

Department of Counselor Education Comprehensive
Assessment Process, Annual Report, and Program Modifications

AY 2021-2022

Counselor Education Program

Clinical Mental Health Counseling (M.S.)

Marriage, Couple, and Family Counseling (M.S.)

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Program Description

The Counselor Education Program at Stetson University offers [CACREP](#) accredited programs in Clinical Mental Health Counseling (MS) and Marriage, Couple, and Family Counseling (MS). The program offers advanced studies in Play and Creativity in Counseling and Spirituality in Counseling. We offer both full and part-time options for students on campus in a face-to-face learning environment with two campus locations. We pride ourselves in developing principled and quality counselors with a passion for helping others. Our program focuses on diversity, religious and spiritual, ethnic, and cultural backgrounds in a counseling setting. Our students leave with a solid foundation based on standards within the counseling profession as embodied by the American Counseling Association.

It is critical that our students have a strong foundation of support during their time throughout our program. In the Department of Counselor Education, we integrate this by teaching and providing additional support and encouragement to our students alongside our offices of Student Success, Diversity and Inclusion, and many others. Our students are left with a sense of empowerment and balance to carry them through a successful professional career.

Our curriculum is guided by the standards for state and national accreditation organizations and regulatory boards, along with the ethical code of the American Counseling Association. The program also houses the Alpha Omicron Chapter of the Chi Sigma Iota International Honor Society.

Faculty in the Counselor Education program also collaborate with other faculty across the university to facilitate cross-disciplinary and community engaged activities for our students. The Center for Optimal Health Across the Lifespan (COHL) houses three programs: The Brain Fitness Academy (BFA) with a Care Partner support program that serves the local community; the Stress Management and Resilience Training (SMART) Lab that provides biofeedback to students as well as the local community; and Play and Creativity in Counseling.

Program Mission and Objectives

The mission of the Department of Counselor Education is to educate counseling students including those from diverse academic, geographic, religious/spiritual, ethnic, and cultural backgrounds, preparing them to accept and demonstrate their professional counseling responsibilities with distinction. Students learn to behave ethically, become aware of their personal strengths and resiliency, as well as their professional counseling responsibilities in an effort to apply these skills and self-knowledge to a culturally diverse clientele.

Based on the mission of the department, the following goals were developed:

- To provide students with the most comprehensive and up-to-date knowledge and skills in the field of counseling.
- To prepare students by exposing them to practical experiences in counseling settings.
- To expose students to a variety of different developmental, ethnic, and cultural groups and to prepare them to work with culturally diverse populations.
- To develop an awareness of ethical, legal and spiritual factors in counseling.
- To provide opportunities which impress students with the needs for continuing personal and professional growth.

The objectives of the department are accessed through the following experiences:

Objective 1: An ethically informed professional identity.

The development of an ethically informed professional identity is achieved in various ways. Examples include a) presenting students with multiple models of ethical theory; b) offering alternative approaches to ethical decision making; c) comparing ethical codes from various disciplines; d) utilizing self-exploration; e) applying ethical concepts, and f) examining ethical and legal issues. As part of developing an informed ethical identity, students become actively involved in professional organizations related to their chosen discipline at the local, state, and national levels (e.g., ACA, AAMFT, ASCA, AMHCA and Chi Sigma Iota).

Objective 2: An awareness of personal strengths and resiliency

The Department of Counselor Education embraces a strength and resiliency-based model. This systemic approach is the foundation for self-evaluation. During students' tenure in the program, they integrate personal strengths, clinical skills, and professional identity and practices by way of classroom and experiential activities.

Objective 3: An appreciation of diverse cultures

Cultural awareness, sensitivity, knowledge, and skills are infused into all activities of the Department of Counselor Education. Students become mindful of their cultural worldview and increase their cultural self-awareness through reflection activities as well as through faculty and peer mentoring. Opportunities are provided for exposure to cultural others, peer learning, self-

reflection, evaluation, faculty and site supervisor feedback, supervision, in addition to didactic instruction.

Objective 4: Critical thinking and creative expression

Critical thinking and creative expression are incorporated into the curriculum and related professional experiences. Students are challenged to engage in informed discussions related to the theory and practice of counseling. Through this process students are well prepared as they enter the counseling field.

Objective 5: Efficacious commitment to professional and community service

Program faculty assist students in developing a professional identity through experiential learning and related coursework. Additionally, students are provided opportunities to expand their professional identity. These experiences build upon one another in an effort for students to have knowledge about the community-at-large and become engaged as contributing members of their community.

Core Values

The Department of Counselor Education is guided by the core values of the University. Stetson values the development of the whole person committed to engaging and building lifelong connections with the larger world through Personal Growth, Intellectual Development and Global Citizenship. To that end, the University fosters policies, practices, and modes of inquiry to support and explore these values areas.

Personal Growth

Personal Growth encompasses the understanding that no single formula defines the journey to personal success, but that passion, the drive to increase self-knowledge, and the quest for balance are important tools in this process. Intercultural competence, religious and spiritual exploration, self-awareness, and wellness are components of personal growth.

Intellectual Development

Intellectual Development is a commitment from the University and from students to achieve excellence in academics, to foster the spirit of exploration that drives an engaged and active mind, to cultivate rigorous methods of academic inquiry, to model and support absolute integrity, and to value creativity and professionalism.

