring two different things. This resulted in changing the KPI to “SBU counseling students will apply theoretical frameworks of human growth and development to formulate comprehensive case conceptualizations for diverse clients or P-12 students including implications for counseling interventions” and omitting Time 2 from the Program Evaluation Plan.
KPI #5	Upon reviewing KPI data for KPI #5, faculty concluded students need more assistance developing their clinical skills early in the program and they continue to struggle with case conceptualization. Resulting changes included updating CE 530 to complete a video demonstration of a counselor-client session, analyzing the transcript and providing improved responses, and a writing assignment related to case conceptualization.
Clinical Skills	Upon reviewing the clinical skills data, faculty observed different rubric categories for school and clinical mental health counseling skills tapes. School counseling included “theoretical process” tailored to school specific ways of integrating theory but CMHC did not. Faculty concluded we needed to add the integration of theory into the Video Case Presentation rubric in CE 625A and to reconsider the wording in CE 625A/B and CE 620A/B to ensure it is developmentally appropriate.
Site Supervisor Evaluations	Upon reviewing the data, faculty observed that site supervisors wished students had increased training in advanced theoretical applications, such as DBT, trauma-informed practices, and pharmacology, we all as additional emphasis on the application of theories and techniques. Faculty brainstormed ideas, such as having workshops and updating curriculum, to expand instruction beyond traditional theories. There was a suggestion that the next refresh of CE 530 change Week 7 to include contemporary directions of theories.
Graduate Student Surveys	Upon reviewing the graduate student satisfaction surveys, alumni reported wishing the program was better accommodating of working students and parents. Faculty concluded we need to change our late work policy to be more accommodating, so we are changing it from a zero-tolerance late work to a reduction of points for each day it is late, and no work will be accepted past 5 days.
Graduate Student Surveys	Upon reviewing data, faculty observed alumni requested additional preparation for post-graduation certification and licensure support. Faculty concluded we need to implement some sort of module or

	video to include in each Internship course reviewing the process for applying for certification or licensure once they graduate.
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Section 4: Other Changes

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

One major change impacting the MSED in School Counseling program is that the New York State Education Department implemented a certification exam to become initially certified as a school counselor. All of our students who graduated from the MSED in School Counseling program beginning in Spring 2024 will have to take the exam. We are beginning to look at ways to better equip them for the exam, including adjusting our comprehensive exam.

Our accreditation expires in October 2024, so we submitted our CACREP self-study in Summer 2023, Addendum in Spring 2024, and had our site visit in late April 2024. We plan to submit our institutional response, so an accreditation decision can be made at the July 2024 board meeting.

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

Henry, H. L. (2023-2024). *The power of choice: Comparing asynchronous and synchronous instruction in counselor education*. Awarded Keenan Grant, St. Bonaventure University. [\$2350.00]

Voss, S., Schrems, T., Luke, C., Abkowitz, P., & Dombek, D. (2024). *Writers group - Focus on rural experience*. Awarded CRC Annual Intra-School Funding Initiative Grant, St. Bonaventure University School of Education. [\$1850.00]

International, National, State, and Local Presentations

Invited Presentations

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.

Smith, N. (June, 2023) *Do We Really Need That? Minimalist Teaching, Online Instruction, & Neurodiverse Learning*. Keynote Address for 2023 Chancellor's Conference on Academic Technology. Texas A&M University, College Station, TX.

Refereed Presentations

- Henry, H. L.** (2023, October.) *ProfessionalizM: Professional considerations for Gen Z and beyond*. Association for Counselor Education and Supervision Conference, Denver, CO.
- Henry, H. L.** (October, 2023.) *The power of choice: Comparing asynchronous and synchronous instruction in counselor education*. Association for Counselor Education and Supervision Conference, Denver, CO.
- Henry, H. L.** (2023, June). *Fat bodies as immoral: The intersection of religious trauma and fatness*. Association for Spiritual, Ethical, and Religious Values in Counseling. Stetson University, DeLand, FL.
- Hindman, M.** (November, 2023). *Empower children through the ACT Limit Setting: A play therapy approach*. 1-hour live hybrid/virtual presentation at the 2023 Association for Creativity in Counseling Conference.
- Luke, C.** (2023, October). *What CEs Need to Know about Integrating Neuroscience into Teaching and Supervision*. Biennial meeting of the Association for Counselor Education and Supervision, Denver, CO.
- Moro, R., Smith, N., Mason, N., Luedke, A., & Scherer, R.** (October, 2023) *I've Noticed and I'm Concerned: Monitoring Professional Dispositions in a Large Online Counselor Education Program*. Association for Counselor Education & Supervision, Denver, CO.
- 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.
- Smith, N.** (November, 2023) *Kids & Queens: The Queer Culture Wars & Ethical Implications for Counselors*. 2023 Professional Growth Conference: Texas Counseling Association, Houston, TX.
- Smith, N. & Smedley, D.** (October 2023). *I'm Open To It: Queering Intimate & Sexual Partnerships*. Society for Affectional, Intersexed, and Gender Expansive Issues in Counseling Virtual Conference. Virtual.
- Smith, N. & Smedley, D.** (October, 2023). *Watching Them Walk the Tightrope: Anti-LGBTQIA Youth Legislation Counseling Supervision & Ethics*. Association for Counselor Education & Supervision, Denver, CO.
- Smith, N.** (2024, January). *I'm Open to It: Queering Intimate & Sexual Relationships*. Seattle University. Seattle, WA.

