



Department of Counselor Education  
Annual Assessment Report  
2023

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## Introduction and Overview

### **Programs**

The Department of Counselor Education at Bridgewater State University is an all graduate-level department. The department houses four graduate programs: Mental Health Counseling; Mental Health Counseling- Dual License; School Counseling (PreK-8; 5-12); and Student Affairs.

### **Accreditation**

The Council for Accreditation and Related Education Programs (CACREP) is the leading accrediting body for the profession of counseling. CACREP sets a level of standards that assures the quality of a program. Having CACREP accreditation enhances the reputation of the Department of Counselor Education; increases student enrollment numbers; stimulates self-review and self-directed improvements; and demonstrates a commitment to meeting the highest academic standards, which enables the department to attract the most qualified faculty applicants. The CACREP standards include five sections: The Learning Environment; Professional Counseling Identity, which includes eight core academic areas; Professional Practice, which addresses student fieldwork experiences; Evaluation in the Program; and Entry-Level Specialty Areas, of which Bridgewater State University has two: Mental Health Counseling and School Counseling.

The Student Affairs Counseling program at Bridgewater State University discontinued its CACREP accreditation to stay competitive with Student Affairs and other higher education preparation programs at regional, state, and national universities. The Department of Counselor Education's Student Affairs program currently adheres to the competencies of the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA).

### **Reaccreditation**

The Department of Counselor Education at Bridgewater State University first attained CACREP accreditation on July 19, 2007. Since then, the department was approved for reaccreditation through October 31, 2023, under the 2009 set of CACREP standards. To seek reaccreditation beyond 2023, the department is required to transition to the 2016 CACREP standards which focus on student and program assessment. After extensive planning, the department began the transition of their assessment process starting with students matriculating into the program Fall 2021. The onsite CACREP reaccreditation visit is pending scheduling but will take place in the Fall 2023 semester.

The Department's assessment process, in compliance with the 2016 CACREP standards, features requirements for evaluation of the program, students, faculty, and supervisors. CACREP's required assessment process is extremely comprehensive and requires a well mapped out plan to collect data at multiple points, in multiple methods, and includes a clear understanding of who collects the data, when, and documentation of how the data impacts the program and its curriculum decisions. For more detail, please see the Student & Program Assessment Guidebook.

## Summary of Program Evaluation

### **Findings**

The Department of Counselor Education engages in consistent and robust data collection from a variety of stakeholders which allows the department to continually assess the strengths and areas for improvement for the department as a whole and for the specific programs, as needed.

Readers will find in the following pages that the department of counselor education is consistently rated above average by a variety of constituents including current students and current site supervisors across programs. The department meets in May of each academic year to review results from data collected throughout the year, to analyze the data, and to reflect on our work and how we may improve. As a result of our findings, we have identified areas of both strengths and areas for improvement.

### **Strengths:**

1. The department consistently receives feedback from stakeholders that they are providing a student-centered education with a diversity of teaching modalities that prepares students for their internship placements.
2. The department is meeting its program learning objectives at the introductory, reinforcement, and mastery levels as evidenced by KPI assignment cognitive rubric scores, KPI assignment affective rubric scores, and site supervisor final evaluations.
3. The department is consistently engaging in rigorous program evaluation with multiple data collection methods and multiple collection points and implementing findings to make informed changes.

### **Identified areas for program improvement:**

1. The department needs to continue to evaluate their marketing and recruitment practices to increase diversity.
2. The department needs to create opportunities for students to explore post-graduation careers and job attainment.
3. The department needs to evaluate curriculum and identify locations to target an increased focus on clinical treatment plans, case documentation, 504 reporting, and IEP documentation.
4. The department needs to continue to monitor work life balance concerns for students.

## **Program Modifications/Substantial Changes**

In the 2022-23 academic year, the department of Counselor Education made modifications/changes in four key areas: admissions, curriculum, advising and instruction.

### **Admissions:**

1. The department voted to change the GRE requirement for admission to the school, dual, and mental health counseling programs. The new admission criteria allow applicants with a master's degree or with an undergraduate grade point average (GPA) of 3.0 and above to apply to the program without having to take the GRE. The proposal was approved at the Graduate Education Council (GEC) and will be effective for applicants seeking admission for Spring 2024 and beyond.
2. In addition to waiving the GRE as part of the admissions process for applicants with an undergraduate GPA of 3.0 and above, the department also approved a low GPA remedy allowing applicants with an undergraduate GPA of below a 3.0 to qualify for application to the program by taking two of four identified courses within the department and earn a B or above. The proposal was approved at GEC and will be effective for applicants seeking admission for Spring 2024 and beyond.
3. With these admissions changes, the department has hopefully removed barriers for potential applicants and will see an increase in applications for Spring 2024 and beyond.

### **Curriculum**

1. In the 2021-2022 Assessment report, it was observed that the capstone requirement of the CPCE exam had scores which may have been impacted by having two different courses meeting the criteria of Human Growth and Development (one for school and one for mental health). In response, the department voted to create one development course. This change has been approved by GEC and will be in effect for Spring 2024.
2. The department and GEC approved changing a pre-requisite to a co-requisite for one of the applied skills courses which allows students smoother progression through the program.

### **Advising**

1. To directly address concerns raised in the 2021-2022 assessment report regarding mindfulness around graduate student wellness (evidenced by student disposition evaluations on work-life balance being "below expectations", and student comments on the confidential feedback survey), the department:
  - a. placed limits on internship hours in one semester. Students are now limited to no more than 300 hours of internship at any one site in a semester (versus the previous allowance of 450 hours) which will help students in their internship settings, ensure their ability to complete the necessary work within one semester, hopefully reducing distress and ensuring success.

- b. implemented its mandatory advising meetings at student credit hour benchmarks (ensuring no less than three meetings), allowing for more personalized advising sessions, incorporating disposition data from each semester, and allowing the advisor to directly address with students any comments/concerns regarding graduate level workload, self-care, and work life balance.
- c. clarified its protocol for advising students identified as needing ongoing competency evaluations (OCE).
  - i. The OCE protocol calls for the following order of addressing student concerns: 1) Faculty 1:1 with student, 2) Faculty, Advisor and/or Director of Fieldwork and/or DGCE Chair (in summers), 3) Department Chair, 4) Appropriate Dean.

### **Instruction**

1. Since the 2021-2022 assessment report reflected stakeholders' continual acknowledgment of faculty expertise and knowledge of support, the department thought it would be prudent to identify specific actions that contribute to this high level of satisfaction and strive to incorporate those actions, thus the Alumni Survey has been edited to include a question addressing this area.
2. Additionally, to ensure both seasoned and new part- and full-time faculty are up to date on expectations related to supporting graduate students and assessment practices, additional guidance videos were posted to the New and Part-Time Faculty Orientation on the Department Blackboard site.

## **Recommendations Based on the 2022-2023 Annual Assessment Report Results**

Recurring themes regarding student success and theory to application emerged from the assessment report resulting in the recommendations below. Further, as the department continues to evaluate assessment procedures implemented in the 2021-2022 academic year, and gather robust data sets, some considerations for efficacy of assessment procedures are noted.

### **Student success (Advising)**

1. Utilize benchmark advising meetings to not only provide disposition data on work/life balance and self-care feedback, but also to closely evaluate course plan/mapping to make sure courses are complementing one another. Examples include: pairing a skills based class with a theory based class so assignments are varied.
2. Faculty should have access to all syllabi, consider viewing timeline in other classes to avoid multiple heavily weighted assignments coming due at the same time for students.
3. Update new student orientation to include a comprehensive module which conveys a sample of asynchronous, synchronous, hybrid, and self-directed learning definitions.
4. Work with the College of Graduate Studies (COGS) to assure length of time to complete programs are accurately marketed.
5. Be more overt about reinforcing knowledge students gain from new student orientation regarding campus resources with resources listed on syllabus and in advising meetings.
6. Consider partnering with BSU career services during internship classes (already done at the introductory level in career counseling) to enhance student opportunities for job placement with resources like LinkedIn, Handshake database, etc.

### **Theory to application (Curriculum and Instruction)**

1. Consider more opportunities for group facilitation skills both within and beyond the group counseling course.
2. Integrate therapy notes into the skills classes, diagnosis class, and/or the internship courses.
3. Monitor updates from the Department of Elementary and Secondary Education (DESE) concerning new subject matter knowledge (SMK) requirements and reflect them as needed in both the syllabus template and site supervisor evaluations.
4. Collaborate with student affairs partners to determine ways to better prepare students for budgeting and assessment procedures in various functional areas.
5. Incorporate 504 and IEP documentation into both the clinical issues school counseling class and/or consider combining mental health diagnosis class with school counseling clinical issues class to provide an overview of diagnostic documentation.

### **Assessment practices**

1. Monitor assessment of program learning outcomes and CACREP standards at the introductory and reinforcement levels (KPI cognitive and affective scores) with the mastery level data from the CPCE by running correlation analyses.
2. Continue to review the implementation of the reinforcement assessment of affective journal assignments.
3. Consider a way to better assess job placement rates of graduates seeking employment in K-16 settings that is more aligned with the hiring timeline cycle for those jobs to prevent possible false low ratings.

# Department Assessment Planning

## Introduction

The CACREP 2016 standards require assessment of student’s knowledge, skills, and professional dispositions. To achieve this goal, an empirically based plan for systematically evaluating the department’s program objectives and student learning is required. Hence, the department of counselor education has rooted program and student evaluation in alignment with our mission statement and goals.

## Program Mission Statement and Goals

The principal mission of the Department of Counselor Education at Bridgewater State University is to prepare high quality master’s level counselors for various settings in Massachusetts and the nation. More specifically, we prepare; quality School Counselors to serve students, families, and communities in PreK-12 educational settings; Clinical Mental Health Counselors to serve individuals, families, and/or groups in community, non-profit, or private agencies; and Student Affairs Counselors to serve as academic advisors, career advisors, residential hall advisors, or likewise in institutes of higher education. Our program learning objectives are to:

1. Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.
2. Foster the development of expertise in counseling skills.
3. Instill a commitment to uphold best practices within counseling and student affairs professions.
4. Cultivate diversity and social justice competence within counseling and student affairs professions.

## Program Learning Outcomes and Assessment Procedures

Based on feedback received on the 2021-2022 CNED assessment report, which indicated “there is no NECHE-like curriculum map in the Assessment Handbook” (COGS Dean personal communication July, 2022), this section has been added to show how and when the core content areas for our CACREP programs are evaluated at the introductory (I), reinforcement (R), and mastery (M) levels.

Each of the core content areas are required to have a KPI assignment. The KPI assignment is designed to showcase student’s knowledge in the context of CACREP standards and the program learning objectives set by the department and scored with a percentage of success score. The courses marked with an I in the table below, indicate the *introduction* of our program learning objectives as they relate to the specific course (it is expected that the program learning objectives are applicable to all the core courses), and students are assessed via the identified KPI assignment and cognitive KPI rubric. The program learning objectives are *reinforced* in the courses below indicated with an R, and students are assessed at the behavioral level using a KPI affective assignment. Lastly, the program learning objectives are assessed at the *mastery* level, indicated by the M in the table below, through both site supervisor’s **final** evaluation of the student intern, and the national Counselor Preparation Comprehensive Exam (CPCE).