Global Citizenship

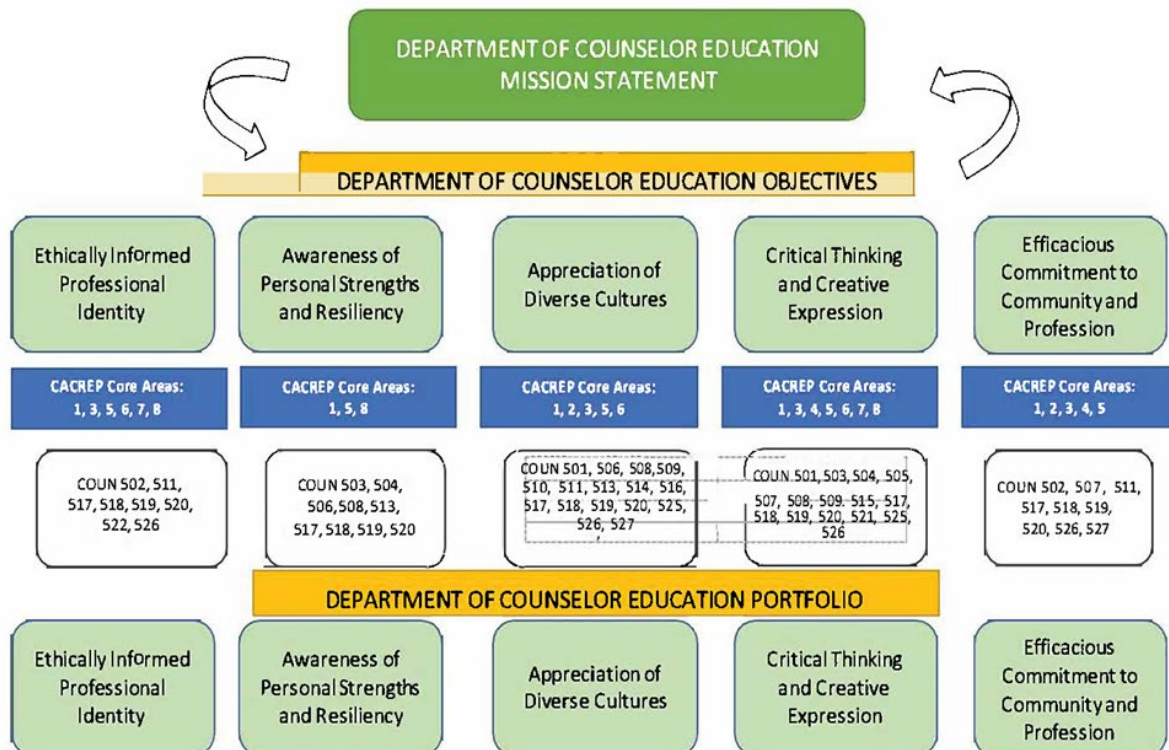
Global Citizenship is an important part of Stetson's mission to prepare students to be informed, active and engaged citizens of both local communities and the world. Global citizenship includes University and individual commitments to community engagement, diversity and inclusion, environmental responsibility, and social justice.

Assessment Process

Assessment is a very important part of the graduate student’s experience in the Department of Counselor Education. Not only is the student assessed using a variety of methods, but the program is also assessed in a systemic manner. Many departments within the University, community agencies, students, alumni, and advisors play a part in the most important process of program assessment.

Continuous Systematic Evaluation Plan

As part of our on-going systematic assessment process, the Department of Counselor Education utilizes several platforms and processes to evaluate student progress and to assist students, faculty, and staff in the collection of and dissemination of data. These platforms and processes include an aggregate data spreadsheet, Qualtrics ©, Banner ® by Elucian, and Watermark ™. The data collected includes student grades, student feedback, evaluation of key performance indicators, annual student review, advancement to candidacy, student evaluations, scores on the Counselor Preparation Comprehensive Exam (CPCE), and the portfolio. The program also disseminates surveys to graduating students on a yearly basis, and alumni, site supervisor, and employer surveys on a triennial basis. This data is then reviewed by the faculty and the advisory board. The resulting feedback is used to inform program modifications.



Summary of Relevant Fall 2021 Vital Statistics

How many students are currently enrolled in your CLINICAL MENTAL HEALTH COUNSELING program?	96
How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the past year?	6
To the best of your knowledge, what is the completion rate of students from your CLINICAL MENTAL HEALTH COUNSELING program?	89%
To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?	76%*
To the best of your knowledge, what is the job placement rate of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?	100%
How many students are currently enrolled in your MARRIAGE, COUPLE, AND FAMILY COUNSELING program?	28
How many students graduated from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program in the past year?	2
To the best of your knowledge, what is the completion rate of students from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program?	84%
To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program?	74%*
To the best of your knowledge, what is the job placement rate of graduates from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program who were actively seeking employment?	100%

*Includes only graduates who took the Florida State Licensure Exam

Student Demographic Data Fall 2021

Race/Ethnicity	N	%
Asian	5	4.1%
Black or African American	15	12.2%
Hispanic/Latino	22	17.9%
Nonresident alien	3	2.4%
Race/ethnicity unknown	1	0.8%
Two or more races	8	6.5%
White	69	56.1%
Total	123	

Gender	N	%
Female	92	74.8%
Male	31	25.2%
Total	123	

Age	Average
Female	28.4
Male	29.8
Overall	28.8

Enrollment by Degree Program	N	%
Clinical Mental Health Counseling	95	77.2%
Marriage, Couple & Family Counseling	28	22.8%
Total	123	

Key Performance Indicators and Summary of Key Assessment Results

Counselor Preparation Comprehensive Examination (CPCE) Results

Fall 2021	Stetson Mean	SD	National Mean	SD	Passing Score
C1: Professional Counseling Orientation and Ethical Practice	11.3	1.4	11.8	2.4	9.4
C2: Social and Cultural Diversity	8.3	2.4	9.9	2.4	7.5
C3: Human Growth and Development	9.2	1.5	9.9	2.1	7.8
C4: Career Development	8.5	1	10	2.7	7.3
C5: Counseling and Helping Relationships	9	2.4	9.4	2.6	6.8
C6: Group Counseling and Group Work	10.8	2.2	11.5	2.7	8.8
C7: Assessment and Testing	8.7	2.1	9.6	2.5	7.1
C8: Research and Program Evaluation	9.5	2.4	10.3	2.6	7.7
Total	75.3	6.8	82.3	14.7	67.6

Retake = 3; Passed = 3

Spring 2022	Stetson Mean	SD	National Mean	SD	Passing Score
C1: Professional Counseling Orientation and Ethical Practice	13.0	1.3	13.3	2.4	10.9
C2: Social and Cultural Diversity	9.6	1.4	9.3	2.5	6.8
C3: Human Growth and Development	8.7	1.9	9.0	2.4	6.6
C4: Career Development	11.7	1.5	10.9	2.5	8.4
C5: Counseling and Helping Relationships	9.7	1.6	10.1	2.5	7.6
C6: Group Counseling and Group Work	10.9	2.7	12.1	2.3	9.8
C7: Assessment and Testing	7.3	2.3	9.5	2.6	6.9
C8: Research and Program Evaluation	9.1	3.5	10.6	2.7	7.9
Total	80.0	9.9	84.9	14.5	70.4