Other

Payne, D. (2023). Presented and led a processing group for the Black Initiative Group (BIG) at SAS Institute on the death of Tyre Nichols.

Publications

Peer-Reviewed Articles

Branco, S., **Mason, N., Scherer, R. G., Henry, H. L., & Moro, R.** (2024, in press). Building a virtual residency: One program's journey. *Journal of Technology in Counselor Education and Supervision*.

Chaney, M., and **Mason, W. N.** (2024). Queering recovery: A proposed model for LGBTQ+-affirmative relapse prevention. *Journal of Addictions and Offender Counseling*, 45(1), 98-110. <https://doi.org/10.1002/jaoc.12128>

Henry, H. L. (2024, in press). An affirmative approach to counseling fat women: Recommendations for counselors. *Journal of the Pennsylvania Counseling Association*.

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>

Luke, C. & Schimmel, C. J. (2023) Using neuroscience-informed group work with children and adolescents affected by the pandemic. *Journal for Specialists in Group Work*, 48(1), 20-31. <https://doi.org/10.1080/01933922.2022.2158972>

Mason, W. N., Haskins, N., & Warraich, L.W. (2024, in press). Can you relate to me: A new approach for intersectional resilience of LGB African American clients. *Journal of LGBT Issues in Counseling*.

Smith, N. L. & Lertora, I. (2023). Percy's story: Using *bildungsroman* as a narrative method on internalized homophobia of queer counselors as youth. *Journal of Creativity in Mental Health*, 19(2), 196-209. <https://doi.org/10.1080/15401383.2023.2239698>

Books

Luke, C. (2024). *Substance Use and Misuse: A Helper's Guide to Neuroscience-Based Treatment*. Cognella.

Smith, N. (2024). *Queering connection: Narratives of healing in relational cultural therapy with queer and transgender clients*. Cognella.

Book Chapters

Beeson, E. T., Field, T. A., **Luke, C.**, Miller, R., & Jones, L. K. (2024). Leveraging the neuroeducation process to enhance outcomes. In T. A. Field, L. K. Jones, & L. Russell-Chapin, *Neuroscience-informed counseling: Brain-based clinical approaches* (2nd ed.). American Counseling Association.

- Beeson, E. T., & **Luke, C.** (2023). Neuroscience-informed counseling: Another lens to view the human experience. In R. Fulmer (Ed.). *Counseling and psychotherapy: Theory and beyond* (pp. 254-310). Cognella.
- 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.
- Hindman, M. L. & Perryman, K. L.** (2023). Gestalt applications in schools. In Corey, G. (2023). *Theory and Practice of Counseling and Psychotherapy* (11th ed.). Cengage Learning.
- Luke, C.** (2024, in press). Neuroscience, neurobiology, and medical foundations of addiction. In C. Sheperis and D. Sheperis, *Foundations of counseling for substance use disorders, behavioral addictions, and process addictions: Principles and applied practice*. Cognella.
- Luke, C.** (2024). Lifespan development. In M. M. Gibbons and C. Barrio-Minton, *Case Studies in Counselor Education*. Cognella.
- Luke, C.** Diambra, J., & Schimmel, C. J. (2024). Emerging Neuroscience-Informed Modalities: Group Counseling. In T. A. Field, L. K. Jones, & L. Russell-Chapin, *Neuroscience-informed counseling: Brain-based clinical approaches* (2nd ed.). American Counseling Association.
- Luke, C.** (2024). Emerging Neuroscience-Informed Modalities: Career Counseling. In T. A. Field, L. K. Jones, & L. Russell-Chapin, *Neuroscience-informed counseling: Brain-based clinical approaches* (2nd ed.). American Counseling Association.
- Mason, W. N.** (2024). “Sashaying away from heterosexism”: Emerging images of power for queer clients. In N. Smith (Ed.), *Queering connections*. Cognella.

Newsletters

Payne, D. (2023). Contributed to Work/Life Mental Health Series newsletter for SAS Institute employees that focused on ACT (Acceptance and Commitment Therapy).

