

# Annual Program Report 2022-2023

The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor’s and master’s), modalities and locations.

Program/Department: Counseling

Department Chair: Daneen Deptula, report generated by Interim Program Chair Megan Krell

Department Assessment Committee Contact: Daneen Deptula

*This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2023.*

## Section I: Program Assessment (please complete this section for each program in your department)

Program: Graduate Counseling Program

### A. Program Learning Outcomes (PLOs) (Educational Objectives)

#### I. List of PLOs and the timeline for assessment

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Students will demonstrate effective counseling skills	Website: <a href="https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms">https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms</a>  and	Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship).	Spring 2022

		<a href="https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms">https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms</a>  Student Manual: <a href="https://www.fitchburgstate.edu/media/4177">https://www.fitchburgstate.edu/media/4177</a>		
2.	Students will engage in professional behavior	Website: <a href="https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms">https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms</a>  and  <a href="https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms">https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms</a>  Student Manual: <a href="https://www.fitchburgstate.edu/media/4177">https://www.fitchburgstate.edu/media/4177</a>	Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship).	Spring 2022
3.	Students will display caring for others	Website: <a href="https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms">https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms</a>  and	Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship).	Spring 2022

		<a href="https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms">https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms</a>  Student Manual: <a href="https://www.fitchburgstate.edu/media/4177">https://www.fitchburgstate.edu/media/4177</a>		
4.	Students will demonstrate effective written and oral communication skills	Website: <a href="https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms">https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms</a> and <a href="https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms">https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms</a>  Student Manual: <a href="https://www.fitchburgstate.edu/media/4177">https://www.fitchburgstate.edu/media/4177</a>	Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship).	Spring 2022

II. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
1	<p>Internship Evaluation (S) in COUN 9090.</p> <p>Practicum Evaluation (S) in COUN 9085.</p> <p>Clinical Skills Evaluation (S) in COUN 9090. Items 1-9.</p> <p>Disposition Assessment (S&amp;A) Items 3,4,10 in COUN 9090.</p>	<p>Data from COUN 9085 and 9090 were utilized for this report. This is the culminating field experience for the school counseling and clinical mental health counseling tracks.</p>	<p>All students in COUN 9085 and COUN 9090 classes between 2019-2022.</p>	<p>80% of students meeting criteria</p>	<p>COUN 9090 internship evaluation scores ranged from 92% meeting proficiency to 100% meeting proficiency. While the criteria for success was met, the lowest average item was “Able to utilize DSM 5 or similar diagnostic tool” and the highest average item was “Openness to growth and learning.”</p> <p>COUN 9085 practicum evaluation scores were 100% meeting proficiency.</p>

					<p>Clinical Skills Evaluation item scores ranged from 88%-100% meeting proficiency. While the criteria for success was met, the lowest score was "pacing."</p> <p>100% of students met the criteria for proficiency in counseling skills and attitudes on the disposition assessment.</p>
2	Disposition Assessment (A). Items 2, 3, 4, 9, and 10 in COUN 9090	Data from COUN 9085 and 9090 were utilized for this report. This is the culminating field experience for the school counseling and clinical mental health counseling tracks.	All students in COUN 9085 and COUN 9090 classes between 2019-2022.	80% of students meeting criteria	100% of students met the criteria for proficiency in professional behavior on the disposition assessment.
3	Disposition Assessment (S). Items 7-8 in COUN 9090.	Data from COUN 9085 and 9090 were utilized for this	All students in COUN 9085 and COUN 9090	80% of students meeting criteria	100% of students met the criteria for

		report. This is the culminating field experience for the school counseling and clinical mental health counseling tracks.	classes between 2019-2022.		proficiency in caring on the disposition assessment.
4	<p>Internship Evaluation (S/A) Items 29-33 in COUN 9090.</p> <p>Disposition Assessment (S). Item 1 in COUN 9090.</p>	Data from COUN 9085 and 9090 were utilized for this report. This is the culminating field experience for the school counseling and clinical mental health counseling tracks.	All students in COUN 9085 and COUN 9090 classes between 2019-2022.	80% of students meeting criteria	<p>Scores for this item ranged from 96% (able to communicate effectively with colleagues) -100% (all other items) proficiency.</p> <p>100% of students met the criteria for proficiency in effective oral and written communication skills on the disposition assessment.</p>

*You may use this comment box to provide any additional information, if applicable:*

The Counseling Five-Year Assessment plan calls for the 2022-2023 Assessment activities to focus on Stage 3 assessment, which is collected as part of COUN 9085: Practicum in School Counseling and COUN 9090: Internship in Mental Health Counseling. As such, we expect higher levels of proficiency compared to Stage 1 students (which was examined in 2021-2022) and the 80% standard may be appropriate for comparing across levels. Data between 2019-2022 were included.