## Program Learning Outcomes and Curriculum Map

Learning Objective	Research CNGC 500	Counseling Theories CNGC 528	Multicultural Counseling CNGC 529	Group Counseling CNGC 538	Career Counseling CNGC 539	Development through the lifespan CNMH 564 CNSC 520	Ethics CNMH 535 CNSC 515 CNSA 520	Psych Assessment CNGC 532	Skills classes CNMH 535 CNMH 536 CNSC	Internship	Exit requirement (CPCE exam)
1. Guide in roles and responsibilities...	I	I	I	I	I	I	I	I	R	R/M	M
2. Foster expertise ...	I	I	I	I	I	I	I	I	R	R/M	M
3. Instill a commitment...	I	I	I	I	I	I	I	I	R	R/M	M
4. Cultivate diversity...	I	I	I	I	I	I	I	I	R	R/M	M

### Assessment of Dispositions

Using the American Counseling Association (ACA) Code of Ethics (2014) the Department of Counselor Education has developed a disposition scale espousing the professional values which include; (1) enhancing human development throughout the life span; (2) honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential and uniqueness of people within their social and cultural contexts; (3) promoting social justice; (4) safeguarding the integrity of the counselor-client relationships; and (5) practicing in a competent and ethical manner. Furthermore, the scale features aspects of commitment, openness, respect, integrity, and self-awareness.

Our accrediting body CACREP's assessment procedures exceed that of the NECHE assessment due to the frequency of the assessment and the stakeholders involved. Further, CACREP requires that our assessment involves regular evaluation of student dispositions. The tables below speak to the frequency, the method, and analysis for our data collection procedures.

### Global Categories of Assessment

Using the Office of Academic Planning and Assessment (2001) guidelines the Department of Counselor Education identifies Student Learning Outcomes (SLOs) across three areas:

1. Cognitive domains (C) (i.e., what students should know or how they should think)
2. Affective domains (A) (i.e. how students feel, what students care about)
3. Behavioral domains (B) (i.e. what students can do)

Furthermore, the Department of Counselor Education has adopted the typical assessment identifiers of different levels of attention to SLOs by using:

1. Introduction (I)
2. Reinforced (R)
3. Mastery (M)

## Program Assessment Schedule

Using a variety of data collection methods such as Key Performance Indicators (KPI) assignments, rubrics, standardized assessments, and surveys, the department systematically assess both students and the program simultaneously. Please reference the Student & Program Assessment Guidebook for further information concerning this table.

	Data to be collected	How/when the data will be collected	How data will be reviewed	How data will be used for curriculum and program improvement
<b>Aggregate student assessment data about knowledge</b>	New Student Orientation Knowledge Attainment Assessment  KPI Assignment Grade  KPI Rubric  CPCE	Conclusion of Orientation  Conclusion of each course  Conclusion of each course  Internship	Faculty Mid-Semester Review (see Advising Feedback table)	Program Evaluation Meeting
<b>Aggregate student assessment data about skills</b>	Site Supervisor Evaluations of students  Affective Journal Assignments  Affective Rubric	Conclusion of each internship semester  Conclusion of appropriate fieldwork course  Conclusion of each appropriate fieldwork course	Faculty Mid-Semester Review (see Advising Feedback table)	Program Evaluation Meeting
<b>Aggregate student assessment data about dispositions</b>	Disposition Assessment	Mid semester of each course	Faculty Mid-Semester Review (see Advising Feedback table)	Program Evaluation Meeting
<b>Demographics of student applicants</b>	Demographics	Institutional Data	Annual Report	Program Evaluation Meeting
<b>Demographics of students</b>	Demographics	Institutional Data	Annual Report	Program Evaluation Meeting
<b>Demographics of graduates</b>	Demographics	Institutional Data	Annual Report	Program Evaluation Meeting
<b>Systematic follow-up studies of graduates</b>	Exit Survey  Alumni Survey	Exit meeting with Fieldwork Director in student's final semester  Emailed survey link every 3 years	Annual Report	Program Evaluation Meeting
<b>Systematic follow-up studies of site supervisors</b>	Site Supervisor Evaluations of the Counselor Education Programs	Conclusion of each fieldwork semester	Annual Report	Program Evaluation Meeting
<b>Systematic follow-up studies of employers of graduates</b>	Graduate Employer Survey (Appendix S-U)	Emailed survey link every 3 years	Annual Report	Program Evaluation Meeting
<b>Program Evaluation by current students</b>	Confidential Student Feedback Survey	Each fall and spring, to students enrolled in CNGC 528 and their first semester of fieldwork	Annual Report	Program Evaluation Meeting

## Program Evaluation Thresholds

Please reference the [Student & Program Assessment Guidebook](#) for further information concerning this table.

	Aggregate Data	Point Analysis Data Overall	Point Analysis of Current Academic year	Threshold
<b>Aggregate student assessment data about knowledge</b>	Total score set of New Student Orientation Knowledge Attainment Assessment	Overall average score (2 sets, fall and spring)	Current academic year average score	80%
	Complete set of KPI Assignment scores- <u>by course</u>	Overall average score for each assignment	Current academic year average score for each assignment	80%
	Complete set of Cognitive Rubric scores- <u>by course</u>	Overall average score for each section	Current academic average score for each section	Minimum of a score of 3 on each section
	Complete set of CPCE scores	Each section	Current academic average score	Total score 82, Individual sections 9
<b>Aggregate student assessment data about skills</b>	Site Supervisor Evaluations of Students	Overall average score per semester, per specialty program	Current academic year average score per specialty program	Total score: 39
	Affective Rubric	Overall average score for each assignment per semester	Current academic year average score for each assignment	Minimum of a score of 3 on each section
<b>Aggregate student assessment data about dispositions</b>	Disposition Assessments	Overall average score per student	Current academic year average score for each assignment	Total score 39 review after the disposition meeting
<b>Demographics of student applicants</b>	Complete data set	Averages from overall data set per semester	Current academic year average score	
<b>Demographics of students</b>	Complete data set	Averages from overall data set per semester	Current academic year average score	
<b>Demographics of graduates</b>	Complete data set	Averages from overall data set per semester	Current academic year average score	
<b>Systematic follow-up studies of graduates</b>	Complete data set of Graduate Exit Survey (Appendix V)	Averages from overall data set per semester	Current academic year average score	
	Complete data set of Alumni Survey (Appendix W)	Overall average set of data (every three years)	N/A	
<b>Systematic follow-up studies of site supervisors</b>	Complete data set of Site Supervisor Evaluation of BSU Counselor Education Programs (Appendix P-R)	Averages from overall data set per semester	Current academic year average score	
<b>Systematic follow-up studies of employers of graduates</b>	Complete data set of Graduate Employer Survey	Overall average set of data (every three years)	N/A	

## Aggregate Student Assessment Data About Knowledge

### New Student Orientation Knowledge Attainment

Once admitted to the program, students complete a comprehensive asynchronous self-guided New Student Orientation consisting of six steps/modules: handbooks and getting started, program-specific ethics, licensure, and accreditation, student resources, student assessment and remediation, honor societies, and learning contracts and assessments. At the completion of the entire learning module, students are required to complete a short quiz indicating the knowledge level acquired. The data from the 2021-2022 academic year was lost in an unfortunate technology glitch, but that has been remedied, see data below for 2022-2023.

#### Summary of New Student Orientation Knowledge Attainment

Semester	Sample Size	Average
Spring 2023 Admits	10	85.58%
Fall 2023 Admits	19	85.64%

#### Discussion:

- Data analyses on the orientation quiz are run after each cohort (fall and spring) completes the quiz.
- Easy, medium, and hard questions are identified by the analysis, allowing faculty to review and monitor any potential changes need.
- While one question was identified as “hard,” the decision to uphold the question was made because the question addresses critical information such as: courses for which students may not self-enroll, requirements around ethical adherence, and APA citation format.
- The comprehensive orientation seems to be providing students with requisite information.
- The Department should consider cross-referencing student feedback with content in the New Student Orientation to identify potential gaps in content.

### Key Performance (KPI) Assignment/Assessment

Since Fall 2021, in courses with CACREP standards being addressed, a KPI assignment is required. The KPI assignment is designed to showcase students’ knowledge in the context of CACREP standards and the program learning objectives set by the department and scored with a percentage of success score. It is at the discretion of the individual faculty member teaching the course to determine the KPI assignment. Examples of KPI assignments include but are not limited to class presentations, final exams, research papers, and or reflection papers. The KPI assignment is designated at the outset of the semester and clearly indicated on the syllabus with the following universal description: *This assignment has been identified as a “signature assignment” in which the four Program Objectives of the Department of Counselor Education are showcased. Your score on this assignment will be used in both the assessment of your progress in the program but also the program’s ability to meet their educational goals. Your final grade on this assignment will be shared with faculty at the mid-semester review and potentially discussed with your advisor at some point. You will be given a score on this assignment (which will be used towards your final grade calculation) and a rubric score (not used towards your final grade in the course). Any areas on the rubrics in which you receive a score less than 3 will initiate an “Ongoing Competency” meeting with your instructor (and in some cases your advisor and the Department Chair).*

### KPI – Introductory level of assessment scores

Course instructors record both the score on the designated KPI assignment as well as the score on the KPI Cognitive rubric (as noted above this is not used towards final course grade), for courses identified under the classification of both Introductory (I) and Cognitive (C) to the program learning objectives and CACREP standards. While instructors determine how to score the assignment as it relates to the overall course grade, a universal KPI cognitive rubric, created and approved by the Department of Counselor Education is used to evaluate the program objectives. The KPI Cognitive rubric is included on syllabi for courses in which KPIs are included.

### **Assessment of Program Learning Objectives and CACREP standards at the Introductory Level for Core Courses in Averages**

Course	Fall KPI Assignment Grade	Fall KPI Rubric Score	Spring KPI Assignment Grade	Spring KPI Rubric Score	Aggregate KPI Assignment Grade	Aggregate KPI Rubric Score
<b>Research</b>	94.11% (N=13)	14.38 (N=13)	90.7% (N=11)	13.78 (N=11)	92.4% (N=30)	14.5 (N=37)
<b>Multicultural</b>	94.92% (N=12)	14.75 (N=12)	96.3% (N=11)	14.6 (N=11)	94.5% (N=45)	14.2 (N=45)
<b>Assessment</b>	97.9% (N=10)	15.62 (N=10)	95.3% (N=11)	15.3 (N=11)	95.5% (N=15)	15.2 (N=15)
<b>Group</b>	100% (N=7)	12 (N=7)	100% (N=8)	12 (N=8)	100% (N=14)	12 (N=14)
<b>Career</b>	97.29% (N=11)	15.2 (N=11)	94.6% (N=7)	14.9 (N=7)	95.9% (N=41)	15 (N=41)
<b>Development</b>	99% (N=15)	12 (N=15)	97.2% (N=9)  91.5% (N=8)	11.6 (N=9)  14.1 (N=8)	94.1% (N=26)	12.4 (N=40)
<b>Theories</b>	92% (N=15)	14.4 (N=15)	93.9% (N=14)	14.5 (N=14)	92.5% (N=48)	14 (N=48)

**Assessment of Program Learning Objectives and CACREP standards at the Introductory Level for Mental Health Curriculum in Averages**

Course	Fall KPI Assignment Grade	Fall KPI Rubric Score	Spring KPI Assignment Grade	Spring KPI Rubric Score	Aggregate KPI Assignment Grade	Aggregate KPI Rubric Score
Addictions	100% (N=5)	12 (N=5)	97.6% (N=7)	14.4 (N=7)	97.7% (N=6)	14.5 (N=6)
Ethics	98% (N=12)	15.58 (N=12)	98.7% (N=15)	15.8 (N=15)	98.1% (N=31)*	15.7 (N=40)
Applied (535)	96% (N=12)	12 (N=12)	97.2% (N=10)	12 (N=12)	95%** (N=17)	12.9 (N=26)
Psychopathology	97.4% (N=15)	12 (N=15)	100% (N=14)	11.7 (N=11)	98.7%*** (N=23)	12 (N=24)
Crisis	NA	NA	99.2% (N=15)	11.85 (N=15)	99.5% (N=11)	12 (N=13)

**Assessment of Program Learning Objectives and CACREP standards at the Introductory Level for School Counseling Curriculum in Averages<sup>1</sup>**