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
- Committee Member, NARACES Research Grants Committee

- CACREP Liaison, Department of Counselor Education, St. Bonaventure University
- Vice Chair, 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
- 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

Luedke, A.

- NARACES Secretary (Start July 2023)
- Elected President of NARACES in Spring 2024 and will officially begin term July 1 as President Elect
- Chair, Graduate Council
- Chair, SOE Professional Development Funds Committee

Luke, C.

- Faculty Senate; St. Bonaventure University
- Student Disposition Committee Coordinator

Mason, N.

- Chi Sigma Iota Phi Rho Chapter Faculty Advisor
- Graduate Council School of Education Representative
- *Journal of LGBTQ Issues in Counseling* Reviewer

Payne, D.

- Worked with local barbershop owner and North Carolina Central University professor to development curriculum that focused on providing barbers with first aid mental skills.
- Volunteered during Thanksgiving and Christmas holiday with food and gift distribution for less fortunate families.
- Assisted elementary school students with reading activities to improve literacy rates.

Smith, N.

- Conference Planning Committee Member, Society for Sexual, Affectional, Intersex, & Gender Expansive Issues in Counseling (SAIGE)
- Communication & Technology Chair; Texas Association of Counselor Education and Supervision;
- Consulting Editor, *Journal of Queer and Trans Studies in Education*, (2023-present)
- Faculty Senate; St. Bonaventure University

Appendix A

St. Bonaventure University

School of Education, Counselor Education Program



2022-2023

CACREP Annual Program Evaluation Plan Report

MSED Clinical Mental Health Counseling

MSED School Counseling

School of Education, Counseling Program Evaluation CACREP 2016 Section 4

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:

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

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; CACREP 4.A, B.1., F, G)

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.

Program Performance Metrics (CACREP 4.A, B)

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
- Site Supervisor Evaluations of the Program
- Site Supervisor Evaluations of the Student
- 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

Vital Statistics (CACREP 4.E)

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 (CACREP 4.A, B, C, D, E)

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 in collaboration with the Program Director 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	Site 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 data	Tevera	Spring	A&A Coordinator	Tevera reports	Reviewed in annual Spring Assessment workshop
	Site Supervisor Evaluations of Student	Tevera	Summer, Fall, Spring		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 Evaluations of Sites and Supervisors	Tevera	Summer, Fall, Spring at end of each P&I cohort	A&A Coordinator and P&I Coordinator	Tevera reports of SBU-CE-1012	Reviewed in annual Spring Assessment workshop
	Student Topic Surveys	Qualtrics	As needed	TBD	Qualtrics reports	Reviewed in annual Spring Assessment workshop when applicable
	Student Course Evaluations	SmartEvals	Summer, Fall, & Spring	Program Director	SmartEvals 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
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**Assessment of Student Learning Outcomes Plan
(CACREP 4.A, B, F, G, 2.F, 2.5-C, 2.5-F)**

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 (CACREP 2.F.1.a-m)		
<p><u>KPI 1:</u> 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><u>TIME 1:</u> CMHC - CE 636 Ethical and Legal Issues in CMHC <i>Ethical Decision-Making Assignment</i></p> <p>School - CE 629 Ethical & Legal Issues in School Counseling</p>	Tevera Rubric Assessment Report

Program Objective #3	<i>Ethical-Decision Making Assignment</i>	
	TIME 2: CE 639 Human Sexuality Issues in Counseling <i>Ethical Discussion Board on Conversion Therapy</i>	Tevera Rubric Assessment Report
	TIME 3: CE 610 Practicum <i>Ethics Case Conceptualization</i>	Tevera Rubric Assessment Report
SOCIAL AND CULTURAL DIVERSITY (CACREP 2.F.2.a-h)		
KPI 2: Students will practice from a culturally responsive approach. Type: Knowledge and Skill Program Objective #1	TIME 1: CE 638 Multicultural Counseling <i>Cultural Interview Assignment</i>	Tevera Rubric Assessment Report
	TIME 2: CE 610 Practicum <i>Supervisor Clinical Evaluation</i>	Tevera Rubric Assessment Report CE 610 SC (Culturally Responsive Practice section - Criterion 39, 40, 41, & 42)
		Tevera Rubric Assessment Report CE 610 CMHC (Culturally Responsive Practice section - Criterion 40, 41, 42, & 43)
	TIME 3: School - CE 620A Internship I in School Counseling <i>Supervisor Clinical Evaluation</i>	Tevera Rubric Assessment Report CE 620A SC (Culturally Responsive Practice section - Criterion 39, 40, 41, & 42)
	CMHC - CE 625A Internship I in CMHC <i>Supervisor Clinical Evaluation</i>	Tevera Rubric Assessment Report CE 625A CMHC (Culturally Responsive Practice section - Criterion 40, 41, 42, & 43)