Students in the school counseling and clinical mental health counseling track were included for the purposes of this analysis. Certificate students do not take COUN 9085 or COUN 9090, and as such were not included.

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

<b>Reflection Prompt</b>	<b>Narrative Response</b>
<p><b>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</b></p>	<p>Across the program, we use multiple sets of informants, including professors and external supervisors. Faculty complete disposition assessments and an assessment of a writing sample for the Stage 1 courses (COUN 7010 and 7030). As students progress in the program, external supervisors provide feedback during field experiences as well.</p> <p>For CMH students, we ask internship supervisors if they would hire our student. In 2022, 100% of supervisors said yes. Of the data submitted thus far for 2023, 100% of supervisors also said yes.</p> <p>Although we would like to examine the results of the licensure tests for the LMHC students, that information is not available to counseling preparation programs.</p>
<p><b>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</b></p>	<p>The chair, who is also the advisor of the program, is responsible for monitoring the assessment results of the Stage 1 and 2 reports to identify any students who need action or remediation. Any concerns are brought to the committee throughout the year. In addition, this year, based on the assessment plan, Stage 3 data were reviewed by the chair and interim chair. In the future, the plan is to have the full Graduate Counseling Programs Committee review the data prior to writing the assessment report.</p> <p>In addition, there is a separate analysis of the school counseling data for graduating students, which is reviewed as part of Education Unit meetings (attended by Drs. Deptula and Krell). Annual reports are written and submitted to the Ed Unit and focus on graduating students.</p>

<p><b>What changes have been made as a result of using the data/evidence? (close the loop)</b></p>	<p>No changes are planned at this time. However, we will continue to monitor our benchmark, as we have had previous feedback suggesting to strengthen it.</p>
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**B. Assessment Plan for Program/Department**

I. Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document).

See Attached

II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

Currently, the plan only reflects the MS program in counseling. Counseling also offers a certificate program (Special Issues in Mental Health Graduate Certificate). In the 2023-2024 year, the program will develop an assessment plan for the certificate program. Some courses within the certificate program already have embedded assessments for entry-level skills (e.g. COUN 7030) but there are no end-of-program assessments being administered.

The Department of Elementary and Secondary Education updated the School Counseling SMKs (subject matter knowledge competencies). As such, the School Counseling Practicum evaluation will need to be updated next year to match the new SMKs.

III. If you do not have a plan, would you like help in developing one? N/A

**C. Program Review Action Plan or External action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*



I. **Programs that fall under Program Review:**

i. Date of most recent Review:

ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

i.

Specific area where improvement is needed	Evidence to support the recommended change	Person Responsible for Implementing the Change	Timeline for Implementation	Resources Needed	Assessment Plan	Progress Made This Year
<u>#1 Assessment:</u> Strengthen Clinical Skills Rubric.	Program Review	Megan Krell will revise the rubric based on past observations.	2019-2020	None	Examination of assessment	The new draft has been being used for several years now. In 2022-2023, the rubric administration was altered from

		Multiple faculty will pilot-test new version.			results in the 2019-2020 year.	having the practicum/internship seminar complete the form based on a recording with a student/client, to instead having the site supervisor complete the form based on direct observation of a counseling session.
<u>#1 Assessment:</u> Automation.	Program review and External reviewer	Daneen Deptula will work with faculty to pilot-test using aspects of TK20 to collect data.	2019-2020	Assistance of assessment office	Will review pilot testing at end of 2020.	No further updates this year. Update from last year: Based on past work, TK20 was determined not to be a good fit. Although Google Forms continues to be successful with advising, using google forms was also determined not be a good fit after examining it this year. Instead, procedural changes were made in the processing of the data, which has resulted in more timely entry of data. Using a basic solution, such as EXCEL, was determined to be the best choice for now.
<u>#1 Assessment:</u> Development of measures of	External reviewer	Daneen Deptula will coordinate with faculty teaching	2020-2022	None	New assessment measures developed.	No further updates this year. Update from last year: Although this area was briefly discussed, the