Retake = 1; Passed = 9

Summer 2022	Stetson Mean	SD	National Mean	SD	Passing Score
C1: Professional Counseling Orientation and Ethical Practice	12.6	0.8	12.3	2.1	10.2
C2: Social and Cultural Diversity	10.6	4.0	10.1	2.6	7.5
C3: Human Growth and Development	10.0	2.5	10.2	2.4	7.8
C4: Career Development	9.6	2.7	10.9	2.5	8.4
C5: Counseling and Helping Relationships	11.9	2.6	11.9	2.8	9.1
C6: Group Counseling and Group Work	10.6	2.2	11.8	2.6	9.2
C7: Assessment and Testing	8.7	2.4	9.0	2.4	6.6
C8: Research and Program Evaluation	11.0	2.9	11.3	2.8	8.5
Total	84.9	14.4	87.5	14.8	72.7

Retake = 2; Passed = 5

Analysis and Program Adjustments:

CPCE: A passing score on the CPCE is defined as scoring at least 1 standard deviation below the mean or higher as compared to the national mean and standard deviation. 23 students completed the CPCE across three semesters, of which 6 were required to retake the exam as they received scores below 1 standard deviation below the mean on at least one section. All students either passed the exam on a second attempt or successfully remediated sections they did not pass on their second attempt. On average, Stetson University students score within 1 standard deviation of the national mean across all 8 core sections. No further action was taken, and the standard was met.

Ethically Informed Professional Identity

Standards: 2. F. 1.a.2.F.1.b, 2.F.1.c, 2.F.1.d, 2.F.1.e, 2.F.1.f, 2.F.1.g, 2.F.1.h, 2.F.1.i, 2.F.1.j, 2.F.1.m.

Knowledge	Time 1 CPCE Time 2: Portfolio
Skills	Time 1: COUN 518 Case Conceptualization (7) Time 2: Portfolio Time 2: Final Supervisor Evaluation (17, 18)

Element	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable	N/A	Mean	SD
COUN 518 Case Conceptualization (7)								
7. Critical Issues and Risk Assessment	19.12% (13)	63.24% (43)	14.71% (10)	2.94% (2)	0.00% (0)	0.00% (0)	3.99	0.68
Portfolio and Presentation								
Ethically Informed Professional Identity	20.00% (3)	73.33% (11)	0.00% (0)	6.67% (1)	0.00% (0)	0.00% (0)	4.07	0.7
Final Supervisor Evaluation (17, 18)								
	Skills And Understanding Significantly Beyond Developmental	Strong Mastery Of Skills And Thorough Understanding	Understanding Of Concepts/Skills Evident	Minor Conceptual And Skill Errors; In Process Of Developing	Significant Remediation Needed; Deficits In		Mean	SD

					Knowledge /Skills			
17. Completes case notes in a timely manner in exact accordance with legal and ethical requirements	30.6 % (15)	38.8 % (19)	22.4 % (11)	4 (8.2 %)	0.00% (0)		3.9	0.9
18. Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements	26.5 % (13)	49.0 % (24)	24.5 % (12)	0.00% (0)	0.00% (0)		4.0	0.7

Analysis and Program Adjustments:

COUN 518 Case Conceptualization: Of the 66 students evaluated, 2 students were graded as “below expectations.” These students were required to meet with their faculty supervisor and revise their Case Conceptualization to meet expectations.

Portfolio and Presentation: Of the 15 students evaluated, 1 student was graded as “below expectations” on the domain “Ethically Informed Professional Identity.” The student was required to remediate this section and passed.

Final Supervisor Evaluation: Of 49 students, 0 were graded as “Significant Remediation Needed.” The standard was met, and no further action was taken.

Awareness of Personal Strengths and Resiliency

Standards: 2.F.1.k.; 2.F.1.l.; 2.F.5.f., 2.F.6.h.

Knowledge	Time 1: COUN 503 Final Skills Evaluation (9, 10, 11, 13) Time 2: CPCE
Skills	Time 1: Portfolio Time 2: Final Supervisor Evaluation (21)

Element	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable	N/A	Mean	SD
COUN 503 Final Skills Evaluation (9, 10, 11, 13)								
9. Demonstrates self-awareness and ability to recognize countertransference when present	2.70% (1)	83.78% (31)	10.81% (4)	0.00% (0)	0.00% (0)	2.70% (1)	3.92	0.37
10. Demonstrates self-acceptance (e.g., accepts strengths, weaknesses, and imperfection)	0.00% (0)	91.89% (34)	5.41% (2)	0.00% (0)	0.00% (0)	2.70% (1)	3.94	0.23
11. Demonstrates openness to feedback, responding non-defensively and incorporating instructor feedback appropriately	18.92% (7)	75.68% (28)	2.70% (1)	0.00% (0)	0.00% (0)	2.70% (1)	4.17	0.45

12. Completes all assignments correctly, in a professional manner, and by the allotted due dates	37.84% (14)	32.43% (12)	27.03% (10)	0.00% (0)	0.00% (0)	2.70% (1)	4.11	0.82
Portfolio and Presentation								
Awareness of Personal Strengths and Resiliency	20.00% (3)	80.00% (12)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.2	0.41
Final Supervisor Evaluation (21)								
	Skills And Understanding Significantly Beyond Developmental	Strong Mastery Of Skills And Thorough Under- Standing	Understanding Of Concepts/Skills Evident	Minor Conceptual And Skill Errors; In Process Of Developing	Significant Remediation Needed; Deficits In Knowledge /Skills		Mean	SD
21. Demonstrates insightful attention to personal issues that affect treatment and displays boundaries with clients, peers, and supervisors	32.6 % (16)	38.8 % (19)	26.5 % (13)	2.0 % (1)	0.00% (0)		4.0	0.8

Analysis and Program Adjustments:

COUN 503 Final Skills Evaluation: Of the 36 students evaluated, 0 were rated as “below expectations” or “unacceptable” and therefore required no remediation. The standard was met, and no further action was taken.

Portfolio and Presentation: Of the 15 students evaluated, 0 were rated Near, Below or Unaccepted. The standard was met, and no further action was taken.