	<p><u>TIME 4:</u> School - CE 620B Internship II in School Counseling <i>Supervisor Clinical Evaluation</i></p>	<p>Tevera Rubric Assessment Report CE 620B SC (Culturally Responsive Practice section - Criterion 39, 40, 41, & 42)</p>
	<p>CMHC - CE 625B Internship II in CMHC <i>Supervisor Clinical Evaluation</i></p>	<p>Tevera Rubric Assessment Report CE 625B CMHC (Culturally Responsive Practice section - Criterion 40, 41, 42, & 43)</p>
HUMAN GROWTH AND DEVELOPMENT (CACREP 2.F.3.a-i)		
<p><u>KPI #3:</u> Students will conceptualize clients from a combination of models that emphasize wellness across the lifespan.</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>	<p>Tevera Rubric Assessment Report</p>
	<p><u>TIME 2:</u> CE 656 Introduction to Play Therapy <i>Demonstration Play Video and Reflection</i></p>	<p>Tevera Rubric Assessment Report</p>
	<p><u>TIME 3:</u> School - CE 620B Internship I in School Counseling <i>Video & Case Conceptualization and Presentation (Clinical Skills Rubric)</i></p> <p>CMHC - CE 625B Internship I in CMHC <i>Case Conceptualization & Treatment Plan</i></p>	<p>Tevera Rubric Assessment Report</p>
CAREER DEVELOPMENT (CACREP 2.F.4.a-j)		
<p><u>KPI #4:</u> Students will be able to articulate the role of work and how it</p>	<p><u>TIME 1:</u> CE 510 Introduction to the Profession of Counseling <i>Interview Assignment</i></p>	<p>Tevera Rubric Assessment Report</p>

<p>impacts key domains of clients' and students' lives or well-being.</p> <p>Type: Knowledge</p> <p>Program Objective #2</p>	<p>TIME 2: CE 570 Career Counseling <i>Career Program Proposal Presentation</i></p>	<p>Tevera Rubric Assessment Report</p>
<p>COUNSELING AND HELPING RELATIONSHIPS (CACREP 2.F.5.a-n)</p>		
<p>KPI #5: Students will be able to form a therapeutic working alliance with clients and work intentionally from a theoretically informed lens.</p> <p>Type: Knowledge and Skill</p> <p>Program Objective #1</p>	<p>TIME 1: CE 530 Theories and Techniques of Counseling <i>Theory Skills Demonstration</i></p>	<p>Tevera Rubric Assessment Report</p>
	<p>TIME 2: CE 634 Interventions in School and CMH Counseling <i>Intervention & Theory Demonstration</i></p>	<p>Tevera Rubric Assessment Report</p>
	<p>TIME 3: School - CE 632 Child and Adolescent Counseling <i>School-Based Training for Establishing and Maintaining the Therapeutic Working Alliance with Children and Adolescents</i></p> <p>CMHC - CE 649 Family and Couples Counseling <i>Couple or Family Assessment Poster</i></p>	<p>Tevera Rubric Assessment Report</p>
	<p>TIME 4: CE 610 Practicum <i>Supervisor Clinical Evaluation</i></p>	<p>Tevera Rubric Assessment Report (Fosters Strong Therapeutic Relationship - Criterion 10; Integration of Theoretically Appropriate Interventions - Criterion 12)</p>

	<p><u>TIME 5:</u> School - CE 620A Internship I in School Counseling <i>Supervisor Clinical Evaluation</i></p> <p>CMHC - CE 625A Internship I in CMHC <i>Supervisor Clinical Evaluation</i></p>	<p>Tevera Rubric Assessment Report (Fosters Strong Therapeutic Relationship - Criterion 10; Integration of Theoretically Appropriate Interventions - Criterion 12)</p>
	<p><u>TIME 6:</u> School - CE 620B Internship II in School Counseling <i>Supervisor Clinical Evaluation</i></p> <p>CMHC - CE 625B Internship II in CMHC <i>Supervisor Clinical Evaluation</i></p>	<p>Tevera Rubric Assessment Report (Fosters Strong Therapeutic Relationship - Criterion 10; Integration of Theoretically Appropriate Interventions - Criterion 12)</p>
GROUP COUNSELING AND GROUP WORK (CACREP 2.F.6.a-h)		
<p><u>KPI #6:</u> Students are able to synthesize an understanding of group work.</p> <p>Type: Knowledge</p> <p>Program Objective #2</p>	<p><u>TIME 1:</u> CE 550 Group Counseling <i>Weekly Quizzes</i></p>	<p>Tevera Rubric Assessment Report</p>
	<p><u>TIME 2:</u> School - CE 620A Internship I in School Counseling <i>Group Leadership Proposal</i></p> <p>CMHC - CE 625A Internship I in CMHC <i>Group Leadership Proposal</i></p>	<p>Tevera Rubric Assessment Report</p>
ASSESSMENT AND TESTING (CACREP 2.F.7.a-m)		
<p><u>KPI #7:</u> Students are able to communicate with clients and other stakeholders about the entire assessment process.</p>	<p><u>TIME 1:</u> CE 560 Psychological Testing and Assessment <i>Assessment Paper</i></p>	<p>Tevera Rubric Assessment Report</p>