Course	Fall KPI Assignment Grade	Fall KPI Rubric Score	Spring KPI Assignment Grade	Spring KPI Rubric Score	Aggregate KPI Assignment Grade	Aggregate KPI Rubric Score
Ethics	94.6% (N=5)	15.8 (N=5)			*	
Foundations	89.83% (N=6)	12 (N=6)			91.9% (N=7)	12.9 (N=7)
Clinical Issues	92.5% (N=4)	15.25 (N=4)			***	
Consultation	93% (N=5)	15 (N=5)			93.3% (N=3)	15.3 (N=3)
Evidenced Based			98.1 (N=6)	15.8 (N=6)	99% (N=5)	15.2 (N=5)
Applied			100% (N=2)	16 (N=2)	**	

**Assessment of Program Learning Objectives and CACREP standards at the Introductory Level for Student Affairs Curriculum in Averages**

Course	Fall KPI Assignment Grade	Fall KPI Rubric Score	Spring KPI Assignment Grade	Spring KPI Rubric Score	Aggregate KPI Assignment Grade	Aggregate KPI Rubric Score
Development	91.85% (N=3)	12.57 (N=2)			92.3% (N=5)	13.2 (N=5)
Foundations	100% (N=3)	15.67 (N=3)			96.7% (N=6)	13.8 (N=6)
Skills			90.6% (N=4)	14.5 (N=4)	**	

<sup>1</sup> \* indicates ethics, \*\* indicates skills, \*\*\* indicates psychopathology, these three courses are taught separately based on specialty, but data is collapsed for program evaluation purposes

Discussion of Introductory (Cognitive) Assessment Data

- It was noted that aggregate data sample sizes appear inconsistent with data collected due to the implementation of the new assessment protocol which captured data from students matriculated before and after the start date. Based on anticipated graduation dates, all currently enrolled students will be part of the new assessment protocol by the end of the next academic year.
- The introductory level of program learning objectives and CACREP standards as assessed by the department’s set threshold of 80% on all KPI cognitive assignment grades has been far exceeded which indicates our ability to teach to our program objectives effectively at the introductory level.
- Now that the department has had a full academic year of using the KPI cognitive rubrics it may be warranted to have a review meeting to discuss the merit of the KPI assignments and to explore how they are being used to ensure consistency across programs and faculty.
- When we have more data, the department may want to see how well KPI scores at the introductory level correlate with the mastery level scores on the CPCE exam.

KPI – Reinforcement level of assessment scores affective journal rubric

The Affective Journal grading rubric is connected to the second level assessment, Reinforcement (R) of program learning objectives and CACREP standards and Affective (A). The reinforcement assessment occurs when students begin their experiential placements which we refer to as fieldwork (advanced applied/internship). Since the assessment protocol was implemented in fall 2021, and our programs are 39-66 credits, we have a limited number of students who have matriculated to the reinforcement stage of assessment under the newer protocol. We anticipate a more robust data set at the next annual assessment review.

**Assessment of Program Learning Objectives and CACREP standards at the Reinforcement Level for Fieldwork in Aggregate in Averages**

KPI Group	KPI Theories	KPI Multicultural	KPI Ethics	KPI Development	KPI Research	KPI Assessment	KPI Career	KPI Specialty
13.5 (N=14)	13.3 (N=15)	13.3 (N=14)	13.3 (N=14)	13.5 (N=13)	15 (N=2)	15.7 (N=3)	15.3 (N=3)	15.5 (N=4)

**Assessment of Program Learning Objectives and CACREP standards at the Reinforcement Level for Mental Health in Averages**

Course	KPI Group	KPI Theories	KPI Multicultural	KPI Ethics	KPI Development	KPI Research	KPI Assessment	KPI Career	KPI Specialty
<b>Advanced Applied (Fall)</b>	15.75 (N=4)	15.5 (N=4)	15 (N=4)	15.25 (N=4)	14.75 (N=4)				
<b>Advanced Applied (Spring)</b>	12 (N=14)	12 (N=14)	12 (N=14)	12 (N=14)	12 (N=14)				
<b>Internship (Spring)</b>						15 (N=2)	15.7 (N=3)	14 (N=2)	15 (N=2)

**Assessment of Program Learning Objectives and CACREP standards at the Reinforcement Level for School Counseling in Averages**

Course	KPI Group	KPI Theories	KPI Multicultural	KPI Ethics	KPI Development	KPI Research	KPI Assessment	KPI Career	KPI Specialty
Advanced Applied K-8 (Fall)	16 (N=1)	14 (N=1)	16 (N=1)	15 (N=1)	16 (N=1)				
Advanced Applied 5-12 (Fall)	16 (N=2)	15.5 (N=2)	16 (N=2)	15.5 (N=2)	15.5 (N=2)				
Practicum						16 (N=1)	16 (N=1)	16 (N=2)	16 (N=1)

**Assessment of Program Learning Objectives and standards at the Reinforcement Level for Student Affairs in Averages**

Course	KPI Group	KPI Theories	KPI Multicultural	KPI Ethics	KPI Research	KPI Career	KPI Specialty
Internship (Fall)							15.5 (N=2)
Internship (Spring)	14.3 (N=3)	14 (N=2)	15 (N=15)	15 (N=1)	14.3 (N=3)	14.7 (N=3)	14 (N=1)

Discussion of Reinforcement (Affective) Assessment Data

- As noted above, the reinforcement level of assessment has not been reached by many students given the length of time of our programs (39-66 credits) and the start of the new protocol for assessment.
- Moving forward, the department will need to monitor that the affective journals and rubrics are being collected and analyzed across all students in all programs.
- In addition, the department may want to review assignments to make sure that each competency area: Professional identity, Counseling Skills, Best Practices, and Multicultural Competence are addressed and assessed within the affective journal assignment.



CPCE (Assessment at Mastery Level)

The Counselor Preparation Comprehensive Exam (CPCE) is the assessment tool used to measure mastery of program learning objectives and CACREP standards. The CPCE is a 160 standardized multiple-choice exam that is commonly used in counselor education programs due to its coverage of the CACREP core curriculum areas. There are 20 questions in each of the eight areas, although only 17 of the questions are used in scoring. The remaining three questions are used for psychometric evaluation and question development by the instrument provider. Below is a table of each of the eight core areas, the range of student scores, and averages. Students as of spring 2023 are in the new capstone protocol and therefore in that column we included pass rates on each topic.

<b>CACREP Core Areas</b>	<b>Summer 2022 N=8</b>	<b>Fall 2022 N=1</b>	<b>Spring 2023 N=12</b>
<b>Professional Counseling Orientation and Ethical Practice (10.92)</b>	Range: 9-15 Average: 12.75	Range: 11 Average: 11	Range: 9-14 Average: 11.83 Passing: 11 Non-Passing: 1
<b>Social and Cultural Diversity (9.71)</b>	Range: 6-12 Average: 9.875	Range: 5 Average: 5	Range: 8-15 Average: 10.5 Passing: 11 Non-Passing: 0
<b>Human Growth and Development (11.51)*</b>	Range: 8-12 Average: 10.625	Range: 9 Average: 9	Range: 8-14 Average: 10.67 Passing: 6 Non-Passing: 2
<b>Career Development (10.81)</b>	Range: 10-15 Average: 12.375	Range: 8 Average: 8	Range: 8-13 Average: 11.17 Passing: 11 Non-Passing: 1
<b>Counseling and Helping Relationships (9.99)</b>	Range: 9-15 Average: 13.625	Range: 8 Average: 8	Range: 8-14 Average: 10.25 Passing: 10 Non-Passing: 2
<b>Group Counseling and Group Work (10.52)</b>	Range: 10-16 Average: 13	Range: 9 Average: 9	Range: 9-17 Average: 13.17 Passing: 12 Non-Passing: 0
<b>Assessment and Testing (10.39)*</b>	Range: 7-11 Average: 9.5	Range: 12 Average: 12	Range: 8-14 Average: 10.75 Passing: 11 Non-Passing: 1
<b>Research and Program Evaluation (10.88)</b>	Range: 6-15 Average: 12.875	Range: 12 Average: 12	Range: 9-17 Average: 13 Passing: 12 Non-Passing: 0

Note: National Averages indicated in parenthesis behind core area title

\*Areas Student Affairs students are not included

## Discussion

- Data indicates that the program maintains above the national average on the following core areas:
  - Professional Counseling Orientation and Ethical Practice
  - Research and Program Evaluation
- With the exception of Fall 2022 data, (included only one student, which potentially skews the data), the program also consistently had scores above the national average in the areas of:
  - Social and Cultural Diversity,
  - Career,
  - Group, and
  - Helping Relationships
- Hence, evaluation of the two areas; Human Growth and Development, and Assessment, warrants further reflection. Of note, both Human Growth and Development and the Assessment courses are not required by students in the Student Affairs program which may negatively impact these data points.
  - To address concerns around the Human Growth and Development scores (also present in the previous year's assessment report) the department already voted on and passed through GEC a proposal to combine the two development courses for students (one for mental health and one for school counseling). Having only one course to address this academic standard will afford us the ability to assess students from both programs equally on the efficacy of the department meeting the academic requirements.
  - Average scores for the fall and spring administrations of the exam indicate that Assessment is above the national average and therefore the department will continue to monitor student scores, especially because it is not uncommon for students to take the exam while currently enrolled in the Assessment course.
  - Further action, upon continued monitoring, may include dropping the required threshold score from nine to eight in these two areas.

## Aggregate Student Data About Skills (Mastery level)

### Site Supervisor Evaluation of Students

The CNED assesses students’ mastery of program learning objectives and applicable CACREP standards through both the CPCE scores (reported above) and the final evaluation that their internship site supervisor completes at the end of each semester (fall, spring, summer) in which the students are completing their internships. While the evaluations are electronically sent to each site supervisor, a PDF of the site supervisor’s evaluation is emailed to the student to print, sign, and submit to their BSU instructor, and subsequently each BSU instructor reviews the PDF evaluation and discusses it with the student to provide a grade<sup>2</sup>.

### Mental Health Counseling Site Supervisor Final Evaluation of Students<sup>3</sup>

The student demonstrates the ability to	Advanced Applied			Internship		
	Summer 2022 N=7	Fall 2022 N=2	Spring 2023 N=10	Summer 2022 N=9	Fall 2022 N=14	Spring 2023 N=10
Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation	1.9	2.5	2.5	2.6	2.6	2.7
Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.	2.3	3.0	2.8	2.9	2.9	2.9
Understand counseling theory and stages of development and treatment and effectively translate theory into practice, demonstrating effective record keeping and report writing skills, and remaining within the limits of expertise	2.3	2.5	2.3	2.7	2.8	2.6
Understand group theory, process, dynamics, methods, and leadership styles and translates theory into practical application	2.1	2.0	2.1	2.8	2.8	2.4
Provide effective counseling around the issues of career, avocation, academic concerns, and “meaningful work” which respects client diversity and lifestyle	2.3	2.5	2.3	2.7	2.8	2.7
Understand community outreach and individual, group, and community-based prevention activities	2.2	2.5	2.0	2.6	2.8	2.7
Effectively utilize supervision, including being open to feedback	2.6	3.0	3.0	3.0	2.9	2.9

<sup>2</sup> The data represented in this report for site supervisor student evaluations are for the final evaluation of each student.

