

Annual Departmental Report 2021-2022

Program Information

Program/Department: Counseling

Department Chair: 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 AVP of Institutional Research & Planning by June 1, 2022.

A. Departmental Special Section for AY21-22

Department Lessons Learned and Accomplishments

In this year, the program returned to mostly face-to-face instruction. We anecdotally found students to be appreciative of this modality. Despite the continued stress from the pandemic, and due to the efforts of Dr. Krell, the counseling program yet again was able to successfully place all eligible students in their year-long internship/practicum. Although other schools have reported having continuing difficulty with students obtaining their field hours, our students have been successfully completing their internship/practicum placements as well as earlier field placements. We have returned to pre-pandemic standards for field placements, which in some cases is more demanding than those required by licensure.

Although online (google meet) sessions for individual advising continues to be popular, there was a noticeable drop-off in attendance for the online group advising meeting and most particularly, the internship planning meeting. This may be due to 1) expectations of recording of online sessions or 2) difficulty balancing expectations for in-person work with school obligations. This information will be used to inform future advising sessions.

We met our first planned initiative for 2021-2022 (see 2020-2022 assessment report). A counseling wide faculty meeting (full-time and adjunct), the first in at least 10 years, was held in the spring of 2022, following an interest survey. The focus of this remote session was to increase faculty connections, review policies/procedures, sharing learning experiences (informed by Covid), and discuss teaching strategies. Prompted by a request by an adjunct faculty member, a google document compiling resources for best practices in engaging graduate students was developed, with other faculty adding to the document. Future meetings are planned and will address curriculum issues.

The second planned initiative was to explore mechanisms to increase diversity of counseling students in the program. The chair of counseling joined the SGOCE Holistic Admissions Committee, which is examining the admissions process to reduce barriers for all students and programs across FSU. This initiative will continue to be a goal of the program, and so it is noted as a planned initiative as opposed to an achieved initiative at the end of the report.

The third planned initiative was to explore accreditation options, which is also still in process. The accreditation landscape has not changed in the past year. Therefore, there is currently no clear rationale for pursuing one pathway versus another. Several members of the core counseling faculty are members of MARIACES, a regional organization of counseling training programs where these issues are being explored. Similar to the initiative above, it will remain in the plans for next year.

Continued improvements have been made in the school counseling program, to address the concerns raised by the latest DESE report. More information about those actions can be found below.

The program adopted the draft assessment plan which was submitted in May 2021. In addition, a more inclusive process of considering and evaluating the assessment data was initiated, with more core faculty input obtained during the process of writing the annual report. The assessment plan aided in this transition, as we could hold a meeting earlier in the year if we were not waiting on the current year internship data.

As promised in last year’s assessment report, learning outcomes were added to the 2021 student manual and were submitted for inclusion in the 2022 catalog.

B. 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? | Timing of assessment (annual, | When was the last assessment |
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| | | (please specify) Include URLs where appropriate | semester, bi-annual, etc.) | of the PLO completed? |
|----|---|---|--|-----------------------|
| 1. | Students will demonstrate effective counseling skills | Website: https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms and https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms Student Manual: https://www.fitchburgstate.edu/media/4177 | 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 | Website: https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms and https://www.fitchburgstate.edu/academics/programs/ | Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship). | Spring 2022 |

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| | | school-counseling-prek-8-or-5-12-counseling-ms Student Manual: https://www.fitchburgstate.edu/media/4177 | | |
| 3. | Students will display caring for others | Website: https://www.fitchburgstate.edu/academics/programs/clinical-mental-health-counseling-counseling-ms and https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms Student Manual: https://www.fitchburgstate.edu/media/4177 | Across all three stages of the program (COUN 7010, 7030, other Stage 2 classes, and internship). | Spring 2022 |
| 4. | Students will demonstrate effective written and oral communication skills | Website: 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 2022 |

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| | | and https://www.fitchburgstate.edu/academics/programs/school-counseling-prek-8-or-5-12-counseling-ms Student Manual: https://www.fitchburgstate.edu/media/4177 | | |
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Note: I have also submitted the Counseling learning outcomes to the FSU graduate catalog