<p>Type: Knowledge and Skill</p> <p>Program Objective #2</p>	<p>TIME 2: CE 540 Diagnosis of Psychopathology <i>Diagnostic Interview Assessment</i></p>	<p>Tevera Rubric Assessment Report</p>
<p>RESEARCH AND PROGRAM EVALUATION (CACREP 2.F.8.a-j)</p>		
<p>KPI #8: Students will demonstrate knowledge of how to consume, engage in, and apply research as it pertains to their specialty.</p>	<p>TIME 1: CE 500 Research Methods <i>Research Proposal</i></p>	<p>Tevera Rubric Assessment Report</p>
<p>Type: Knowledge</p> <p>Program Objective #2</p>	<p>TIME 2: School - CE 620A Internship I in School Counseling <i>Group Leadership Proposal</i></p> <p>CMHC - CE 625A Internship I in CMHC <i>Group Leadership Proposal</i></p>	<p>Tevera Rubric Assessment Report (Literature criteria)</p>
<p>CLINICAL MENTAL HEALTH COUNSELING (CACREP 5-C)</p>		
<p>KPI#9 - CMHC Students will demonstrate an identity as reflective clinical mental health counselors that are committed to client growth and wellness in a variety of settings.</p>	<p>TIME 1: CMHC - CE 510 Introduction to the Profession of Counseling <i>Rogers Assignment</i></p>	<p>Tevera Rubric Assessment Report</p>
<p>Type: Knowledge and Skill</p> <p>Program Objective #1</p>	<p>TIME 2: CMHC - CE 637 Management of CMHC Programs <i>Case Conceptualization and Treatment Plan</i></p>	<p>Tevera Rubric Assessment Report</p>
	<p>TIME 3: CMHC - CE 625A Internship I in CMHC <i>Reflective Growth Experience Video</i></p>	<p>Tevera Rubric Assessment Report</p>
<p>SCHOOL COUNSELING (CACREP 5-G)</p>		
<p>KPI #10 - School Students will demonstrate an understanding of the multiple roles school counselors have as leaders, advocates, and system change agents in P-12 schools and</p>	<p>TIME 1: School - CE 628 Foundations of School Counseling <i>Lesson Plan</i></p>	<p>Tevera Rubric Assessment Report</p>

<p>be able to evaluate components of a comprehensive school counseling program.</p> <p>Type: Knowledge and Skill</p> <p>Program Objective #1</p>	<p>TIME 2: CE 650 School Counseling and Special Education <i>Classification Resource Manual</i></p>	<p>Tevera Rubric Assessment Report</p>
<p>PROFESSIONAL DISPOSITIONS (CACREP 4.G.)</p>		
<p>KPI #11: Students will demonstrate appropriate dispositions as a professional counselor.</p>	<p>TIME 1: Admissions <i>Reviewer Rating Form</i></p>	<p>Slate Rating Forms</p>
<p>Program Objective #3</p> <p>Type: Dispositions</p>	<p>TIME 2: 18-credit hour completion <i>Disposition Rubric Ratings in Tevera</i></p>	<p>Tevera Rubric Assessment Report</p>
<p>1. Cultural responsiveness. Ability to engage with, respond to, and interact respectfully with different cultures. Demonstrates cultural humility, compassion, curiosity, and comfort with differences.</p> <p>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.</p> <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>TIME 3: 36-credit hour completion <i>Disposition Rubric Ratings in Tevera</i></p>	<p>Tevera Rubric Assessment Report</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. Flexibility and ability to adapt.</p>		
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**Program Modifications (CACREP 4.C)
2022 - 2023**

Below you will find 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.