missing CACREP competences.		those content areas to develop assessments.				current uncertainty about the viability of applying for CACREP resulted in putting a hold on this action item. This hold is still in place.
<u>#1 Assessment:</u> Development of formalized system of assessment reporting.	External reviewer	Daneen Deptula will work with the graduate faculty, and in response to the result of assessment data automation pilot.	2025	None	Yearly assessment reports.	No further updates this year. Update from last year: This is the third assessment report conducted by Counseling.
<u>#2 Increase student enrollment:</u> Marketing.	Program review and external reviewer	Daneen Deptula in combination with GCE staff, marketing department, and admissions.	All years	Admissions data, including diversity	Admissions reports/Class seats list.	We have been working with the SGOCE office to increase student enrollment. Dr. Krell is creating a videorecording with Amber Deschenes regarding internship Q&As for the website. Dr. Krell created a podcast with COUN 9085 students to showcase the field of school counseling and lessons learned from the school counseling practicum.  While the Clinical Mental Health Counseling enrollment is healthy,

						the School Counseling enrollment is low. This trend is consistent with other counselor preparation programs across the state. Dr. Krell is participating in an emergency state of the field meeting with DESE in June 2023.
<u>#2 Increase student enrollment:</u> Community partnerships through advisory board.	Program review	Daneen Deptula	Starting in 2019-2020 year	Funding for refreshments	Admissions reports	<p>The program has been in partnership discussions with Open Sky to explore paid internship opportunities and avenues for their employees to obtain their master's degree and LMHC.</p> <p>The program partnered with MOC, who received a grant to support multilingual and counselor-in-training of color with paid internships. One student completed the internship requirement with MOC in 2022-2023.</p>
#3 Increase faculty involvement. Form focus group for adjunct faculty to	Program review and external reviewer, particularly with	Daneen Deptula	Starting in 2020-2021 year	Funding for refreshments	Reports of number of participating	An all-counseling faculty meeting was held in Fall 2022 and Spring

discuss assessment and curriculum.	respect to involvement in assessment				faculty at focus groups.	2023. The all-counseling faculty meetings will continue next year.
<u>#3 Increase faculty involvement.</u> Invite more graduate faculty to join graduate committee	Program review	Daneen Deptula	2019-2021	None	Reports of number of participating faculty	Dr. Henry Culver and Ms. Lynn D'Agostino joined the Graduate Counseling Programs Committee this year.
<u>#3 Increase faculty involvement.</u> Increase full-time teaching at graduate level	Program review	Discussions between administration and Daneen Deptula	Across all years	Unknown	Reports of numbers of participating faculty	No further updates this year. Update from last year: At current time, no full-time faculty have been added. Progress on this goal is also questionable due to the uncertainties regarding seeking CACREP accreditation.
#4 Address CACREP accreditation issue	Program review and external report	Discussions between administration and Daneen Deptula. The external reviewer recommends	Across all years	Unknown	TBA	No further updates this year. Update from last year: As it appears that none of the current faculty would meet criteria for core faculty status, the chair will continue to monitor the situation with respect to upcoming changes in CACREP requirements as well as

		meeting once per semester.				the progression of MPCAC and APA towards accreditation of Master's level programs. MPCAC was awarded accreditation through CHEA on May 3, 2021 but it is currently unclear if this accreditation would provide any benefits to our students. The primary issue is transferability of licensure, and the landscape is being carefully monitored by the committee.
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iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program? \_\_\_\_\_Yes

**II. Programs with external Accreditation:**

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.
- iii. Date and nature of next review and type of review.

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
		The Department of Elementary and Secondary Education updated the SMKs

Completers have the Subject Matter Knowledge (SMK) to be effective in the licensure role.	None specified, but it is likely that exit survey data will be utilized.	this year; preparation programs have until April 2024 to implement the changes. While no changes need to be made to our program structure or content, the program made updates to seven course descriptions to more clearly align with the updated SMKs. These updates were approved by the university in April 2023.

## Section II - Departmental Outcomes

### A. Departmental Strategic Initiatives

<b>Accomplished Initiatives AY22-23</b> Add more rows as needed	<b>Corresponding Strategic Plan Goal &amp; Strategy</b> Goal # followed by Strategy # ex: 1.3	<b>Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</b>
<b>Developed learning outcomes for certificate program</b>		

<b>Planned Initiatives for AY 23-24</b> <small>Add more rows as needed</small>	<b>Associated Strategic Plan Goal &amp; Strategy</b> <small>Goal # followed by Strategy # ex: 1.3</small>	<b>Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</b>
<b>Develop assessment plans for certificate program</b>		
<b>Continue to explore accreditation options, including CACREP, MPCAC, APA</b>	<b>1.5, 5.1</b>	
<b>Continue to explore mechanisms to increase diversity of counseling students in the program</b>	<b>1.5; 2.4</b>	

**B. Departmental Accomplishments and Reflection:**

*Take this section to reflect on--*

1. *22-23 Accomplishments not captured above*
2. *Initiatives that you may be considering for 23-24 academic year that you did not already capture above*
3. *Any other thoughts or information that you would like to share*