Final Supervisor Evaluation: Of 49 students, 0 were graded as “Significant Remediation Needed.” The standard was met, and no further action was taken.

Appreciation of Diverse Cultures

Standards: 2.F.2.a, 2.F.2.b, 2.F.2.c, 2.F.2.d, 2.F.2.e, 2.F.2.f, 2.F.2.g, 2.F.2.h., 2.F.3.i.

Knowledge	Time 1: CPCE Time 2: COUN 518 Case Conceptualization (5, 10)
Skills	Time 1: COUN 518 Case Conceptualization (5, 10) Time 2: Portfolio Time 2: Final Supervisor Evaluation (10, 19)

Element	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable	N/A	Mean	SD
COUN 518 Case Conceptualization								
Education/ Occupational/ Military Information	7.35% (5)	57.35% (39)	20.59% (14)	2.94% (2)	4.41% (3)	7.35% (5)	3.65	0.86
Strengths/ Spiritual Beliefs	11.76% (8)	64.71% (44)	11.76% (8)	10.29% (7)	1.47% (1)	0.00% (0)	3.75	0.85
Prognosis, Modality, and Cultural-Sensitivity	11.76% (8)	55.88% (38)	32.35% (22)	0.00% (0)	0.00% (0)	0.00% (0)	3.79	0.64
Portfolio and Presentation								
Appreciation of Diverse Cultures	20.00% (3)	66.67% (10)	6.67% (1)	6.67% (1)	0.00% (0)	0.00% (0)	4	0.76

Final Supervisor Evaluation (10, 19)								
Element	Skills And Understanding Significantly Beyond Developmental	Strong Mastery Of Skills And Thorough Understanding	Understanding Of Concepts/Skills Evident	Minor Conceptual And Skill Errors; In Process Of Developing	Significant Remediation Needed; Deficits In Knowledge /Skills		Mean	SD
10. Uses assessment instruments to support diagnosis with an awareness of cultural bias	12.2%(6)	32.6 % (16)	42.9 % (21)	6.1% (3)	6.1% (3)		3.4	1
19. Demonstrates multicultural competence in all phases of case conceptualization, clinical assessment, case management, and treatment	18.4 % (9)	53.1 % (26)	26.5% (13)	2.0 % (1)	0.0 (0)		3.9	0.7

Analysis and Program Adjustments:

COUN 518 Case Conceptualization: Of the 66 students evaluated, 4 students under two areas were graded as “below expectations” and 3 students were graded as “significant remediation needed.” Students were required to meet with their faculty supervisor and revise their Case Conceptualization to meet expectations. Three of the students were placed on a Professional Assessment Review (PAR) and required additional remediation. All three students successfully completed the requirements for their PAR.

Portfolio and Presentation: Of the 15 students evaluated, 1 was rated “Near” Expectations and 1 was rated as “Below” expectations. Two students were required to remediate this section and passed.

Final Supervisor Evaluation: Of 49 students, 3 received ratings requiring remediation. These students were placed on a Professional Assessment Review (PAR) and required additional remediation. All three students successfully completed the requirements for their PAR.

Critical Thinking and Creative Expression

Standards: 2.F.1.a, 2.F.5.a, 2.F.5.b, 2.F.5.c, 2.F.5.d, 2.F.5.e, 2.F.5.f, 2.F.5.g, 2.F.5.h, 2.F.5.i, 2.F.5.j, 2.F.5.k, 2.F.5.l, 2.F.5.m, 2.F.5.n., 2.F.7.c., 2.F.7.d., 2.F.8.b.

Knowledge	Time 1: COUN 505 Theory Paper Time 2: CPCE
Skills	Time 1: COUN 503 Skills Final Evaluation (1, 2, 3, 4, 5, 6, 7, 8) Time 2: Portfolio Time 2: Final Supervisor Evaluation (1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16)

Element	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable	N/A	Mean	SD
COUN 505 Theory Paper								
Theory and Historical Perspective	0.00% (0)	87.50% (7)	12.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.88	0.35
Primary Techniques	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Current Applications	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Plans For Gaining Further Knowledge	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0

COUN 503 Skills Final Evaluation (1, 2, 3, 4, 5, 6, 7, 8)								
1. Demonstrates effective non-verbal skills	8.11% (3)	81.08% (30)	8.11% (3)	0.00% (0)	0.00% (0)	2.70% (1)	4.00	0.41
2. Demonstrates effective verbal skills (e.g., door openers, minimal encouragers, open versus closed ended questions)	2.70% (1)	67.57% (25)	24.32% (9)	2.70% (1)	0.00% (0)	2.70% (1)	3.72	0.57
3. Accurately reflects the content of the client problem(s) and/or story (e.g., paraphrase, avoids siding with the client, reflects content from the client's perspective)	2.70% (1)	67.57% (25)	24.32% (9)	2.70% (1)	0.00% (0)	2.70% (1)	3.72	0.57
4. Accurately reflects the feelings of client problem(s) and/or story (e.g., reflection of feeling)	0.00% (0)	81.08% (30)	16.22% (6)	0.00% (0)	0.00% (0)	2.70% (1)	3.83	0.38
5. Accurately reflects the client's values and beliefs about self, others, and the world infused within the	2.70% (1)	56.76% (21)	35.14% (13)	2.70% (1)	0.00% (0)	2.70% (1)	3.61	0.60

problem(s) and/or story (e.g., reflection of meaning)								
6. Accurately reflects and summarizes the client problem(s) and/or story (e.g., summarizing)	0.00% (0)	45.95% (17)	48.65% (18)	2.70% (1)	0.00% (0)	2.70% (1)	3.44	0.56
7. Effectively challenges clients to recognize discrepancies (e.g., confrontation)	0.00% (0)	67.57% (25)	29.73% (11)	0.00% (0)	0.00% (0)	2.70% (1)	3.69	0.47
8. Effectively assists clients in determining appropriate goals (e.g., asks effective goal setting questions, questions remain focused on the client)	0.00% (0)	43.24% (16)	54.05% (20)	0.00% (0)	0.00% (0)	2.70% (1)	3.44	0.50
Portfolio and Presentation								
Critical Thinking and Creative Expression	13.33% (2)	73.33% (11)	6.67% (1)	6.67% (1)	0.00% (0)	0.00% (0)	3.93	0.7