<p>Data Point Reviewed <i>(Whenever two data points are combined below, it is because the data analysis revealed similar themes for both data points resulting in the changes summarized).</i></p>	<p>Summary of Modifications and Changes</p>
<p>KPIs - Key Assessments</p>	<p>The faculty met during the 2023 Spring Assessment workshop to review the aggregate KPI data for key assessments. The following changes were made to KPIs and the rationale based on data review is provided:</p> <ul style="list-style-type: none"> • KPI 1: The faculty decided to add another data point from CE 639: Human Sexuality and to collect a broader range of data. Faculty thought that adding an assessment in Human Sexuality improved the ability to assess ethical decision-making as it relates to professional identity and diverse populations. • KPI 2: Faculty decided to drop 540: Diagnosis of Psychopathology as a data point because it failed to adequately capture what we were hoping to assess in this KPI, i.e., culturally responsive practice. Rather, faculty believe we should invest more time into training site supervisors on how to evaluate interns as a better representation of this KPI. • KPI 3: The faculty decided to add in another data point from CE 656: Play Therapy to help capture human growth as related to children and adolescents. In the other courses, CMHC students could choose to focus solely on adult clients, so adding a data point to CE 656 helps capture a more complete picture of wellness across the entire lifespan. • KPI 4: The faculty have decided to continue to monitor the issues around APA in CE 510. They questioned whether the scores related to APA are adequate reflections of the measurement of this KPI in this course. Faculty will also continue to monitor engagement in the career class and to the extent it is impacting assessment of this KPI. • KPI 7: Based on the review of data, the faculty decided to drop the data point from 642: Introduction to Crisis

	<p>Counseling/633: Special Topics in School Counseling due to it not being a good measure of the KPI.</p> <ul style="list-style-type: none"> • KPI 9: The faculty decided to refresh the course content of 637: Management of CMHC Programs and the key assignment for the Assessment Plan. The rationale for this stems from course evaluations and is discussed under that data point, but it also impacts a point of measure for this KPI. • KPI 10: The faculty have decided to move 628: Foundations of School Counseling up in the curricular sequencing for the School Counseling track. The rationale for this stems from alumni surveys and course evaluations and is discussed there, but it also impacts a point of measure for this KPI.
<p>Site Supervisor Surveys and Alumni Surveys</p>	<p>Based on the review of site supervisor and alumni surveys and in accordance with NYSED requirements, the SC Team met and made several changes to the school counseling curriculum. We've updated the MSED in School Counseling curriculum to better align with current issues and trends impacting school counselors today as requested by both alumni and site supervisors in their surveys. Additionally, alumni wished they had taken more classes devoted specifically to school counselors, including courses addressing emerging topics, ethical and legal issues, and building a comprehensive school counseling curriculum. Site supervisor surveys also revealed they wished our school counseling students were better trained to handle suicide assessment and intervention and building a comprehensive school counseling curriculum, with a specific focus of lesson planning and classroom guidance presentations. Based on this feedback, the SC Team made the following changes:</p> <ul style="list-style-type: none"> • Previously, our school counseling curriculum consisted of five school counseling specific courses (School Counseling Internship I, School Counseling Internship 2, School Counseling and Special Education, Program Management of School Counseling, and Seminar in School Counseling). We have now transitioned to offering seven specific school counseling courses (CE 620A School Counseling Internship I, CE 620B School Counseling Internship 2, CE 650 School Counseling and Special Education, CE 628 Foundations of School Counseling, CE 629 Ethical and Legal Issues in School Counseling, CE 632 Child and Adolescent Counseling, and CE 633 Special Topics in School Counseling) to offer more specific curriculum to address the unique needs, roles, and responsibilities of professional school counselors and the feedback received on the surveys. For example, the Special Topics in School Counseling course addresses violence prevention, suicide assessment

	<p>and intervention, and allows space for addressing current issues happening in schools today. The Foundations of School Counseling course focuses on the ASCA National Model, building a comprehensive school counseling curriculum, and creating a lesson plan for a group or whole class guidance presentation. We also included lesson plan assignments in both Internship I and II. We also created an Ethical and Legal Issues in School Counseling course that addresses contemporary ethical and legal issues in today's schools, such as supporting students who are pregnant, those who identify or are in the coming out process of their LGBTQIA+ identity, those at risk for suicide, and many other topics.</p> <ul style="list-style-type: none"> • CE 629 Ethical and Legal Issues in SC and CE 636 Ethical and Legal Issues in CMHC: School counseling alumni mentioned on their surveys they wished they would receive more school counseling specific content when it came to legal and ethical issues. When the online program initially started, there was only one ethics course. Additionally, during the CE Faculty meetings, faculty expressed concern with the ability of students to successfully apply this course to future certification and licensure applications and decided to separate the course by track and rename each course. <p>Alumni survey results also revealed school counseling students wished they took their school counseling courses earlier in the program rather than them occurring all towards the end of the program. Based on this feedback we made the following changes:</p> <ul style="list-style-type: none"> • We changed the course sequencing so our school counseling students take the CE 628 Foundations of School Counseling course as either their fourth or fifth course in the program. This helps them gain a better understanding of professional school counseling early in the program and ensure they are a good fit for the school counseling profession and vice versa. Additionally, they will take CE 629 Ethical and Legal Issues in School Counseling by the end of their fifth semester in the program.
<p>Course Evaluations and Student Topic Surveys</p>	<p>Faculty review course evaluation themes at the annual Spring workshop and their individual team meetings (i.e., CMHC Team and SC Team). Additionally, whenever a topic emerges where student input is needed, the faculty surveys students. The faculty surveyed students regarding Residency and the courses they would like to see added to their course plan replacing the Residency courses. The following changes were made and the rationale based on data review is provided:</p> <ul style="list-style-type: none"> • CE 637 Management of CMHC Programs: One theme emerged in the CE 637 course evaluations across multiple