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 th year, 1 st 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”? |
|-----------------------|---|---|---|--|---|
| 2 | Disposition Assessment (A). Items 2, 3, 4, 9, and 10 in COUN 7010 and 7030 | Data from COUN 7010 and 7030 were utilized for this report. Although there is some flexibility in course ordering, these courses are generally taken at the start of the program. | All students in those classes, including school counseling, mental health, and certificate students between 2019-2022. | 80% of students meeting criteria | Scores ranged across classes and items from 93% meeting proficiency (Item 2, COUN 7030 which reflected being prepared) to 100%. Data presented to graduate committee in April 2022. |
| 3 | Disposition Assessment (S). Item 8 in COUN 7010 and 7030 Candidacy Paper Rubric (A). Item 2 in COUN 7010 | Data from COUN 7010 and 7030 were utilized for this report. Although there is some flexibility in course ordering, these courses are generally taken at the start of the program. | All students in those classes, including school counseling, mental health, and certificate students between 2019-2022. However, the Candidacy Paper is part of COUN 7010, | 80% of students meeting criteria | 100% of students were rated in the disposition assessment in both COUN 7010 and 7030 as being proficient in this area (displaying caring). However, |

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| | | | which is not taken by certificate students. | | only 87.8% were rated as proficient based on a writing sample. Data presented to graduate committee in April 2022. It is possible that students are better able to demonstrate this PLO in person than in writing. |
| 4 | Disposition Assessment (S). Item 1 in COUN 7010 and 7030 Candidacy Paper Rubric (S). Item 4 in COUN 7010 | Data from COUN 7010 and 7030 were utilized for this report. Although there is some flexibility in course ordering, these courses are generally taken at the start of the program. | All students in those classes, including school counseling, mental health, and certificate students between 2019-2022. However, the Candidacy Paper is part of COUN 7010, which is not taken by certificate students. | 80% of students meeting criteria | Scores for this item ranged from 87.8% proficiency for the disposition assessment in COUN 7010 to 96.4% in COUN 7030. Data reviewed by graduate committee in April 2022. The committee discussed how at this stage of the coursework, professors have multiple examples of this skill and may be better able to access. |

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

The assessment plan called for examination of Stage 1 assessment data, which is collected at the start of the program. As it had been several years since this data was evaluated, data between 2019-2022 was included.

The Counseling Five-Year Assessment plan calls for the 2021-2022 Assessment activities to focus on Stage 1 assessment, which is collected as part of the two Stage 1 classes: COUN 7010 and 7030. As such, we expect lower levels of proficiency compared to internship students (which was examined in 2020-2021) and the 80% standard may be appropriate for comparing across levels.

All students (school, mental health, certificate) were included for the purposes of this analysis. However, the sample for the certificate program is still quite small (n = 2).

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”?

| Reflection Prompt | Narrative Response |
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| <p>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)</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>Although not a focus of this annual report, for CMH students, we ask internship supervisors if they would hire our student. In 2021, 100% of supervisors said yes. Of the data submitted for 2022, 100% of supervisors also said yes. For School counseling students, in 2021 (the most recent data) 100% of field supervisors gave our students the highest rating on overall skill.</p> |

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| | <p>Although we would like to examine the results of the licensure tests for the LMHC students, that information is not available to us.</p> |
| <p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</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, based on the assessment plan, Stage 1 data was presented to the Counseling for reflection. In the future, the committee plans to continue to review the data before the assessment plan is written.</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 more graduating students.</p> |
| <p>What changes have been made as a result of using the data/evidence? (close the loop)</p> | <p>As students have been meeting benchmarks, no changes have been made based on this specific evidence outlined in the plan. Although still high, it was interesting to see that our students continue to strengthen throughout the program, with higher scores at internship (see 2020-2021 report). Based on feedback from last year's report, we may consider strengthening our benchmark.</p> |

C. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan (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 2022-2023 year, the program will determine appropriate learning outcomes for the certificate program and develop an assessment plan for these students. Some courses within the certificate program already have embedded assessments for entry-level skills (within COUN 7030) but there are no end-of-program assessments being administered.

One of the additional changes which was made this year (and would affect next year's data) was that the clinical skills rubric which is used to assess students on internship/practicum was completed, in some cases, by the field supervisors as opposed to the faculty members. This change was made as a result of pandemic concerns, but there appeared to be benefits in terms of the relevance of the data recorded. The benefits and drawbacks of this approach were considered by the graduate counseling committee. For next year, we will be allowing either the faculty member or the field supervisor to complete the form and will review impressions.