Final Supervisor Evaluation (1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16)								
Element	Skills And Understanding Significantly Beyond Developmental	Strong Mastery Of Skills And Thorough Understanding	Understanding Of Concepts/Skills Evident	Minor Conceptual And Skill Errors; In Process Of Developing	Significant Remediation Needed; Deficits In Knowledge /Skills		Mean	SD
1. Utilizes appropriate skills in an intake, a mental status evaluation, a biopsychosocial and/or psychological assessment, and/or initial session	18.4% (9)	40.8% (20)	32.6% (16)	4.1% (2)	4.1% (2)		3.6	1.0
2. Demonstrates effective non-verbal skills	22.4% (11)	46.9% (23)	28.6% (13)	0.00% (0)	2.00% (1)		3.9	0.8
3. Demonstrates effective verbal skills (e.g., door openers, minimal encouragers, open versus closed ended questions)	26.5% (13)	46.9% (23)	26.5% (13)	0.00% (0)	0.00% (0)		4	.07
4. Accurately reflects the content of the client	30.6% (15)	49.0% (24)	20.4% (10)	0.00% (0)	0.00% (0)		4.1	.07

problem(s) and/or story (e.g., paraphrase)								
5. Accurately reflects the feelings of client problem(s) and/or story (e.g., reflection of feeling)	30.6 % (15)	44.9 % (22)	24.5 % (12)	0.00% (0)	0.00% (0)		4.1	.07
6. Accurately reflects and summarizes the client problem(s) and/or story (e.g., reflection of meaning, summarizing)	22.4% (11)	49.0% (24)	28.6% (14)	0.00% (0)	0.00% (0)		3.9	.07
7. Effectively challenges clients to recognize discrepancies (e.g., Value confrontation)	12.2% (6)	42.9% (21)	38.8 % (19)	2.0% (1)	4.1% (2)		3.6	0.9
8. Identification of the client's presenting problem(s) and keeps client focused on their own concerns	20.4% (1)	46.9% (23)	30.6% (15)	2.0% (1)	0.00% (0)		3.9	.08
9. Provides diagnosis related to mental status exam including identification of correct codes and differential diagnosis	8.2% (4)	38.8 % (19)	40.8% (20)	6.1% (3)	6.1% (3)		3.4	.09

11. Considers medical issues including detailed information about medications	8.2% (4)	34.7% (17)	46.9% (23)	4.1% (2)	6.1% (3)		3.4	.09
12. Documents and takes action following risk assessment for harm to self and others; substance abuse; child or elder abuse; and violence	16.3% (8)	46.9% (23)	28.6% (14)	2.0% (1)	6.1% (3)		3.6	1.0
13. Identifies referrals and makes appropriate contacts of medical, psychiatric, and support referrals	18.4% (9)	32.6% (16)	38.8% (19)	4.1% (2)	6.1% (3)		3.5	1.0
14. Utilizes a theoretically consistent approach to developing appropriate (e.g., specific, measurable, and observable) short-term and long-term goals and interventions	22.4% (11)	46.9% (23)	24.5% (12)	6.1% (3)	0.00% (0)		3.9	.08
15. Demonstrates appropriate record-keeping and detailed documentation including	24.5% (12)	42.9% (21)	28.6% (14)	4.1% (2)	0.00% (0)		3.9	.08

documentation of ethical issues, legal issues, and risk assessment								
16. Adjusts plan based on client needs and response to counseling (e.g., flexible and adaptable)	30.6% (15)	40.8% (20)	26.5% (13)	2.0 % (1)	0.00% (0)		3.9	.09

Analysis and Program Adjustments:

COUN 505 Theory Paper: Of the 8 students evaluated, 1 student on one element was graded as “Near Expectations.” This student was provided feedback on their assignment and no further action was taken and the standard was met.

COUN 503 Skills Final Evaluation: Of the 37 students evaluated, 4 students across 8 elements were graded as “Below expectations” and 8 students across 8 elements were graded as “N/A” for not able to observe. Those students who received a “below expectations” were remediated and required to experience additional training and submit skills videos to their instructor to be graded. After successful remediation, no further action was taken, and the standard was met.

Portfolio and Presentation: Of the 15 students evaluated, 1 was rated “Near” Expectations and 1 was rated as “Below” expectations. Two students were required to remediate this section and passed. After successful remediation, no further action was taken, and the standard was met.

Final Supervisor Evaluation: Of the 49 students evaluated, 17 students across 7 elements were rated “significant remediation needed.” Students were required to meet with their faculty supervisor to remediate elements near or below expectations. Fourteen (14) students successfully completed this remediation, and 3 students were placed on a Professional Assessment Review which required further remediation.

Efficacious Commitment to Community and Profession

Standards: Standards: 2.F.1.d., 2.F.1.e., 2.F.1.g., 2.F.1.h., 2.F.2.h, 2.F.4.b, 2.F.4.d, 2.F.4.g, 2.F.4.h.

Knowledge	Time 1: COUN 507 Career Portfolio Time 2: CPCE
Skills	Time 1: COUN 507 Career Portfolio Time 2: Portfolio

Element	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable	N/A	Mean	SD
COUN 507 Career Portfolio								
Theory	81.25% (13)	18.75% (3)	0.00% (0)	0.00% (0)	0.00% (0)	81.25% (13)	18.75% (3)	0.00% (0)
Resources and Assessment	100.00% (16)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	5.00	0
Planning and Advocacy	100.00% (16)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	5.00	0
Ethical and Cultural Considerations	100.00% (16)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	5.00	0
Portfolio and Presentation								
Efficacious Commitment to	13.33% (2)	80.00% (12)	6.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	4.07	0.46

Professional and Community Service								
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Analysis and Program Adjustments:

COUN 507 Career Portfolio: Of the 16 students evaluated, 0 students were graded below “Meets Expectations” across all 4 elements. No further action was taken, and the standard was met.

Portfolio and Presentation: Of the 15 students evaluated, 1 was rated “Near Expectations.” One student was required to remediate this section and passed. After successful remediation, no further action was taken, and the standard was met.