<sup>3</sup> The students enrolled in the Mental Health Counseling-Dual License program complete their Advanced Applied and Internship hours at two separate sites: 1) a mental health site and 2) a school site. These data reported and discussed above are from the Mental Health Counseling-Dual License students’ Advanced Applied and Internship hours at their mental health site

Adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition onto clients	2.1	3.0	2.9	2.8	2.9	2.6
Demonstrate knowledge about a variety of ancillary internal and community-based support services; provide information about these services and make appropriate referrals	2.0	2.0	2.0	2.5	2.8	2.5
Effectively function as a contributing member of a variety of mental health teams and establish effective collaborative relationships with ancillary providers	2.0	3.0	2.5	2.8	2.8	2.7
Recognize, respect, and appropriately and effectively respond to client diversity	2.1	3.0	2.9	2.9	2.9	2.7
Understand and maintain the highest professional standards and professionalism	2.4	3.0	2.9	2.8	2.9	2.8
Utilize technology in the provision of counseling services	2.4	2.5	2.7	3.0	2.9	2.8

**Summary of specific areas of strength as noted by the mental health site supervisors included in the qualitative portion of the survey:**

- motivated;
- receptive to feedback;
- invested in professional development;
- client-centered ;
- strong advocacy skills;
- good understanding of counseling theory and practice;
- empathic;
- compassionate;
- utilizes supervision appropriately;
- understands diversity;
- present in an ethical and professional manner;
- deep/critical thinking around assessment; and
- self-awareness

**Summary of specific areas of growth as noted by the mental health site supervisors included in the qualitative portion of the survey:**

- timeliness of paperwork;
- skills for clients with a primary diagnosis of substance use disorder;
- getting more group work experience;
- become aware of both internal and community-based collaboration and services;
- seek guidance as needed;
- diagnostic formulations and clinical interventions;
- learning Electronic Health Records system;
- continue to improve integrating clinical theory with clients; and
- actively seek further learning opportunities.

### Mental Health Counseling-School Based Site Supervisor Final Evaluation of Students<sup>4</sup>

The student demonstrates the ability to:	Advanced Applied			Internship		
	Summer 2022 N=0	Fall 2022 N=2	Spring 2023 N=4	Summer 2022 N=4	Fall 2022 N=3	Spring 2023 N=5
Apply principals of therapeutic relationships to build positive, empathic relationships with students		3.0	2.8	3.0	3.0	3.0
Apply theories of normal and abnormal intellectual, social and emotional development when working with students.		3.0	2.8	3.0	2.7	3.0
Demonstrate an understanding of how learning disorders, including emotional issues, may affect student achievement and their treatment		2.5	2.5	3.0	2.7	2.6
Demonstrate knowledge of strategies and techniques used for the prevention and treatment of substance abuse in Prek-12 students		n/a	2.7	3.0	2.3	3.0
Demonstrate knowledge of strategies and techniques used for the prevention and treatment of physical and sexual abuse, and violence in Prek-12 students		2.5	2.5	3.0	2.3	2.6
Demonstrates knowledge of strategies and techniques used for the prevention and treatment of violence in Prek-12 students		2.5	2.5	3.0	2.7	2.5
Demonstrates knowledge of state-of-the-art diagnostic instruments and procedures for testing		2.0	2.3	3.0	2.3	2.6
Demonstrate the ability to interpret testing results as they relate to the student(s) they are working with		2.0	2.3	3.0	2.3	2.8
Utilizes effective communication skills to consult and collaborate with families, school personnel, and community members based on student's needs		3.0	2.8	3.0	2.7	3.0
Demonstrates knowledge of the criminal justice system with particular reference to the juvenile justice system and organization		n/a	2.7	2.7	2.7	2.7
Demonstrate knowledge of medical conditions and medication related to physical disabilities and learning disorders		2.0	2.5	3.0	2.7	2.8
Know how federal and state laws and regulations impacts the legal rights of students and families		2.0	2.5	3.0	2.7	2.8
Adhere to professional codes of ethics, legal mandates, and district policies		3.0	2.8	3.0	2.7	3.0

<sup>4</sup> The students enrolled in the Mental Health Counseling-Dual License program complete their Advanced Applied and Internship hours at two separate sites: 1) a mental health site and 2) a school site. These data reported and discussed above are from the Mental Health Counseling-Dual License students' Advanced Applied and Internship hours at their school site.

Maintain the highest professional, ethical standards and professionalism		3.0	3.0	3.0	2.7	3.0
Open to feedback received from their site supervisor (and any additional parties in the school)		3.0	3.0	3.0	3.0	3.0
Adequately self-reflects, is aware of their biases, beliefs, and prejudices		3.0	2.8	3.0	3.0	3.0
Identify strategies for effective work with the students, parents/guardians as well as administrators and school staff		3.0	2.5	3.0	3.0	3.0
Recognize, respect, and appropriately and effectively respond to diversity among the students, their families and the community		3.0	3.0	3.0	3.0	3.0

**Summary of specific areas of strength as noted by the mental health school-based site supervisors in the qualitative portion of the survey:**

- professional manners;
- asks good questions;
- effective use of supervision well;
- talks through diagnostic impressions that show an understanding of the DSM;
- creative lessons for individuals and groups;
- reflective;
- motivated;
- independent;
- brings a positive energy and attitude to the office;
- strong therapeutic relationships;
- communicates with families well;
- insightful theories/conclusions based on these observation; and
- well-aware of the ethics of the discipline and adheres to such.

**Summary of specific areas of growth as noted by the mental health school-based site supervisors in the qualitative portion of the survey:**

- exposure to the special education process;
- group management skills;
- termination skills;
- confidence in own clinical judgement;
- observe 51A reporting;
- reach out to teachers and staff more;
- develop multisensory tools to allow for interventions with students who are at various ages, learning styles, and academic abilities; and
- ensuring goal-directed work.

### School Counseling Site Supervisor Final Evaluation of the Students

Indicate the level of competence you, as the student intern, demonstrates in the following areas:	Advanced Applied			Practicum		
	Summer 2022 N=1	Fall 2022 N=3	Spring 2023 N=0	Summer 2022 N=0	Fall 2022 N=3	Spring 2023 N=6
<b>3 = Consistent with professional practice</b> <b>2 = Proficient</b> <b>1 = Needs additional improvement</b> <b>0 = N/A</b>						
Familiarity with the Massachusetts Curriculum Frameworks and their use in the advising responsibilities of being a school counselor.	3.0	2.3			2.3	2.8
Ability to understand and interpret the Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers and parents.	3.0	1.7			2.3	2.5
Ability to individually and collaboratively assess student learning style and utilizes the information to plan for individual student growth and achievement across academic, personal/social and career domains of development.	3.0	2.3			2.7	2.8
Understanding of the diagnosis and treatment of learning and behavioral disorders.	3.0	2.3			3.0	2.8
Apply theories of normal and abnormal intellectual, social, and emotional development when working with students.	3.0	2.7			3.0	3.0
Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in Prek-12 students.	3.0	2.3			2.7	2.7
Ability to model the philosophy, principles, and practices of a professional, ethical school counselor.	3.0	2.7			3.0	3.0
Awareness of federal, state, municipal, and school laws and regulations and adheres to the ASCA or ACA code of ethics, legal mandates, and district policies as it relates to the work they are doing as a school counselor.	3.0	2.3			3.0	2.7

Ability to model the skills necessary for effective career counseling, as it relates to the student(s) they are working with.	3.0	2.3			3.0	2.8
Aware of resources within the school system or the community for referrals based on the student's needs.	3.0	2.3			2.7	2.8
Consultation and collaboration skills to work with school personnel, parents/guardians and community resources based on student's needs.	3.0	2.3			3.0	3.0
Knowledge of statistics, research design, and research in school counseling.	3.0	1.7			2.7	2.5
Ability to use effective counseling and leadership skills when providing individual and group counseling.	3.0	2.7			3.0	2.8
Ability to provide college counseling and use of college and other post-secondary resource materials as it relates to the student(s) they are working with. (Grade 5-12 only).	3.0	1.7			2.7	1.8
Ability to recognize, respect, and appropriately and effectively respond to diversity among the students, their families and the community.	3.0	3.0			3.0	3.0
Utilization of supervision from their site supervisor (and any additional parties in the school) at least weekly for 50 minutes and is open to feedback during this process.	3.0	2.3			3.0	2.8
Ability to self-reflect, awareness of biases, beliefs, and prejudices and ability to identify strategies for effective work with the students, parents/guardians as well as administrators and school staff.	3.0	2.7			3.0	3.0

**Summary of specific areas of strength as noted by the school counseling site supervisors in the qualitative portion of the survey:**

- excellent clinical skills;
- building rapport with students;
- career and college planning skills;
- actively seeks out help from others when faced with a complicated student situation;
- effectively communicates with students, supervisor, teachers and staff;
- quick to identify root causes of issues and works with the students on an action plan; and
- adjectives used to describe interns: *proactive, collaborative, compassionate, diligent, reflective, professional.*



**Summary of specific areas of growth as noted by the school counseling site supervisors in the qualitative portion of the survey:**

- build confidence;
- continue to get to know school environment;
- exposure to MCAS; and
- continue collaborating with staff, communicating with appropriate members of the students' team, home if needed.

### Student Affairs Site Supervisor Final Evaluation of Students

The student demonstrates the ability to:	Internship		
<b>3 = Advanced</b> <b>2 = Intermediate</b> <b>1 = Foundational</b> <b>0 = N/A</b>	Summer 2022 N=1	Fall 2022 N=4	Spring 2023 N=3
Identity as a Student Affairs Professional: Understands the role and competencies needed in order to function as a contributing member of a variety of student affairs/higher education teams.	3.0	2.5	3.0
Knowledge of Ethical Professional Practice: Understands and maintains the highest professional standards while demonstrating leadership when carrying out responsibilities	2.0	2.8	2.7
Social and Cultural Diversity/Advocacy/Social Justice: Ability to recognize, respect, and appropriately and effectively respond to student diversity by utilizing advocacy skills to create a multiculturally sensitive environment	2.0	2.0	2.7
Knowledge of Student Development Theories: Understands counseling theory and student development theory.	2.0	2.0	2.7
Application of Student Development Theories: Effectively translates theory into practice, demonstrating effective record-keeping and report-writing skills while remaining within the limits of expertise.	2.0	2.3	2.7
Career Information/Career Development: Provides effective counseling around issues of career, avocation, academic concerns, and "meaningful work" with respect to student diversity and lifestyle.	n/a	2.7	3.0
Helping Relationship Skills/Crisis Intervention/Advising Skills: Develop and maintain positive, emphatic counseling relationships with students, while being able to identify patterns of behavior that signal mental health concerns and provide appropriate referrals.	2.0	2.3	2.7
Group Work/Facilitation: Understands group theory, process, dynamics, methods, and translates theory into practical application.	3.0	2.3	2.5
Assessment/Evaluation and Research: Shown ability to use, design, conduct, and critique qualitative and quantitative AER analyses by gathering, interpreting and integrating pertinent clinical, developmental, cultural, and other contextual student information and test/academic reports to arrive at accurate formulation of students developmental issues/needs/concerns	n/a	2.0	1.5
Consultation and Collaboration with Campus/Community Resources: Establishes effective collaborative relationships with students, parents, alumni, faculty, staff, and administration and has knowledge of campus and community supports and services in order to make appropriate referrals to internal and external resources.	3.0	2.5	3.0
Use of Technology/Social Media in Student Affairs: Ability to incorporate technology into assessment, campus programming, counseling, prevention, and/or consultation activities	n/a	2.0	2.3

Knowledge of Student Affairs Administration: Awareness of the role of how the history, philosophy, and values of the profession connects to the current role of administration in student affairs practice.	1.0	2.0	2.7
Use of Supervision: Uses supervision to increase skills, identify and address issues of counter-transference, and to address all relevant issues of concern to the attention of the supervisor.	1.0	2.5	2.7
Integration of Feedback: Able to receive and implement feedback from supervisors and peers.	2.0	2.8	2.7
Self-Reflection: Demonstrates an awareness of own biases and shows the ability to avoid imposing biases onto students.	3.0	3.0	2.7
Cultural Self-Awareness: Utilizes supervision to build self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process	2.0	2.5	2.7

**Summary of specific areas of strength as noted by the student affairs internship supervisors in the qualitative portion of the survey:**

- integrating oneself into the office culture;
- empathetic advising;
- providing an approachable and comfortable atmosphere;
- understands intersectionality and the ways identities interact to shape the individual and student experience;
- excellent at listening to students and meeting them where they are at;
- dedicated to connecting with our students and providing them all the information they may need;
- strong ability to hold students accountable while making sure they are given due process;
- recurring adjectives used to describe interns: *proactive, communicative, enthusiastic, reliable, and organized.*

**Summary of specific areas of growth as noted by the student affairs internship supervisors in the qualitative portion of the survey:**

- continue to adjudicate increasingly difficult cases;
- continue to learn more areas of this work;
- assessment;
- seek out opportunities to further develop group counseling skills.

