**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department: *Counseling/Behavioral Sciences*

Program/Department Chair: *Christine Shane/Daneen Deptula*

Department Assessment Committee Contact: *Daneen Deptula*

*This document is to be kept in the department and an electronic file is due to the Director of Assessment by June 1, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| Building upon the foundation developed in the Spring 2020 semester, the counseling program continued to adapt to the challenges of the pandemic. Although not true for all classes, there was a shift for most courses to adopt a synchronous format of instruction, which appeared to work well considering the nature of the clinical skills being taught.One of the most significant challenges faced by the program (and students) in light of Covid was successfully placing students in practicum and internship experiences that could accommodate remote services. Although some student’s placements needed to be quickly changed, Dr. Krell did a wonderful job helping to secure placements and all students who decided to pursue an internship/practicum placement were able to progress in their education. All pre-practicum/internship experiences were also successful. The LMHC board continued to allow the use of telehealth services and granted extensions on hours. However, our students generally did not need these extensions and were able to complete all of their required field experience hours.Although the general sentiment of the counseling faculty is a desire to return to face-to-face instruction, there were a couple of areas in which the online format worked well and we may continue to utilize this approach. First, the program-wide group advising sessions appeared to be much better attended when students could attend remotely. As a result, we are considering either keeping the session online, or providing opportunities for students to attend in person as well as online. Individual advising sessions may also be held online as our students often commute long distances and this modality may be more convenient for them.A variety of online systems were utilized for forms/paperwork including google forms to collect advising information/pre-registration plans and google drive to manage internship paperwork. These systems may be kept in place in the future. Finally, although the internship supervisors did perceive a benefit to actually going to field sites, the convenience of being able to meet remotely was clear. This is an issue that we will continue to discuss as a program. |

1. **Program Learning Outcomes (PLOs) (Educational Objectives)**
2. **List of PLOs and the timeline for assessment.**

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| **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 | https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms | Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship). | Spring 2021 |
| **2.** | Students will engage in professional behavior | https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms | Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship). | Spring 2021 |
| **3.** | Students will display caring for others | https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms | Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship). | Spring 2021 |
| **4.** | Students will demonstrate effective written and oral communication skills | https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms | Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship). | Spring 2021 |

Note: In addition to publishing the learning objectives on the website, the program planned to publish the learning objectives in the student manual. A 2020 version of the student manual was not published, but the learning objectives have already been added to the 2021 draft of the student manual.

**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.

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| **PLO #** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st 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 | Internship/Practicum Evaluation (S)Disposition Assessment (A) | Internship data was utilized for this report. | All | 80% of students meeting criteria | For each item, between 80% and 100% of MH students were rated by internship supervisors and faculty as being competent/proficient. For each item, 100% of SC students were rated by internship supervisors and faculty as being competent/proficient. Students are successfully demonstrating this skill.  |
| 2 | Internship Evaluation (MH only) (S and A)Disposition Assessment (A) | Internship data was utilized for this report. | All | 80% of students meeting criteria | 100% MH and 100% SC students were rated by their supervisors as proficient in this area on each item measured across both measures. Students are successfully demonstrating this skill/attitude. |
| 3 | Disposition Assessment (A) | Internship data was utilized for this report. | All | 80% of students meeting criteria | For each item, 100% of MH and SC students were rated by their supervisors or faculty as being proficient in this area. Students are successfully demonstrating this skill/attitude. |
| 4 | Disposition Assessment (A),  | Internship data was utilized for this report. | All | 80% of students meeting criteria | For each item, MH students were rated by their faculty (100%) and field supervisors (> 90%) as being proficient in this area. For each item, 100% of SC students were rated by their supervisors or faculty as being proficient in this area. Students are successfully demonstrating this skill. |

 If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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| There were a few assessment documents which were returned by supervisors, as the process was made more complicated by covid, but the response rate was much better than Spring 2021. In addition, due to the complications of covid, and HIPPA requirements, not enough data was collected for the clinical skills rubric, which is based on the faculty member listening to a recorded session. Typically, the clinical skills rubric would be used to assess PLO 1. |

**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”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

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| **Reflection Prompt** | **Narrative Response** |
| **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)** | We use multiple sets of informants, including professors and external supervisors. Faculty complete disposition assessments for the Stage 1 courses (COUN 7010 and 7030) and for certain courses with role-play components (e.g., 8030). External supervisors provide feedback during field experiences.For CMH students, we ask internship supervisors if they would hire our student. In 2021, 100% of supervisors said yes. For School counseling students, in 2020 (the most recent data) 100% of field supervisors gave our students the highest rating on overall skill.Although we would like to examine the results of the licensure tests for the LMHC students, that information is not available to us. |
| **Who interprets the evidence?** **What is the process?****(e.g. annually by the curriculum committee)** | 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. As the bulk of the clinical mental health assessment data is finalized at the end of the Spring semester, and the report completed during May/Summer, the report will be presented to the committee at the start of the Fall semester. Last year’s report was presented at the start of the 2020 year to the committee.The school counseling data comes out later in the next year. The data is reviewed as part of Education Unit meetings (attended by Drs. Deptula and Krell) and presented to the counseling committee.  |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | Generally, the results of the assessment data at the internship/practicum level have been extremely positive, particularly from the outside supervisors. However, concerns were addressed this year based on feedback from the DOE visit (see section below about response to outside accreditation). These changes included changing the structure of COUN 7000 for Fall 2021 to meet once per week and restructuring the course to focus more strongly on ethical issues. In addition, the chair met with faculty across the school counseling program to discuss areas in which students requested more exposure (e.g., 504 plans) and faculty are planning to strengthen their coverage in this area. |

1. **Assessment Plan for Program/Department**
2. Insert the program or department Assessment Plan (sent in separate document)
3. 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. None.
4. If you do not have a plan, would you like help in developing one?