	<p>instructors. Students shared they felt the CE 637 topics, such as diagnosis, case conceptualization, and treatment planning were repetitive. The CMHC team met to discuss the course and decided there was a need for refreshing the course and updating the curriculum; however, faculty also agreed that while students noted the repetitive nature of the treatment planning content, they still struggled to complete treatment plans that meet expectations. Changes for this course will take place in the upcoming year.</p> <ul style="list-style-type: none">• CE 628 Foundations of School Counseling: A theme that emerged in this course is that despite students finding the course content valuable, they wished they received the material earlier in the program. Prior to this, students took school counseling specialty courses later in their course plans, within the last year of the program. The SC Team met, collaborated with the Program Director, and decided to change the course sequencing and move CE 628 within the first two (Summer & Fall cohorts) or three (Spring cohorts) semesters of the program. In other words, CE 628 is the fourth or fifth course they take in the program. Additionally, they will take CE 629 by the end of their fifth semester in the program.• Residency: Students reported on their course evaluations for the classes associated with Residency 1 and Residency 2, as well as the Residency Feedback Surveys, that they had difficulty sustaining their engagement during residency. They were also discontent with the required all day attendance and trying to balance competing demands while engaging virtually with presenters and classmates. They also did not think the topic of each Residency course (i.e., Residency I: Solution Focused Brief Therapy and Residency II: Grief Counseling) offered them content beyond what they covered in other courses and wished for more relevant topics. After three years of virtual residencies, the faculty, coupled with feedback from students about the difficulty of engagement, chose to discontinue the residency program and move to professional development opportunities throughout the academic year.• CE 639 & CE 656: Removing the residency requirement and two associated courses allowed the opportunity to create two new courses for all students. Faculty surveyed students soliciting ideas for courses they would like to see added in their course plans. Faculty reviewed the results and ultimately decided to add two 7-week content courses without a residency requirement, CE 639 Human Sexuality and CE 656 Play Therapy.
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Systematic Process for Retention, Remediation, and Dismissal (CACREP 4.H)

The counselor education has a systematic process in place in relation to retention, remediation, and dismissal outlined in the handbook. Students are consistently evaluated by program faculty in order to determine performance on individual assessment data points and overall performance within the program. If a student does not meet minimum expectations, then the faculty will follow the policy for student retention, remediation, and dismissal from the program.

From the CE program handbook, the program has an academic review and professional dispositions review. The academic review policy states: In cases whereby a student's academic performance does not meet the minimal standards (i.e., no grade lower than a "B" and minimum 3.0 GPA), students will be informed of their status in the program. Upon receiving a grade of "C" in a course, a student will be issued a letter of warning from the Program Director. A student who receives a second "C" or a lower grade will automatically be reviewed by core faculty for possible dismissal from the program.

The professional dispositions review policy reads in cases whereby a student has exhibited dispositions concerns, the Counselor Education Faculty will take the following steps. Please note that depending on the severity of the dispositions concern, step 1 may be skipped for a particularly egregious offense. If concerns continue students will be escalated to a Professional Development Plan. If the concerns arise during a clinical course the Practicum & Internship Coordinator will also be included in the meeting. All meetings will be recorded. Remediation/Professional Development Plan Information Remediation plans, or as they are referred to here, Professional Development Plans, are a universally accepted practice in Counselor Education Programs. Our ACA (American Counseling Association) Code of Ethics Standard F.6.b. focuses on Gatekeeping and Remediation. Specifically, the standard states "Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions." These plans are designed to help students work through dispositions concerns in a systematic way and with the support of Counselor Educators. Students who fail to successfully complete a remediation plan may be dismissed from the program.