**Discussion**

Overall strengths, across all counseling programs as evidenced by site supervisor quantitative and qualitative data include that are students:

- are teachable and receptive to feedback;
- have a strong theoretical background;
- are thoughtful, motivated, and take initiative;
- ask for help when needed; and
- demonstrate efficacy in ethical practice, cultural competence, and self-reflection.

Overall, across all programs,

- students may need additional practice running groups.

Some program specific areas for improvement include:

- the school counseling and dual counseling students (based on feedback from their school-based sites) may need additional practice and/or training on working with families and communities.
- the dual students may need more school counseling focused courses, and to cover learning disorders and behavioral disorders within the psychopathology course as it relates to K-12 settings.
- one supervisor for one student affairs student rated them at the foundational level for supervision and for higher education administration, this also happened to be a student who completed internship in the summer, so the department may want to monitor summer internship placement sites and feedback from both students and site supervisors.

## Aggregate Student Assessment Data About Dispositions

Students are assessed on their dispositions in each course they are enrolled around the mid-semester point. Any student that has a score lower than “Meets Expectations” is flagged for discussion at the mid-semester faculty review. Additionally, the following table reflects the Department’s systematic protocol with dispositions in respect to retention and remediation.

### Assessment Score Protocols

Scores	Action
39-52	No action required
26-38	Meeting with instructor
13-25	Remediation Plan Meeting with Chair, Advisor, and Instructor (see Appendix L).

### Frequency Chart of Concerning Dispositions Areas (Summer, Fall, Spring)

Disposition	Slightly Below Expectations	Expectations Not Met	Slightly Below Expectations	Expectations Not Met	Slightly Below Expectations	Expectations Not Met
	SU 22	SU 22	FA 22	FA 22	SP 23	SP 23
Tolerance for ambiguity (ability to be flexible and adaptable)	2	0	3	0	1	0
Receptivity to feedback	1	0	4	1	2	0
Adherence to deadlines (for class assignments, group work, program paperwork, advisee paperwork, etc.)	7	2	11	0	3	3
Emotional regulation and self-control	1	0	1	1	2	0
Adherence to boundaries/awareness of self/others	2	0	1	0	6	0
Work/Life/School Balance	3	0	8	0	4	0
Technological competence and professionalism	2	0	1	0	0	0
Self-care	0	0	4	0	1	0
Honesty and academic Integrity	1	0	0	0	1	0
Academic Motivation and commitment	1	0	2	0	4	0
Ability to work with authority figures including faculty as well as supervisors at internship site.	4	0	0	0	0	0

Awareness of and respect for time/request	8	0	1	0	2	0
Multicultural competence/ability to work with diverse populations	1	0	0	0	0	0

### Discussion of Dispositions

- The areas of most frequent concern (N > 10) include:
  - Adherence to Deadlines;
  - Work-Life Balance, and
  - Awareness of and Respect for Time/Request.
- Considering these results, the department could consider discussing, as a group, how deadlines are addressed in each of their courses to increase consistency and share strategies to ensure student success.
- Based on the concerns regarding work-life balance, advisors can take a more pro-active role in discussing work loads of courses and expectations especially since the concern of workload arose from program evaluation data from current students. (Please refer to page 35 of the current report, results from confidential student feedback survey on question five which asks students to provide their thoughts/experiences on the overall workload.)
- Additionally, while there is a component of new student orientation which addresses respecting time and requests for items such as recommendations letters, job references, etc., the department can use benchmark advising meetings to remind students of these protocols.

## Student Demographics

### Demographics of Counselor Education Applicants by program for 2023\*

Program applied	SP 23	FA23	SU 23	Total Apps	Female	Male	Black	Hispanic	White
MH	11	7	2	20	16	4	0	0	20
MHD	3	5	3	11	10	1	0	0	11
Post Masters School	1	0	1	2	1	1	1	0	1
SC	2	3	0	5	4	1	0	0	5
SA	1	2	1	4	3	1	2	1	1
Total	18	17	7	42	34	8	3	1	38

\*No student applicants identified as: Asian, International, or two or more races

### Demographics of Students Enrolled in Counselor Education by program 2022-2023

Counselor Education Program	Female	Male	Total by Sex	Asian	Black	Hispanic	Inter-national	Two or More Races	White	Total by Race
MH	25	8	33	1	1	0	2	0	29	33
MHD	31	4	35	0	0	1	0	1	33	35
SC	12	4	16	2	0	0	0	0	14	16
SA	13	3	16	0	2	0	0	0	14	16
Total	81	19	100	3	3	1	2	1	90	100

### Observations on Demographics

- Ninety percent of currently enrolled students identify as White, which according to the state census, may be reflective of the demographic data for the state of Massachusetts in which 80% of its residents identify as White (<https://www.census.gov/quickfacts/MA> )
- Similarly, 81% of currently enrolled students identify as female, which aligns with CACREP vital statistics which report that 82.% of masters students in CACREP counseling programs identify as female ([www.cacrep.org/wp-content/uploads/2019/05/2017-CACREP-Vital-Statistics-Report.pdf](http://www.cacrep.org/wp-content/uploads/2019/05/2017-CACREP-Vital-Statistics-Report.pdf) )
- Steps the department has already taken to address diversity concerns:
  - changed GRE requirement to remove a barrier to admissions;
  - more exposure for BSU undergraduate students by male counseling faculty member.
- Strategies to consider increasing diversity:
  - recruit from surrounding areas that have high proportions of people of color (e.g., Brockton, New Bedford);
  - investigate existing practices in other programs for the recruitment of more gender diverse applicants; and
  - prioritize diversity in faculty hiring.

## Demographics of Graduates

To complete the data collected regarding the Mental Health Counseling program, the Mental Health Counseling-Dual License program, the School Counseling program (PreK-8; 5-12), and the Student Affairs program, the table below details the number of graduates of each program (August 2022, December 2022, and May 2023), gender of those graduates, and percentage of graduates receiving employment upon graduation.

Counselor Education Program	Academic Year	Total Number of Graduates	Reported Gender Identity	Job Placement Rate Upon Graduation
Mental Health Counseling	August 2022, December 2022, and May 2023	8 *	M= 2 F= 6	Yes= 6 No= 1
Mental Health Counseling-Dual Licensure	August 2022, December 2022, and May 2023	6	M= 0 F= 6	Yes= 4 No= 2
School Counseling	August 2022, December 2022, and May 2023	4 *	M= 3 F= 1	Yes=1 No= 2
Student Affairs	August 2022, December 2022, and May 2023	5	M= 1 F= 4	Yes= 2 No= 3
Total		23	M= 4 F=15	Yes=13 No=8

\*Please note that one MH and one SC student, due to the timing of the exit interviews, were included in the 2021-2022 assessment data causing the variation in sample size reported

## Discussion

- Job placements for mental health and mental health dual students are very high indicating students can secure employment at their clinical internship sites.
- Given the nature of the hiring cycle for academic jobs, it is likely that at the time of data collection, students seeking employment in a K-16 setting would have applied for jobs, but not yet been notified which negatively skews the data. The Department may want to consider a strategy that allows this component of the exit survey to be revisited later, more aligned with academic setting hiring timelines, to get a more accurate idea of job placement.
- Similarly, it might be a good idea when assessing job placement for dual grads to inquire as to whether they are employed in a school or in a mental health agency knowing that mental health agency hiring timelines are typically on a rolling basis.



## **Stakeholder Program Evaluations**

Identified stakeholders for the department of counselor education include students (current and past), site supervisors, and employers. In the next few pages, assessment of the program is provided by current students, graduating students, and site supervisors. Alumni and employee surveys are sent every three years and were reported in the 2021-2022 assessment report and thus are not included in the current 2022-2023 report.

## **Program Evaluation by Current Students**

### **(Connected to Program Learning Objectives 1, 2, 3, and 4)**

The Confidential Student Program Feedback Survey is distributed to students who are enrolled in the Theories courses as well as students who are enrolled in the Advanced Applied (Mental Health, Mental Health Dual License, and School Counseling [PreK-8; 5-12]) and Student Affairs Internship course every fall and spring semesters. By surveying students in these courses, the responses are from newly matriculated students (Theories courses) and students who are at the end of their program (Advanced Applied courses and Student Affairs Internship course). While the department of counselor education full time faculty see the results in their entirety, for the purposes of this report, the responses have been summarized. Please note that since the Mental Health (MH), Mental Health Dual (MHD), and School counseling (SC) survey questions are the same and since there were only six SC responses, all the results are reported together, whereas the student affairs student form, since it is not accredited by CACREP and does not lead to licensure has different questions and is thus reported on its own. The discussion of the results is combined after both summary charts. A total of 53 surveys were sent out and 37 were returned.

**Confidential Student Program Feedback Survey Results MH (16), MHD (13), SC (6) 2022-2023**

<b>Question</b>	<b>Results (N=35)</b>
<p><b>Q1:</b> Please provide your thoughts on the eight core counseling curriculum courses (Multicultural Counseling, Ethics, Counseling Theories and Techniques, Theories of Development, Career Counseling, Theory and Practice of Group Interactions and Group Experience, Research and Evaluation, Psychological Assessment).</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Good variety of teaching styles</li> <li>• Core classes help in student growth and field preparation</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Ethics class seems to be unclear/scattered</li> <li>• Reluctance around the required career counseling course</li> </ul>
<p><b>Q2:</b> Did CACREP accreditation influence your decision to apply to BSU's counseling program?</p>	<ul style="list-style-type: none"> <li>• <b>Yes= 60% No= 40% (N=35)</b></li> </ul>
<p><b>Q3:</b> Please provide your thoughts on the available electives offered.</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Wide range of topics</li> <li>• Enjoyable classes</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Provide more techniques-based electives</li> <li>• Suicide should be required</li> <li>• Wish there were more room for electives</li> </ul>
<p><b>Q4:</b> Please provide your thoughts on the academic advising process.</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Student-centered</li> <li>• Advisors are approachable, effective, helpful, and thorough</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Students indicate that they would like something more formal and regular</li> </ul>
<p><b>Q5:</b> Please provide your thoughts/experiences on the overall workload (i.e., papers, projects, exams, etc.).</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Manageable</li> <li>• Appreciated different types of assignments other than just writing</li> <li>• Unequal workloads between classes</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Spread out when assignments are due and not all need to be at the end of the semester</li> <li>• Review paper length to determine what is necessary to display mastery</li> <li>• Be clearer about the expectations of the course load and graduate school requirements with new students</li> <li>• Determine some workload suggestions for faculty, especially concerning hybrid courses</li> </ul>
<p><b>Q6:</b> Please provide your thoughts/experiences on the quality of faculty instruction.</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Multiple teaching styles employed, engaging, very invested in students, lively, thoughtful, knowledgeable, and caring, good value for the price</li> </ul>