Specialty Standards: Clinical Mental Health Counseling

Standards: 5.F.1.a., 5.F.1.b., 5.F.1.c., 5.F.1.d., 5.F.1.e., 5.F.1.f., 5.F.2.a., 5.F.2.b., 5.F.2.c., 5.F.2.d., 5.F.2.e., 5.F.2.f., 5.F.2.g., 5.F.2.h., 5.F.2.i., 5.F.2.j., 5.F.2.k., 5.F.2.l., 5.F.2.m., 5.F.2.n., 5.F.2.o., 5.F.2.p., 5.F.3.a., 5.F.3.b., 5.F.3.c., 5.F.3.d., 5.F.3.e.

Knowledge		Time 1: COUN 509 Final Exam Time 1: COUN 516 Final Exam						
Skills		Time 2: COUN 518 Case Conceptualization						
Element	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable	N/A	Mean	SD
COUN 509 Final Exam								
Progress Note	94.12% (32)	2.94% (1)	0.00% (0)	0.00% (0)	2.94% (1)	0.00% (0)	4.85	0.70
DSM Criterion and Differential Diagnoses	38.24% (13)	58.82% (20)	2.94% (1)	0.00% (0)	0.00% (0)	0.00% (0)	4.35	0.54
Co-Occurring Identification	82.35% (28)	2.94% (1)	11.76% (4)	0.00% (0)	2.94% (1)	0.00% (0)	4.62	0.92
Critical Issues	94.12% (32)	2.94% (1)	2.94% (1)	0.00% (0)	0.00% (0)	0.00% (0)	4.91	0.38
Psychopharmacology	94.12% (32)	0.00% (0)	0.00% (0)	5.88% (2)	0.00% (0)	0.00% (0)	4.82	0.72
COUN 516 Addictions Final Exam								
Progress Note	28.57% (8)	35.71% (10)	35.71% (10)	0.00% (0)	0.00% (0)	0.00% (0)	3.93	0.81

Critical Issues	35.71% (10)	46.43% (13)	17.86% (5)	0.00% (0)	0.00% (0)	0.00% (0)	4.18	0.72
DSM Criterion and Differential Diagnoses	25.00% (7)	21.43% (6)	53.57% (15)	0.00% (0)	0.00% (0)	0.00% (0)	3.71	0.85
Treatment Plan	35.71% (10)	32.14% (9)	32.14% (9)	0.00% (0)	0.00% (0)	0.00% (0)	4.04	0.84
COUN 518 Case Conceptualization								
Introduction and Presenting Concern	20.59% (14)	63.24% (43)	16.18% (11)	0.00% (0)	0.00% (0)	0.00% (0)	4.04	0.61
Background mental health information and history (e.g., trauma, patterns of interpersonal violence/abuse, mental health, substance abuse, legal)	14.71% (10)	66.18% (45)	19.12% (13)	0.00% (0)	0.00% (0)	0.00% (0)	3.96	0.58
Family, Social Relationships, Relationship Patterns and Attachment	11.76% (8)	54.41% (37)	29.41% (20)	0.00% (0)	1.47% (1)	2.94% (2)	3.77	0.72
Genogram	0.00% (0)	47.06% (32)	8.82% (6)	2.94% (2)	4.41% (3)	36.76% (25)	3.56	0.88
Education/ Occupational/ Military Information	7.35% (5)	57.35% (39)	20.59% (14)	2.94% (2)	4.41% (3)	7.35% (5)	3.65	0.86
Strengths/ Spiritual Beliefs	11.76% (8)	64.71% (44)	11.76% (8)	10.29% (7)	1.47% (1)	0.00% (0)	3.75	0.85

Critical Issues and Risk Assessment	19.12% (13)	63.24% (43)	14.71% (10)	2.94% (2)	0.00% (0)	0.00% (0)	3.99	0.68
Legal/Ethical Concerns	20.59% (14)	47.06% (32)	29.41% (20)	0.00% (0)	0.00% (0)	2.94% (2)	3.91	0.72
Diagnosis and Mental Status Exam	5.88% (4)	42.65% (29)	39.71% (27)	11.76% (8)	0.00% (0)	0.00% (0)	3.43	0.78
Referrals	20.59% (14)	52.94% (36)	20.59% (14)	5.88% (4)	0.00% (0)	0.00% (0)	3.88	0.80
Prognosis, Modality, and Cultural-Sensitivity	11.76% (8)	55.88% (38)	32.35% (22)	0.00% (0)	0.00% (0)	0.00% (0)	3.79	0.64

Analysis and Program Adjustments:

COUN 509 Final Exam: Of the 34 students evaluated, 2 were graded as “Below Expectations” and 2 were graded as “Unacceptable” across 5 elements. These students were provided feedback in the course assignment and no further action was necessary and the standard was met.

COUN 516 Addictions Final Exam: Of the 28 students evaluated, 0 were graded as “Below Expectations” and 0 were graded as “Unacceptable” across 4 elements. No further action was necessary, and the standard was met.

COUN 518 Case Conceptualization: Of the 68 students evaluated, 25 were graded as “Below Expectations” across 6 elements and 10 were graded as “Unacceptable” across 6 elements. These students were required to meet with their faculty supervisor and revise their Case Conceptualization to meet expectations. Three (3) students required further remediation and were placed on a Professional Assessment Review (PAR). All students successfully completed remediation except one 1 student.

Specialty Standards: Marriage, Couple, and Family Counseling

Standards: 5.F.1.a., 5.F.1.b., 5.F.1.c., 5.F.1.d., 5.F.1.e., 5.F.1.f., 5.F.2.a., 5.F.2.b., 5.F.2.c., 5.F.2.d., 5.F.2.e., 5.F.2.f., 5.F.2.g., 5.F.2.h., 5.F.2.i., 5.F.2.j., 5.F.2.k., 5.F.2.l., 5.F.2.m., 5.F.2.n., 5.F.2.o., 5.F.2.p., 5.F.3.a., 5.F.3.b., 5.F.3.c., 5.F.3.d., 5.F.3.e.