Step 1: Note of Concern

When faculty/staff note a student concern related to class participation, late or missing assignments, missed live sessions (practicum and internship only), academic writing not at graduate level, lack of professionalism/respect to faculty or peers, professional disposition concerns as noted in the Student Handbook, ethical violations or concerns, practicum and internship concerns, persistent difficulties with technology, inability to demonstrate basic clinical concerns, and other concerns (specified) they will implement the following:

- Inform the student directly via email and with the NOC. Students can request or decline a zoom meeting which will be recorded to discuss concerns noted. If a student requests a meeting, recommendations will be discussed to alleviate and or address concerns
- Determine in the NOC how follow up will be monitored and when
- Forward signed (or indicate if student refused to sign) form to Student Disposition Committee and copy the student's advisor

Step 2: Formal Dispositions Meeting with Student

When a faculty member determines that a student's dispositional concerns have escalated to a Step 2, as evidenced by the concern continuing, a second NOC is completed. The NOC is forwarded to the Student Dispositions Committee (SDC) who will schedule a Zoom meeting to meet with the student to issue a Professional Development Plan (PDP). Meetings will occur once every two weeks at a preset time. The student is expected to make arrangements to attend the meeting. If they are unable to meet a PDP will still be issued. Once receiving the second notice, the student will have the option to decline a formal meeting and accept the SDC proposed PDP. The meeting will be recorded to the SDC's Zoom cloud for record-keeping purposes. The purpose of this meeting is to:

- Two members of the Student Disposition Committee and the student's advisor (if available) acting as support for the student will meet with the student. If there is a conflict of interest with the student's advisor (e.g., they are the referring instructor) or if they are unable to attend the meeting, then the student may request another faculty member to attend. The meeting will address with student the concerns with professional dispositions as noted on the NOC form (s).
- Provide additional feedback to student as needed.
- Review the required recommendations for the professional development plan and allow the student an opportunity to ask questions.
- Notify the student that they are required to review, sign, and submit their plan to their advisor by the submission deadline that they are given.
- Inform student of the deadline to complete the professional development plan and consequences of not successfully completing and submitting the plan to their advisor by the hard deadline that is given.
 - Student will be informed of the following clause from their remediation plan: All tasks must be completed and submitted to advisor by the established deadline _(insert date)____. Failure on the part of the student to complete and submit tasks may result in dismissal from the program. Any student that completes a professional development plan successfully but continues to exhibit dispositional or academic concerns thereafter may be dismissed from the program at the end of the term.
- Advise the student that they will receive a formal program status letter from the Program Director after the meeting as written notification of their current status in the program.

Written Notification – Program Status Letter

After completing the formal dispositions meeting, the SDC will draft and submit the program status letter to the Program Director for review. Once reviewed and approved, the Program Director will send the letter to the student and all appropriate parties including the faculty advisor, SDC, and registrar.

Compliance

When a professional development plan is completed successfully, the student will be informed by the SDC. The SDC will draft a new program status letter to inform the student of expectations post PDP and submit it to the Program Director for review. Once the letter is reviewed and approved, it will be sent to the student and 12 Updated 8/2022 all appropriate parties including the faculty advisor, SDC, and registrar. The following clause will be provided in the letter:

Based on faculty review, you have successfully completed your professional development plan. Please note if a student successfully completes a professional development plan but dispositional concerns persist, the student may receive dismissal from the program at the end of the term. As indicated in your plan, the completion of professional goals does not necessitate that the dispositional requirements for the profession have been displayed accordingly. It will take active effort on the part of the student to engage in reflective practice in demonstrating professional dispositions as they interact with faculty, staff, students, clients, and site supervisors.

Non-compliance

Once the student has received their professional development plan, any observed non-compliance will be addressed.

- If the student fails to submit their signed professional development plan to their advisor by the deadline, the advisor will inform the SDC. The SDC will follow up with the student via email and reiterate the use of hard deadlines and compliance to the SOC process.
- Failure on the part of the student to complete/submit tasks by the deadline may result in dismissal from the program.
- If a student successfully completes a professional development plan but dispositional and or academic concerns persist, the student may receive dismissal from the program at the end of the term.

Right to Appeal

Students reserve the right to file an official grievance pursuant to university criteria if they disagree with program decisions related to dismissal.

Evaluation of Faculty and Supervisors (CACREP 4. I, J, K)

Student evaluations of faculty are controlled and monitored by The Office of Institutional Research (IR) at St. Bonaventure University. IR uses the course evaluation platform, SmartEvals. Faculty receive an email with the student evaluation procedures outlined prior to students being notified that evaluations are open to complete. This email contains the procedures, the number and name of the course(s) being evaluated, and the number of student evaluations expected. All evaluations are conducted online, anonymously. Students are encouraged to complete their evaluations by IR and instructors. After evaluations close, reports are made available for individual courses, and instructors receive an email with instructions on how to access the reports.

At the end of every course, students have access to the course evaluation platform, SmartEvals, to evaluate faculty formally. Students are solicited through email and instructor communication to fill out course evaluations.

At the conclusion of practicum, internship 1, and internship 2, students are required to provide an evaluation of their site and site supervisor. This information is used to help determine if sites should remain or be removed from our placement options for future students.