	<p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• More uniformity in hybrid class expectations</li> <li>• More specific grading rubrics would be useful</li> </ul>
<p><b>Q7:</b> Please provide your thoughts/experiences on the ability of the program to prepare you for a career in your intended field of study (i.e., understanding of your professional identity, skill level, ethical best practices).</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Experiential learning opportunities are the most effective</li> </ul> <p><b>Areas for consideration:</b></p> <ul style="list-style-type: none"> <li>• An elective that goes deeper into techniques while doing counseling would help</li> <li>• Need to prepare us for more harsh (less “fuzzy”) realities of clinical work</li> <li>• Need more direction in writing clinical paperwork</li> <li>• There should be a greater focus on covering how we get jobs in the profession</li> </ul>
<p><b>Q8:</b> Please provide your thoughts on campus resources.</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Library and student accessibility services were specifically noted as helpful campus resources</li> <li>• Graduate writing fellow was also deemed as helpful</li> </ul> <p><b>Area for consideration</b></p> <ul style="list-style-type: none"> <li>• Provide more information at the start of the program regarding resources</li> <li>• Improve food options for late night classes</li> <li>• Sometimes having a GWF who is a classmate can be awkward</li> </ul>
<p><b>Q9:</b> Please provide your thoughts on campus opportunities.</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Student Announcement emails deemed helpful</li> <li>• Aware of opportunities</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Strong desire for more opportunities to connect with peers outside of class</li> <li>• Long commutes and or work schedules prevent students from taking advantage of opportunities</li> </ul>
<p><b>Q10:</b> Please provide any other thoughts regarding the Department of Counselor Education Program.</p>	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• “Great professors”</li> <li>• Supportive environment</li> <li>• Good program, especially for the price and accreditation</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Provide more robust distinctions between program tracks and career outcomes</li> <li>• Offer a dual school counselor/school adjustment counselor degree</li> <li>• Improve the facilities</li> </ul>

	<ul style="list-style-type: none"><li>• Offer tours of the counseling lab</li><li>• Create elective opportunities within the dual counseling program</li><li>• Notify students earlier about internship course section assignment</li></ul>
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### Confidential Student Program Feedback Survey Results SA 2022-2023

Question	Results (N=2)
<b>Q1:</b> Please provide your thoughts on the five core counseling curriculum courses (Multicultural Counseling, Counseling Theories and Techniques, Career Counseling, Theory and Practice of Group and Group Experience, Research and Development).	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Interesting, helpful and immersive</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Administration and foundations course are repetitive</li> </ul>
<b>Q2:</b> Please provide your thoughts on the available electives offered.	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Interesting, everyone should take Suicide</li> </ul> <p><b>Area of consideration:</b></p> <ul style="list-style-type: none"> <li>• Create one on the inner workings of 4 year schools, community colleges, private schools, and graduate schools (how they are funded, admissions, etc.)</li> </ul>
<b>Q3:</b> Please provide your thoughts on the academic advising process.	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Course mapping was very helpful</li> </ul>
<b>Q4:</b> Please provide your thoughts/experiences on the overall workload (i.e., papers, projects, exams, etc.).	<p><b>Areas for consideration:</b></p> <ul style="list-style-type: none"> <li>• Reading seems heavy (200-250 pages a week)</li> </ul>
<b>Q5:</b> Please provide your thoughts/experiences on the quality of faculty instruction.	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Core cores are solid with great classes and detailed lectures</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Part-time faculty appear less prepared</li> </ul>
<b>Q6:</b> Please provide your thoughts/experiences on the ability of the program to prepare you for a career in your intended field of study (i.e., understanding of your professional identity, skill level, ethical best practices).	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Career, helping skills, ethics and multicultural were especially helpful</li> </ul> <p><b>Area for consideration:</b></p> <ul style="list-style-type: none"> <li>• Budgeting and other aspects may deserve more of an emphasis than counseling</li> </ul>
<b>Q7:</b> Please provide your thoughts on campus resources.	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• AAC is useful</li> </ul>
<b>Q8:</b> Please provide your thoughts on campus opportunities.	<p><b>Areas for consideration:</b></p> <ul style="list-style-type: none"> <li>• Day offerings exclude graduate students</li> </ul>
<b>Q9:</b> Please provide any other thoughts regarding the Department of Counselor Education Program.	<p><b>Summary of comments:</b></p> <ul style="list-style-type: none"> <li>• Excellent experience</li> </ul>

### Discussion

- Current students are most satisfied with the faculty expertise, supportive environment, experiential learning opportunities, elective options, and cost of the program.
- Current students are least satisfied with workload, ability to participate in campus opportunities due to commute and schedule, lack of food services available during evening classes, and lack of uniform expectations/workload for hybrid courses.
- Current students' level of satisfaction with academic advising varied greatly, from "advising is excellent" to "I think the academic advising process is a bit loose."
- As mentioned, a few times, the new assessment and advising protocol mandates advisee meetings every 12/15 credits, so the department will need to continue to monitor that to make sure the students are getting their academic advising needs met.

- The department has raised the concern about dining options to administration and have actively participated in the Burnell rebuild planning project.
- The department has received feedback in a variety of evaluations about the workload. This is something that the department will continue to discuss and strategize.
- It has been noted that hybrid classes do not appear to current students to have clear and uniform expectations, essentially, that not all hybrid courses are created equally. The department may wish to consider adding a statement about hybrid courses and credit hour expectations to the syllabus template so that students understand more clearly that an “asynchronous” week for a hybrid class is not a week off, but rather, involves more student directed learning.

## Program Evaluation by Graduating Students, Exit survey

Beginning in the 2019 academic year, students graduating from counselor education programs meet individually with the department’s Director of Fieldwork to for their exit interview during their final semester. Thus, the response rate for the Graduating Student Exit Surveys is typically 100%. The exit surveys are conducted towards the end of the graduating semester (e.g., November or December for December graduates).

### Mental Health Counseling Program Demographics, Job placement, Licensure plans August 2022, December 2022 and May 2023 (N=7)<sup>5</sup>

Question	Response
<b>Legal Sex</b>	1. Male=29%; Female=71%
<b>Gender Identity:</b> Please select the gender identity that most closely matched how you identify.	2. Woman=71%; Man=29%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%
<b>Race:</b> Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or Caucasian; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose.	Asian=0%; Black or African American=14%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or Caucasian=86%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify)=0%; Prefer not to disclose=0%.
<b>Ethnicity:</b> Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose.	Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.
<b>Citizenship:</b> Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify)	U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%
<b>Is English your first language?</b>	Yes=86%; No =14%
<b>Are you serving or have you served in the United Stated Armed Forces?</b>	Yes=0%; No=100%
<b>Did your fieldwork site offer to hire you?*</b>	Yes=71%; No=29% (N = 7)
<b>If your fieldwork site offered to hire you, did you accept the offer?*</b>	Yes=50%; No=50% (N= 6)
<b>Did you have a job upon graduation? If yes, where?*</b>	Yes=86% (I applied and received a job offer from Child and Family as a Clinical Supervisor for a Family Stabilization Program, Child and Family Services, Mental Health Clinic, Whitman Counseling Center, At my current employment, Whitman Counseling Center, Sevita) No=14% (N=7)
<b>Did you choose to seek National Certified Counselor (NCC) endorsement?*</b>	Yes=0%; No=100% (N= 7)
<b>If you did seek NCC endorsement, are you currently a National Certified Counselor?*</b>	No=100% (n= 5)
<b>How would you rate your BSU Counselor Education Program overall?*</b>	Poor=0%; Fair=0%; Good=29%; Excellent=71%

<sup>5</sup> As noted in previous section, 8 MH graduates, but one graduate, due to the timing of the interview, was included in 2021-2022 assessment report

**Mental Health Counseling Program Satisfaction with Aspects of the Program  
August 2022, December 2022 and May 2023**

<b>Question</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Program Curriculum	0%	43%	57%
Facilities and Resources	0%	43%	57%
Faculty as Mentors	0%	29%	71%
Program Duration	14%	57%	29%
Academic Knowledge Received	0%	14%	86%
Group Counseling Training	0%	57%	43%
Human Development Knowledge	0%	57%	43%
Career Counseling Training	0%	43%	57%
Psychopathology Training	0%	71%	29%
Research Methods Knowledge	0%	57%	43%
Academic Advisement	14%	29%	57%
Multicultural Counseling Training	0%	43%	57%
Faculty Accessibility/Availability	0%	43%	57%
Ethic and Legal Issue Training	0%	43%	57%
Faculty Competence	0%	14%	86%
Assessment Training	0%	57%	43%
Instructional Effectiveness	0%	43%	57%
Broad Theoretical Knowledge	0%	14%	86%
Practicum/Internship	0%	43%	57%
Specialized Courses in your field of study	0%	29%	71%
Individual Counseling Training	0%	71%	29%



**Mental Health Counseling Dual License Program Demographics, Job placement, Licensure plans August 2022 (no graduates), December 2022 and May 2023 (N=6)**

<b>Legal Sex</b>	1. Male=0%; Female=100%
<b>Gender Identity:</b> Please select the gender identity that most closely matched how you identify.	2. Woman=100%; Man=0%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%
<b>Race:</b> Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or Caucasian; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose.	Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or Caucasian=100%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify)=0%; Prefer not to disclose=7%.
<b>Ethnicity:</b> Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose.	Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.
<b>Citizenship:</b> Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify)	U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%
<b>Is English your first language?</b>	Yes=100% No (please specify your first language)=0%
<b>Are you serving or have you served in the United Stated Armed Forces?</b>	Yes=0%; No=100%
<b>Did your fieldwork site offer to hire you?*</b>	Yes=67%; No=33%
<b>If your fieldwork site offered to hire you, did you accept the offer?*</b>	Yes=75%; No=25%
<b>Did you have a job upon graduation? If yes, where?*</b>	Yes=67% (CCBC; I am currently working in a school system in Fall River; I have an offer at NorthEast and am waiting to hear back from Leeward Counseling in Hingham; CCBC) No=33%
<b>Did you choose to seek National Certified Counselor (NCC) endorsement?</b>	Yes=17%; No=83%
<b>If you did seek NCC endorsement, are you currently a National Certified Counselor?</b>	Yes=0%; No=100%
<b>How would you rate your BSU Counselor Education Program overall?</b>	Poor=0%; Fair=0%; Good=0%; Excellent=100%

**Mental Health Counseling Program-Dual License Program Satisfaction with Aspects of the Program**

**August 2022 (no graduates), December 2022 and May 2023 (N=6)**

<b>Question</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Program Curriculum	0%	33%	67%
Practicum/Internship	0%	33%	67%
Instructional Effectiveness	0%	33%	67%
Faculty Competence	0%	0%	100%
Faculty Accessibility/Availability	0%	17%	83%
Academic Advisement	17%	17%	67%
Academic Knowledge Received	0%	33%	67%
Facilities and Resources	0%	33%	67%
Faculty as Mentors	0%	0%	100%
Program Duration	0%	33%	67%
Individual Counseling Training	0%	50%	50%
Group Counseling Training	0%	50%	50%
Human Development Knowledge	0%	33%	67%
Career Counseling Training	0%	50%	50%
Psychopathology Training	0%	50%	50%
Research Methods Knowledge	0%	33%	67%
Multicultural Counseling Training	0%	33%	67%
Ethic and Legal Issue Training	0%	337%	67%
Assessment Training	9%	50%	50%
Broad Theoretical Knowledge	0%	33%	67%
Specialized Courses in your field of study	9%	50%	50%

**Summary of qualitative responses from Mental Health and Mental Health Dual to “what did you like most about your experience in the Department of Counselor Education at BSU” (Feedback analyzed/organized into themes, particularly powerful direct quotes in italics):**

- sense of community and rapport with classmates and faculty;
- knowledge/passion/expertise/availability of the faculty;
- personalized program;
- preparedness for CPCE and other licensure exams;
- professors who implemented self-care in their teaching;
- internship supervision class;

- *I was given every opportunity to do MORE within the program--graduate assistantship, directed study, incredible relationships with my professors. The depth and breadth of the experience has never disappointed me.*
- *This program was the first school experience I've had where I felt like I belonged and was meant to be here, and I owe a lot of that to the faculty and classmates.*

**Summary of qualitative responses to “what did you like least about your experience in the Department of Counselor Education at BSU”:**

- parking;
- being in the gym;
- Covid (online classes and not being able to connect with peers);
- scheduling (classes fill quickly and communication about schedule);
- tough for those working full time;
- too much reading; and
- knowledge of the DSM.