Knowledge	Time 1: COUN 525 Case Conceptualization Project Time 1: COUN 525 Treatment Plan
Skills	Time 2: COUN 518 Case Conceptualization

Element	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable	N/A	Mean	SD
COUN 525 Case Conceptualization Project								
Introduction	0.00% (0)	90.91% (10)	9.09% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.91	0.30
Presenting Concern	0.00% (0)	90.91% (10)	9.09% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.91	0.30
Background Information	0.00% (0)	90.91% (10)	9.09% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.91	0.30
Client/ Relational Strengths	0.00% (0)	90.91% (10)	9.09% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.91	0.30
Application of Theory to Case Conceptualization	0.00% (0)	72.73% (8)	27.27% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.73	0.47

Genogram	0.00% (0)	100.00% (11)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Overall Conceptualization: Quality of Assessment	0.00% (0)	81.82% (9)	18.18% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.82	0.40
COUN 525 Treatment Plan								
Choice of Theory & Configuration	0.00% (0)	100.00% (11)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Contextual Dimensions	0.00% (0)	72.73% (8)	27.27% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.73	0.47
Identifies Crisis	0.00% (0)	90.91% (10)	9.09% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.91	0.30
Goals and Objectives	0.00% (0)	54.55% (6)	45.45% (5)	0.00% (0)	0.00% (0)	0.00% (0)	3.55	0.52
Interventions	0.00% (0)	45.45% (5)	54.55% (6)	0.00% (0)	0.00% (0)	0.00% (0)	3.45	0.52
Termination and Evaluation	0.00% (0)	100.00% (11)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Overall Understanding of Theory and Techniques	0.00% (0)	36.36% (4)	63.64% (7)	0.00% (0)	0.00% (0)	0.00% (0)	3.36	0.50
Identifies Referrals	0.00% (0)	81.82% (9)	18.18% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.82	0.40

Overall Plan	0.00% (0)	45.45% (5)	54.55% (6)	0.00% (0)	0.00% (0)	0.00% (0)	3.45	0.52
Client Perspective	0.00% (0)	90.91% (10)	9.09% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.91	0.30
COUN 518 Case Conceptualization								
Introduction and Presenting Concern	1 (0.14)	3 (0.43)	3 (0.43)	0 (0.00)	0 (0.00)	0 (0.00)	5.2	5.36
Background mental health information and history (e.g., trauma, patterns of interpersonal violence/abuse, mental health, substance abuse, legal)	1 (0.14)	3 (0.43)	3 (0.43)	0 (0.00)	0 (0.00)	0 (0.00)	5.2	5.36
Family, Social Relationships, Relationship Patterns and Attachment	0 (0.00)	4 (0.57)	3 (0.43)	0 (0.00)	0 (0.00)	0 (0.00)	5	7.28
Genogram	0 (0.00)	1 (0.14)	6 (.86)	0 (0.00)	0 (0.00)	0 (0.00)	4.4	7.80
Education/ Occupational/ Military Information	0 (0.00)	5 (.71)	<u>2 (0.29)</u>	0 (0.00)	0 (0.00)	0 (0.00)	5.2	8.67
Strengths/ Spiritual Beliefs	1 (0.14)	6 (.86)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	5.8	10.40

Critical Issues and Risk Assessment	1 (0.14)	5 (.71)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	5	8.66
Legal/Ethical Concerns	0 (0.00)	4 (0.57)	3 (0.43)	0 (0.00)	0 (0.00)	0 (0.00)	5	7.28
Diagnosis and Mental Status Exam	1 (0.14)	3 (0.43)	3 (0.43)	0 (0.00)	0 (0.00)	0 (0.00)	5.2	5.36
Referrals	1 (0.14)	<u>2 (0.29)</u>	4 (0.57)	0 (0.00)	0 (0.00)	0 (0.00)	5	5.20
Prognosis, Modality, and Cultural-Sensitivity	0 (0.00)	3 (0.43)	4 (0.57)	0 (0.00)	0 (0.00)	0 (0.00)	4.8	6.57

Analysis and Program Adjustments:

COUN 525 Case Conceptualization Project: Of the 11 students evaluated, 0 students were evaluated as “Below Expectations” or “Unacceptable” across 7 elements. No further action was taken, and the standard was met.

COUN 525 Treatment Plan: Of the 11 students evaluated, 0 students were evaluated as “Below Expectations” or “Unacceptable” across 7 elements. No further action was taken, and the standard was met.

COUN 518 Case Conceptualization: Of the 7 students evaluated, all students were evaluated as “Exceeds Expectations”, “Meets Expectations” or “Near Expectations” and 0 students were evaluated as “Below Expectations” or “Unacceptable” across 7 elements. No further action was taken, and the standard was met.

Dispositional Measures

Standards: 2.F.1.k.; 2.F.1.l.; 2.F.5.f., 2.F.6.h.; 2.F.3.i

Measure	Description
Time 1: COUN 503 Skills Final Evaluation (9, 10, 11, 12, 13, 14, 15, 16, 17)	Demonstrates self-awareness, self-acceptance, and openness to feedback; Demonstrates effective coping skills and wellness strategies; Demonstrates acceptance of others; Demonstrates attention to ethical and legal considerations.
Time 2: Internship Final Supervisor Evaluation (20, 21, 22)	Demonstrates openness to and respect for diverse cultures; Demonstrates self-awareness and willingness to accept and use feedback; Demonstrates attention to personal issues that affect treatment; Demonstrates professional behavior; Demonstrates attention to ethical and legal considerations.

Element	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable	N/A	Mean	SD
COUN 503 Skills Final Evaluation								
9. Demonstrates self-awareness and ability to recognize countertransference when present	2.70% (1)	83.78% (31)	10.81% (4)	0.00% (0)	0.00% (0)	2.70% (1)	3.92	0.37
10. Demonstrates self-acceptance (e.g., accepts strengths,	0.00% (0)	91.89% (34)	5.41% (2)	0.00% (0)	0.00% (0)	2.70% (1)	3.94	0.23