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

D. 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)

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.

| 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 |
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| <u>#1 Assessment:</u> 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 continued to be administered through 2022, but with some field supervisors instead of internship supervisors completing the measure. Although this change was a result of pandemic adjustments. we will be allowing this practice more fully in 2022-2023 and examining it further. |
| <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. | 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 |

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| | | | | | | 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 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. |
| <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. | 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 | All years | Admissions data, including diversity | Admissions reports/Class seats list. | We have been working with the SGOCE office to increase student enrollment. Although the exact Counseling did experience very strong enrollment through the 2020- |

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| | | department, and admissions. | | | | 2021 years, we are now in a downswing with fewer students for Summer 2022. This is something that we will continue to work on with SGOCE. |
| <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 | 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. This action item is still be examined. |
| <u>#3 Increase faculty involvement.</u> 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. | An all-counseling faculty meeting was held in Spring 2022, focusing on faculty connection and student learning. The meeting was positively received and will be held again 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 | No new members since addition of Kori Ryan and Mark Williams. |

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| <p><u>#3 Increase faculty involvement.</u> Increase full-time teaching at graduate level</p> | <p>Program review</p> | <p>Discussions between administration and Daneen Deptula</p> | <p>Across all years</p> | <p>Unknown</p> | <p>Reports of numbers of participating faculty</p> | <p>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.</p> |
| <p>#4 Address CACREP accreditation issue</p> | <p>Program review and external report</p> | <p>Discussions between administration and Daneen Deptula. The external reviewer recommends meeting once per semester.</p> | <p>Across all years</p> | <p>Unknown</p> | <p>TBA</p> | <p>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 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.</p> |

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? N/A

II. Programs with external Accreditation (School Counseling):

- 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.

| <p>List key issues for continuing accreditation identified in accreditation action letter or report.</p> | <p>Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)</p> | <p>Update on fulfilling the action letter/report or on meeting the key performance indicators.</p> |
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| <p>Completers have the Subject Matter Knowledge (SMK) to be effective in the licensure role.</p> | <p>None specified, but it is likely that exit survey data will be utilized. Exit survey data was reported to DESE this year.</p> | <p>In Fall 2021, COUN 7000, which is our course covering ethics and legal issues, was adjusted in schedule and content to aid in student comprehension of the material. In addition, an assignment writing 504s was piloted in Learning (COUN 8205), which already included an IEP assignment. Instructors for both the Learning (COUN 8205) and Testing (COUN 8300) courses strengthened the coverage of learning disabilities in their respective classes. Work to incorporate more consultation skills across the curriculum is ongoing, with a special focus on COUN 8900. The 2021 exit survey found that 100% of students agreed that their program prepared them in the area of learning disorders, knowledge of federal laws and regulations, and consultation skills with parents, teachers, and administrators.</p> |

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| | | 100% of their site practicum supervisors also rated 2021 candidates as acceptably meeting these skills. |
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E. Departmental Strategic Initiatives

| Accomplished Initiatives AY 21-22 <small>Add more rows as needed</small> | Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small> | Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal |
|--|---|---|
| Hold a forum for full-time and adjunct faculty to discuss student learning | 4.7 | <input type="checkbox"/> |
| Finalized data management strategy for assessment data | 4.3 | <input type="checkbox"/> |

| Planned Initiatives for AY 22-23 <small>Add more rows as needed</small> | Associated Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small> | Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal |
|---|--|---|
| Develop learning outcomes and assessment plans for certificate program | 1.5 | <input type="checkbox"/> |

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| Continue to explore accreditation options, including CACREP, MPCAC, APA | 1.5, 5.1 | <input type="checkbox"/> |
| Continue to explore mechanisms to increase diversity of counseling students in the program | 1.5; 2.4 | X |

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.*

Addressing the DESE concerns continues to be a priority for the program, and we believe that we are making good strides to do so, both based on reportable actions as well as exit survey data.

- 2) *Any other thoughts or information that you would like to share.*

Although not linked with student learning outcomes, the committee also looked at ways to increase our retention rate. In particular, the “pass” rate for COUN 7010 was examined. Although the ethics codes for our program specify that we are to serve as gatekeepers for individuals into our profession, which is one purpose of this class as well as COUN 7030, we also want to be sure that this process is appropriate and allows for remediation. As a result, the committee voted to allow students to an in-semester retake of a key assessment as well as a redistribution of the grading percentages to allow a little more weight to other types of assessment other than tests.