**Summary of qualitative responses to “what would you do to improve counselor training at BSU”:**

- more advising meetings;
- emphasis on clinical documentation and DSM diagnosis;
- more videos of counseling sessions;
- school based internship sites that accommodate full time work schedule; and
- suggest personal counseling to students (some students work through their own personal issues in class).

**School Counseling Program (PreK-8; 5-12) Demographics, Job placement, Licensure plans  
August 2022 (no graduates), December 2022, and May 2023 (N=3)<sup>6</sup>**

<b>Legal Sex</b>	1. Male=100%; Female=0% (N=2)
<b>Gender Identity:</b> Please select the gender identity that most closely matched how you identify.	2. Woman=33%; Man=67%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%
<b>Race:</b> Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or Caucasian; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose.	Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or Caucasian=67%; Middle Eastern or Northern African=0%; Multiracial or Biracial=33%; A race not listed here (please identify)=0%; Prefer not to disclose=7%.
<b>Ethnicity:</b> Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose.	Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.
<b>Citizenship:</b> Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify)	U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%
<b>Is English your first language?</b>	Yes=100% No (please specify your first language)=0%
<b>Are you serving or have you served in the United Stated Armed Forces?</b>	Yes=0%; No=100%
<b>Did your fieldwork site offer to hire you?</b>	Yes=0%; No=100%
<b>If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)</b>	Yes=67%; No=33% (Students answered in a way that if their FW site offered to hire them, would they accept the offer)
<b>Did you have a job upon graduation? If yes, where?</b>	Yes=33%; No=67%
<b>Did you choose to seek National Certified Counselor (NCC) endorsement?</b>	Yes=0%; No=100%
<b>If you did seek NCC endorsement, are you currently a National Certified Counselor?</b>	Yes=0%; No=100%
<b>How would you rate your BSU Counselor Education Program overall?</b>	Poor=0%; Fair=0%; Good=33%; Excellent=67%

<sup>6</sup> As noted above, one SC student was included in previous report

**School Counseling Program (PreK-8; 5-12) Satisfaction with Aspects of the Program  
August 2022 (no graduates), December 2022, and May 2023 (N=3)**

<b>Question</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Program Curriculum	0%	67%	33%
Practicum/Internship	0%	33%	67%
Instructional Effectiveness	0%	67%	33%
Faculty Competence	0%	100%	0%
Faculty Accessibility/Availability	0%	0%	100%
Academic Advisement	0%	67%	33%
Academic Knowledge Received	0%	0%	100%
Facilities and Resources	0%	67%	33%
Faculty as Mentors	0%	67%	33%
Program Duration	67%	0%	33%
Individual Counseling Training	0%	67%	33%
Group Counseling Training	0%	33%	67%
Human Development Knowledge	0%	33%	67%
Career Counseling Training	0%	33%	67%
Psychopathology Training	0%	67%	33%
Research Methods Knowledge	33%	67%	0%
Multicultural Counseling Training	0%	33%	67%
Ethic and Legal Issue Training	0%	67%	33%
Assessment Training	0%	100%	0%
Broad Theoretical Knowledge	0%	33%	67%
Specialized Courses in your field of study	0%	33%	67%

**Summary of qualitative comments from “what did you like most about your experience in the Department of Counselor Education at BSU”:**

- the faculty.

**Summary of qualitative comments from “what did you like least about your experience in the Department of Counselor Education at BSU”:**

- program duration (advertised as two, but takes longer); and
- undergraduate psychology majors shouldn’t need to repeat research.

**Summary of qualitative comments from “what would you do to improve counselor training at BSU”?**

- offer more classes on zoom; and
- provide more financial assistance during internship.

**Student Affairs Counseling Program Demographics, Job placement, Licensure plans:  
August 2022 (no graduates), December 2022 and May 2023 (N=5)**

Question	Response
<b>Legal Sex</b>	1. Male=20%; Female=80%
<b>Gender Identity:</b> Please select the gender identity that most closely matched how you identify.	2. Woman=80%; Man=20%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%
<b>Race:</b> Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or Caucasian; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose.	Asian=0%; Black or African American=20%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or Caucasian=80%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify)=0%; Prefer not to disclose=0%.
<b>Ethnicity:</b> Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose.	Hispanic/Latino=0%; Non-Hispanic/Latino=80%; Prefer not to disclose=20%.
<b>Citizenship:</b> Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify)	U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%
<b>Is English your first language?</b>	Yes=100%; No (please specify your first language)=0%
<b>Are you serving or have you served in the United Stated Armed Forces?</b>	Yes=0%; No=100%
<b>Did your fieldwork site offer to hire you?*</b>	Yes=0%; No=100%
<b>If your fieldwork site offered to hire you, did you accept the offer?*</b>	Yes=0%; No=0%
<b>Did you have a job upon graduation? If yes, where?</b>	Yes=40% No=60% (Onward we learn/CCRI; Northeastern University Explore program academic advisor)
<b>Did you choose to seek National Certified Counselor (NCC) endorsement?</b>	Yes=0%; No=100%
<b>If you did seek NCC endorsement, are you currently a National Certified Counselor?</b>	Yes=0%; No=100%
<b>How would you rate your BSU Counselor Education Program overall?</b>	Poor=0%; Fair=0%; Good=40%; Excellent=60%

**Satisfaction with Aspects of Student Affairs Counseling Program  
August 2022 (no graduates), December 2022 and May 2023**

<b>Question</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Program Curriculum	0%	60%	40%
Practicum/Internship	0%	0%	100%
Instructional Effectiveness	0%	0%	100%
Faculty Competence	0%	20%	80%
Faculty Accessibility/Availability	0%	0%	100%
Academic Advisement	0%	20%	80%
Academic Knowledge Received	0%	0%	100%
Facilities and Resources	0%	40%	60%
Faculty as Mentors	0%	40%	60%
Program Duration	0%	0%	100%
Individual Counseling Training	0%	20%	80%
Group Counseling Training	0%	40%	60%
Human Development Knowledge	0%	60%	40%
Career Counseling Training	0%	20%	80%
Psychopathology Training	33%	33%	33%
Research Methods Knowledge	0%	40%	60%
Multicultural Counseling Training	0%	20%	80%
Ethic and Legal Issue Training	0%	20%	80%
Assessment Training	50%	50%	0%
Broad Theoretical Knowledge	0%	40%	60%
Specialized Courses in your field of study	0%	40%	60%

**Summary of Student Affairs qualitative responses to “what did you like most about your experience in the Department of Counselor Education at BSU”?**

- being part of a community striving for success;
- wide range of techniques taught from a wide variety of courses;
- academic and faculty mentors, classmates, and internship experience;
- class timing accommodated work schedule;
- interactive and creative classes and assignments;
- faculty and staff are invested in student success; and
- personalized and dedicated academic advising.

**Summary of qualitative Student Affairs responses to “what did you like least about your experience in the Department of Counselor Education at BSU”?**

- the rigid schedule (days and times);
- administrative input;
- limited capstone options;
- lack of opportunities for students to conduct their own research;
- the program is too small.

**Summary of qualitative Student Affairs responses to “what would you do to improve counselor training at BSU”?**

- increase intentionality towards Student Affairs Counseling students in their curriculum;
- include some other theories of counseling beyond western theories;
- Student Affairs admin classes need an overhaul in the curriculum design (may be different since I took it...).



### **Discussion of program evaluation by graduating students from exit survey data:**

- Most (over 80%) students in MHC and MHD are Satisfied or Very Satisfied with all aspects of the program.
- Students in the School Counseling program are mostly (67%) dissatisfied with the length of the program.
- Students in the Student Affairs program are mostly satisfied with all aspects of the program.
- Areas where students report dissatisfaction:
  - length of the program;
  - academic advising;
  - specialized courses;
  - assessment training;
  - psychopathology training;
  - opportunities for research; and
  - class times are not always conducive to people who work full-time.

### **Of note:**

- Student affairs students are not exposed to the assessment and psychopathy classes as they are not a part of the student affairs curriculum, possibly accounting for some of the reported dissatisfaction in those areas, the department may wish to add an N/A option or remove that area from the SA survey.
- The new advising benchmark process has been implemented and therefore more advising meetings are occurring but students in this graduating class would not have been exposed to this new protocol throughout their program of study. The department will continue to monitor this area of student feedback.
- The department is unsure where students are hearing that the school, mental health, and dual program could be completed in two years, since that is not the message we provide students during advising sessions, at the writing of this report, the DGCE chair has identified that the COGS website, indicates the program can be done in two years, so the DGCE chair will consult with COGS to make sure the programs are accurately marketed.

### **Considerations:**

- Reevaluate SA curriculum and instructors potentially adding a portfolio option to build during the program.
- Strengthen the psychopathology course.
- Consider a cohort model. Perhaps a full-time cohort program plus a part-time option. Or at least a “typical” plan of courses for a full-time student that advisors could refer to.
- Add an Advanced Counseling Theories course highlighting more contemporary theories/practice as an elective.
- Keep course conflicts to a minimum when creating yearlong schedule.

## **Program Evaluation by Site Supervisors**

Program Evaluations are electronically sent to all site supervisors at the end of each semester (August, December, May). The questions reflect the CACREP Standards for the Mental Counseling and the Mental Health Counseling -Dual License; the CACREP Standards and the DESE Subject Matter Knowledge (SMKs) for the School Counseling program (PreK-8; 5-12); and the ACPA/ NASPA competencies for the Student Affairs Program.

### Mental Health Counseling Program

Ques 1-13 (Likert Scale 1-6) <sup>5</sup> Ques 14-17 (Likert Scale 1-7) <sup>6</sup>	Summer 2022 (Sent 9; N=3)	Fall 2022 (Sent 7; N=2)	Spring 2023 (Sent 9; N=7)
Q1:Professionalism/Ethics/Identity	5.3	6.0	5.6
Q2:Diversity/Social Justice	4.7	5.5	5.3
Q3:HumanGrowth and Development	5.3	5.5	5.2
Q4:Career/Development	5.3	5.0	4.7
Q5:Counseling Theories	5.3	5.5	5.3
Q6:Group work	3.5	6.0	4.2
Q7:Consultation/Collaboration	4.3	5.5	5.3
Q8:Assessment/Diagnosis	5.3	5.5	5.2
Q9:Research/Program Eval	4.0	5.0	4.6
Q10:Use of Technology	5.3	5.5	5.0
Q11:Prevention/Intervention	5.3	6.0	5.2
Q12:Use of Supervision/Integrate Feedback	4.7	6.0	5.4
Q13:Self-Reflection/Self-Awareness	4.7	5.5	5.4
Q14:Ease of Application	6.7	6.5	6.1
Q15:Working with BSU Instructor	6.7	6.5	6.1
Q16:Clarify of Roles/Expectations	6.7	6.5	6.3
U17:Clarity of Competencies to be acquired	6.7	6.5	6.3