weaknesses, and imperfection)								
11. Demonstrates openness to feedback, responding non-defensively and incorporating instructor feedback appropriately	18.92% (7)	75.68% (28)	2.70% (1)	0.00% (0)	0.00% (0)	2.70% (1)	4.17	0.45
12. Completes all assignments correctly, in a professional manner, and by the allotted due dates	37.84% (14)	32.43% (12)	27.03% (10)	0.00% (0)	0.00% (0)	2.70% (1)	4.11	0.82
13. Demonstrates effective use of healthy coping skills and personal wellness strategies (and/or demonstrates a strong willingness to grow in these areas)	0.00% (0)	91.89% (34)	5.41% (2)	0.00% (0)	0.00% (0)	2.70% (1)	3.94	0.23
14. Demonstrates acceptance of others, avoids imposing judgement (both positive and negative)	8.11% (3)	78.38% (29)	8.11% (3)	2.70% (1)	0.00% (0)	2.70% (1)	3.94	0.53

and personal opinions on clients								
15. Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements	0.00% (0)	91.89% (34)	5.41% (2)	0.00% (0)	0.00% (0)	2.70% (1)	3.94	0.23
16. Demonstrates multicultural competence appropriate to training level (e.g., expresses respect for cultural differences and others' perspectives)	0.00% (0)	94.59% (35)	2.70% (1)	0.00% (0)	0.00% (0)	2.70% (1)	3.97	0.17
17. Demonstrates professional behavior by arriving on-time, organized and prepared, engaging in respectful interactions with faculty and peers, and following all program policies and guidelines.	43.24% (16)	32.43% (12)	21.62% (8)	0.00% (0)	0.00% (0)	2.70% (1)	4.22	0.80

Final Supervisor Evaluation (20, 21, 22)								
Element	Skills And Understanding Significantly Beyond Developmental	Strong Mastery Of Skills And Thorough Understanding	Understanding Of Concepts/Skills Evident	Minor Conceptual And Skill Errors; In Process Of Developing	Significant Remediation Needed; Deficits In Knowledge /Skills		Mean	SD
20. Recognizes own limitations and seeks supervision, consultation, or refers clients when appropriate (e.g., personal and professional awareness)	38.8% (19)	32.6% (16)	28.6% (14)	0.00% (0)	0.00% (0)	0.00% (0)	4.1	0.8
21. Demonstrates insightful attention to personal issues that affect treatment and displays boundaries with clients, peers, and supervisors	32.6% (16)	38.8% (19)	26.5% (13)	2.0% (1)	0.00% (0)	0.00% (0)	4.0	0.8
22. Demonstrates professional behavior by arriving on-time, engaging in respectful interactions with staff and peers, pro-actively	44.9% (22)	38.8% (19)	16.3% (8)	16.3% (0)	0.00% (0)	0.00% (0)	4.3	0.7

engaging in site activities, organized and prepared, and following all site rules								
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Analysis and Program Adjustments:

COUN 503 Skills Final Evaluation: Of the 37 students evaluated, 1 student was graded as “Below Expectations” and 0 were graded as “Unacceptable” across 9 elements. The 1 student was remediated and required to experience additional training and submit skills videos to their instructor to be graded. After successful remediation, no further action was taken, and the standard was met.

Final Supervisor Evaluation: Of the 49 students evaluated, 0 students were graded as “significant remediation needed.” No further action was taken, and the standard was met.

Alumni, Site Supervisor, and Employer Surveys

These surveys are administered on a triennial basis and are scheduled to be completed again in Fall 2023.

Summary of Key Findings and Program Modifications

The Department of Counselor Education at Stetson University engages in a continuous process of program evaluation and assessment. Utilizing data from Vital Statistics, at least two time points to estimate student development on Key Performance Indicators, and CPCE results, we draw the following conclusions. In summary, the Counselor Education Program retains students at a completion rate of over 80% across two programs (CMHC and MCFC). This high completion rate is likely due to the investment of faculty to build strong professional relationships with students with course caps low enough to provide students with strong feedback and support as they matriculate through the programs. Our assessment process is designed to observe students at the beginning, middle, and end of their degree program, giving faculty time to provide remediation services when they are required.

Our data drawn from CPCE and Key Performance Indicators has given the department a strong estimate of student development, with instances of exceptionally high-performance, and at other times (less common in comparison) vital opportunities to address significant gaps in student performance. The department utilizes several strategies to remediate these concerns when they do arise that are tailored to the specific learning objectives (including Knowledge, Skills, and Dispositions) that faculty are able to identify utilizing standardized rubrics. We have developed alternative learning assignments when a student struggles on key learning outcomes, Professional Assessment Reviews to capture a broad spectrum of challenges students may have toward developing competencies, and remediations assignments to provide feedback and support to students. Due to the comprehensive scope of the assessment process, students receive many opportunities to gain feedback. The job placement rates, and licensure rates post-graduation are in part a reflection of this developmental trajectory the faculty are able to support as students move from admission to graduation.

In the spring of 2022, our department met with our Department Advisory Board to garner their feedback and make recommendations for programmatic modifications. With their collaboration, our department has engaged in a process of reflection on how we approach diversity, equity and inclusion. With their feedback, and in conjunction with our data collection from course evaluations and faculty input, we added or enhanced multicultural components in most of our courses and faculty maintained open communication as a group sharing ideas and feedback with one another. We focused especially on enhancing support for our students coming from underrepresented populations. Historically, these students have often chosen to leave our program by the end of their first year. In addition to measures taken in 2020-21, our intention in 2021-22 was to create a more diverse group of faculty. We were able to hire a VAP who spent her childhood and adolescence outside of the continental United States and is bilingual. Furthermore, we added five new adjunct faculty and one tenure track faculty member, all of whom are members of underrepresented populations and will allow our faculty to more accurately reflect our diverse student population. Preliminary program data appears to

indicate an increase in retention of students coming from underrepresented populations. In Fall 2021, 44% (54/123) of our students self-identified their race as other than white, and in Spring 2022, that percentage increased slightly to 45% (57/128).

We continued to intentionally modify our curriculum to be more inclusive of diverse populations. We developed and delivered new curriculum specific to interdisciplinary behavioral health care, social determinants of health, and trauma informed team-based interventions in accordance with our Health Resources Services Administration (HRSA) grant. We also expanded the number of experiential training sites for our practicum and internship students. Finally, one faculty member significantly enhanced the COUN 527 Counseling in a Community Setting course so that students are now conducting community needs assessments and developing applicable interventions for use in local community counseling organizations.

As the department looks to the future, we will engage our Alumni, Site, Supervisors, and Employers through survey data collection to garner their perspective on our programs. This survey will be sent out via Qualtrics in October of 2023.