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Yes

1. **Program Review Action Plan or External Accreditation 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)*

* 1. **Programs that fall under Program Review: Clinical Mental Health**
		1. Date of most recent Review: 2018-2019
		2. 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.

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| **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** |
| #1 Assessment: Strengthen Clinical Skills Rubric. | Program Review | Megan Krell will revise the rubric based on past observations. Multiple faculty will pilot-test new version. | 2019-2020  | None | Examination of assessment results in the 2019-2020 year. | Megan Krell presented a draft of the revisions of the clinical skills rubric in 2019-2020 to the counseling faculty who, as a group, further refined it. It was administered in Spring 2020. This needs to be re-examined in Spring 2022 once we have the ability to get the data again. |
| #1 Assessment: 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. | Based on past work, TK20 was determined not to be a good fit. The plan was to continue with the previous approach of data entry, but explore the use of Google Forms to enter data. Google Forms was used for the purposes of advising pre-registration in 2020-2021 and was successful. |
| #1 Assessment: Development of measures of missing CACREP competences. | External reviewer | Daneen Deptula will coordinate with faculty teaching those content areas to develop assessments.  | 2020-2022 | None | New assessment measures developed. | Although this area was briefly discussed, the current uncertainty about the viability of applying for CACREP resulted in putting a hold on this action item. This hold is still in place. |
| #1 Assessment: 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. | This is the second assessment report conducted by Counseling.  |
| #2 Increase student enrollment: 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 GCE office to increase student enrollment. Although the exact mechanism of change is unclear, Counseling did experience very strong enrollment through the 2020-2021 years, with the addition of 3 extra sections of classes in Summer 1 and 2. |
| #2 Increase student enrollment: Community partnerships through advisory board. | Program review | Daneen Deptula | Starting in 2019-2020 year  | Funding for refreshments | Admissions reports | Although the program pursued a grant (submitted in summer 2020) with a community partnership (LUK) to create a pipeline for minority candidates, through admission to internship at LUK, it was not funded.  |
| #3 Increase faculty involvement. Form focus group for adjunct faculty to discuss assessment and curriculum. | Program review and external reviewer, particularly with respect to involvement in assessment | Daneen Deptula | Starting in 2020-2021 year  | Funding for refreshments | Reports of number of participating faculty at focus groups. | As opposed to a focus group, the chair had individual meetings with multiple adjunct faculty across the program regarding curriculum. Most conversations were with respect to the school counseling program (see below). However, in the course of those meetings at least one faculty member did express interest in holding an in-person focus group.  |
| #3 Increase faculty involvement. Invite more graduate faculty to join graduate committee | Program review | Daneen Deptula | 2019-2021  | None | Reports of number of participating faculty | No new members since addition of Kori Ryan and Mark Williams. |
| #3 Increase faculty involvement. 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 | At current time, no full-time faculty have been added. Progress on this goal is also questionable due to the Covid situation as well as 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 meeting once per semester. | Across all years | Unknown | TBA | Conversations with administration regarding CACREP have been ongoing. 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 the progression of MPCAC and APA towards accreditation of Master’s level programs. MPCAC was awarded accreditation through CHEA on May 3, 2021 and this should be discussed with the counseling committee next year. |

* + 1. 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

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* 1. **Programs with external Accreditation (School Counseling):**
		1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
		2. Date of most recent accreditation action by each listed agency.
		3. Date and nature of next review and type of review.

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| **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.** |
| 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.  | The DESE school counseling findings were shared with the counseling curriculum faculty in Spring 2021. A focus group with graduating Spring 2021 candidates was held on February 26, 2021 to obtain more insight into the areas noted as needing improvement. In response, the class covering SMK A (COUN 7000) was adjusted starting Fall 2021 in terms of schedule, to have shorter, more frequent classes, to aid in student comprehension of the material. The content will also be adjusted to strengthen the focus on laws and regulations, and utilize case examples to help candidates apply their knowledge. Additional actions are underway to address the other findings. For instance, the instructors teaching the course on Psychological Testing (COUN 8300) and Psychopathology (COUN 8130) will be expanding the coverage of the diagnoses and treatment of learning and behavior disorders starting in Spring 2021, which is the next offering of the courses.  |
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1. **Departmental Strategic Initiatives**

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| **Accomplished Initiatives AY 20-21 Add more rows as needed** | **Corresponding Strategic Plan Goal & Strategy****Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| **Increase in enrollment in both the master’s program and the new certificate program** | **1.5; 5.4** |  |
| **Consultation with adjunct faculty regarding curriculum/DESE feedback** | **4.7** |  |
| **Pursued programmatic changes in school counseling** | **1.5** |  |

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| **Planned Initiatives for AY 2021-22 Add more rows as needed** | **Associated Strategic Plan Goal & Strategy****Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| **Hold a forum for full-time and adjunct faculty to discuss curriculum issues** | **4.7** |  |
| **Explore mechanisms to increase diversity of counseling students in the program** | **1.5; 2.4** | **X** |
| **Explore accreditation options, including CACREP, MPCAC** | **1.5, 5.1** |  |

 **F. Departmental Reflection:**

*Take this section to reflect on--*

1. *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

Although addressed in this report, a priority for the program will be to address the concerns of DESE with regards to the school counseling program.

1. *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

My answer to this question for the program is reflected in section A.