### Mental Health Counseling Program: Dual License

Ques 1-13 (Likert Scale 1-6) <sup>7</sup> Ques 14-17 (Likert Scale 1-7) <sup>8</sup>	Summer 2022 (Sent 9; N=7)	Fall 2022 (Sent 11; N=6)	Spring 2023 (Sent:16; N=10)
Q1:Professionalism/Ethics/Identity	5.9	6.0	6.0
Q2:Diversity/Social Justice	5.1	5.6	5.9
Q3:HumanGrowth and Development	5.7	5.8	5.6
Q4:Career/Development	5.8	5.5	5.6
Q5:Counseling Theories	5.6	5.7	5.7
Q6:Group work	5.7	5.2	5.2
Q7:Consultation/Collaboration	5.8	6.0	5.9
Q8:Assessment/Diagnosis	5.0	5.4	5.3
Q9:Research/Program Eval	5.4	4.8	4.9
Q10:Use of Technology	5.9	5.3	5.2
Q11:Prevention/Intervention	5.6	5.7	5.2
Q12:Use of Supervision/Integrate Feedback	6.0	5.8	6.0
Q13:Self-Reflection/Self-Awareness	5.9	5.7	5.8
Q14:Ease of Application	6.4	6.5	6.7
Q15:Working with BSU Instructor	7.0	6.5	6.9
Q16:Clarify of Roles/Expectations	6.9	6.3	6.9
U17:Clarity of Competencies to be acquired	6.6	6.5	6.9

**School Counseling Program (PreK-8; 5-12)**

<b>Ques 1-16 (Likert Scale 1-6)<sup>9</sup> Ques 17-20 (Likert Scale 1-7)<sup>10</sup></b>	<b>Summer 2022 (Sent 1; N=1)</b>	<b>Fall 2022 (Sent 6; N=4)</b>	<b>Spring 2023 (Sent 6; N=4)</b>
<b>Q1: Professionalism/Ethics/Identity</b>	6.0	6.0	6.0
<b>Q2: Diversity/Social Justice</b>	6.0	6.0	6.0
<b>Q3: Growth and Development of Child/Adol.</b>	6.0	5.8	6.0
<b>Q4: Academic/Career Dev and Growth of Child/Adol.</b>	6.0	5.8	6.0
<b>Q5: Helping/Counseling Theories in School setting</b>	6.0	5.8	6.0
<b>Q6: Group Work/Curriculum</b>	6.0	6.0	6.0
<b>Q7: SC Core Curriculum</b>	6.0	6.0	6.0
<b>Q8: Special Ed/Responsive/Prevention/Intervention</b>	6.0	5.5	5.5
<b>Q9: Research/Program Development</b>	6.0	5.8	6.0
<b>Q10: Data Outcomes/School Assessments</b>	6.0	6.0	5.8
<b>Q11: Student Planning</b>	6.0	5.8	5.8
<b>Q12: Consultation/Collaboration</b>	6.0	5.7	6.0
<b>Q13: Legal/Ethical/Professional Practice</b>	6.0	6.0	6.0
<b>Q14: ASCA/MAModel for SC Programs</b>	6.0	6.0	6.0
<b>Q15: Use of Supervision/Integrate Feedback</b>	6.0	6.0	6.0
<b>Q16: Self-Reflection/Self-Awareness</b>	6.0	6.0	6.0
<b>Q17: Ease of Application</b>	4.0	6.8	6.5
<b>Q18: Working with BSU Instructor</b>	6.0	6.8	7.0
<b>Q19: Clarify of Roles/Expectations</b>	6.0	6.8	7.0
<b>Q20: Clarity of Competencies to be acquired</b>	6.0	6.8	7.0

### Student Affairs Program Site Supervisor Program Evaluations

Ques 1-13 (5 pt. Likert Scale) <sup>11</sup> Ques 14-17 (7 pt. Likert Scale) <sup>12</sup>	Summer 2022 (Sent 1; N=1)	Fall 2022 (Sent 3; N=1)	Spring 2023 (Sent 3; N=2)
<b>Q1: Professionalism/Identity/Ethical</b>	5.0	5.0	5.0
<b>Q2: Social Justice/Inclusion</b>	4.0	5.0	5.0
<b>Q3: Student Learning/Development</b>	4.0	5.0	5.0
<b>Q4: Law, Policy/Governance</b>	4.0	5.0	5.0
<b>Q5: Career Info/Development</b>	4.0	5.0	5.0
<b>Q6: Advising/Supporting</b>	5.0	5.0	5.0
<b>Q7: Group Facilitation/Programming</b>	5.0	3.0	5.0
<b>Q8: Assessment</b>	3.0	3.0	4.5
<b>Q9: Consultation/Collaboration</b>	5.0	5.0	5.0
<b>Q10: Use of Technology</b>	4.0	5.0	5.0
<b>Q11: Organizational/Human Resources</b>	4.0	3.0	4.5
<b>Q12: Use of Supervision</b>	5.0	5.0	5.0
<b>Q13: Self-Reflection</b>	5.0	5.0	5.0
<b>Q14: Ease of App</b>	6.0	5.0	5.5
<b>Q15: Partnership w/BSU Instructor</b>	6.0	6.0	4.0
<b>Q16: Clarity of Roles/Expectations</b>	6.0	5.0	6.0
<b>Q17: Clarity of Competencies/Skills needed</b>	6.0	6.0	7.0

**Summary of Qualitative Comments from Site Supervisors across all programs:**

- love working with the university;
- interns are well prepared;
- excellent support of the interns;
- excellent communication with liaisons from BSU;
- provide a list of courses and requirements to site supervisors;
- clarification on site visits; and
- try to keep interns at similar sites in the same internship course.

**Feedback specific to K-12 settings from site supervisors**

- Increased exposure to play therapy techniques/interventions would prove helpful for any students looking to work primarily with children.
- It would be great to have a class dedicated to 504s between diagnosis, legality and accommodations.
- Special education component (IEP) could be covered in more detail.

**Discussion of site supervisor’s program evaluation**

Overall, site supervisors report a positive experience working with Bridgewater State University faculty, staff, and interns. They report students are well prepared, and our interns score high in professionalism across all programs. An area that may help to further enhance site supervisor relationships is to provide them with a list of courses and course descriptions for required courses (this has already been added to site supervisor handbooks for 2023-2024) and to clarify the expectations around site visits. Lastly, for school-based interns, the department may want to increase student’s exposure to 504 documentations and IEPs.

### Alumni Survey

Data is collected from alumni every three years, and was last collected in 2021, and thus reported in the 2021- 2022 annual report. In conjunction to the annual reports, the department is engaging in ongoing incorporation and modification of the survey to reflect needs and observations of annual report data such as specifically asking about faculty expertise as discussed above. The next iteration of data collection should be enhanced to best leverage the department to collect data concerning ongoing program modification success.

### BSU graduate employers survey

As noted earlier, every three years, a survey is sent to known employers of BSU graduates. Employers are asked to rate how well the programs prepared the BSU employee for their current position. Since data was reported in the 2021-2022 report, there is no new data to report for the 2022-2023 assessment.

## Counselor Education and BSU Goal Alignment

Bridgewater State University's Strategic Plan Goals	Counselor Education Program Objective	Assessment Instrument	Results
<p><b>1. Student Success:</b> Focus our resources and decision making on the overarching priority of student success.</p>	1 & 3	Confidential student feedback form	<ul style="list-style-type: none"> <li>Current students report satisfaction with a supportive learning environment and specifically commented on supportive advisors: <i>My advisor was there whenever I needed to talk...or had a question. We met nearly every semester even if it was just to make sure that I was still on track.</i></li> </ul>
<p><b>2. Teaching and Learning Environment, Educational Opportunities:</b> Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative, and professional growth.</p>	1, 2, 3	Confidential Student Feedback Form  Exit Survey	<ul style="list-style-type: none"> <li>Overall, current students and graduating students reported high levels of satisfaction with faculty expertise using words like: <i>excellent, great, amazing, surpassed my expectations</i></li> <li>Students commented on the appreciation for experiential learning opportunities and electives</li> </ul>
<p><b>3. Employee Opportunities for Personal and Professional Growth:</b> Provide opportunities for personal and professional growth for faculty, librarians, and staff in support of professional progress.</p>	Not applicable to CNED program objectives	Faculty CVs	<ul style="list-style-type: none"> <li>CNED faculty consistently contribute to the counseling and student affairs professions in publications, invited presentations, and national conferences. CARS, OTL, and dean/provost grants support these scholarly activities</li> <li>As part of the CACREP reaccreditation, ongoing professional development is reviewed and consistently upheld by the department</li> </ul>
<p><b>4. Regional Catalyst for Economic, Cultural, and Intellectual Engagement:</b> Serve as a regional catalyst for economic, cultural, and intellectual engagement.</p>	3	Employer Survey sent every 3 years  Site supervisor evaluations	<p>Examples from regional internship site supervisors survey responses include:</p> <ul style="list-style-type: none"> <li><i>The BSU program has a good course and field setup. I hope to have more interns like the current one come from your program.</i></li> <li><i>I have found that students are well prepared for their work in the field. Ongoing communication from the program is helpful.</i></li> <li><i>Love working with the Bridgewater students always skilled and interested.</i></li> <li><i>The program is fabulous.</i></li> </ul>
<p><b>5. Advance Higher Education Diversity and Social Justice:</b> Advance higher education diversity and social justice with impact in the region and beyond.</p>	4	Site supervisor Program Evaluation  CNED dispositions	<ul style="list-style-type: none"> <li>Site supervisors consistently rated the program above average on <i>diversity and social justice</i> and <i>social justice and inclusion</i></li> <li>Beginning in the academic year 2021-2022, all students are evaluated in all courses on the disposition of multicultural competence.</li> </ul>

# Appendices



# **Appendix I**

## **Mental Health Counseling and School Counseling Competency Charts**

## CNMH 534

### The Professional Counselor: Standards, Ethics, & Legal Issues (3 credits)

Code	Standard	Assessment
	<b>Professional Counseling Orientation &amp; Ethics</b>	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
SecII.F.1.m.	the role of counseling supervision in the profession	
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
	<b>Clinical Mental Health Counseling</b>	
SecV.C.1.a.	history and development of clinical mental health counseling	
SecV.C.2.a.	roles and settings of clinical mental health counselors	
SecV.C.2.i.	legislation and government policy relevant to clinical mental health counseling	

**CNGC 529**  
**Multicultural Counseling (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Social &amp; Cultural Diversity</b>	
SecII.F.2.a.	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	
SecII.F.2.b.	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
SecII.F.2.c.	multicultural counseling competencies	
SecII.F.2.d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
SecII.F.2.e.	the effects of power and privilege for counselors and clients	
SecII.F.2.f.	help-seeking behaviors of diverse clients	
SecII.F.2.g.	the impact of spiritual beliefs on clients' and counselors' worldviews	
SecII.F.2.h.	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	
	<b>Counseling &amp; Helping Relationship</b>	
SecII.F.5.d.	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	
SecII.F.5.f.	counselor characteristics and behaviors that influence the counseling process	
	<b>Clinical Mental Health Counseling</b>	
SecV.2.j.	cultural factors relevant to clinical mental health counseling	

**CNMH 564**  
**Theories of Psychological Development (3 credits)**

Code	Standard	Assessment
	<b>Human Growth &amp; Development</b>	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development  <i>*this standard is jointly covered in CNMH568 Psychopathology</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
	<b>MA DESE</b>	
School Adjustment Counselor	Theories of normal and abnormal intellectual, social, and emotional development.	X

**CNGC 539**  
**Introduction to Career Counseling**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Career Development</b>	
SecII.F.4.a.	theories and models of career development, counseling, and decision making	
SecII.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	
SecII.F.4.c.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	
SecII.F.4.d.	approaches for assessing the conditions of the work environment on clients' life experiences	
SecII.F.4.e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	
SecII.F.4.f.	strategies for career development program planning, organization, implementation, administration, and evaluation	
SecII.F.4.g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	
SecII.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management	
SecII.F.4.i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	
SecII.F.4.j.	ethical and culturally relevant strategies for addressing career development	
	<b>School Counseling</b>	
Sec.V.G.1.c.	Models of P-12 comprehensive career development	
Sec.V.G.3.e.	Use of developmentally appropriate career counseling interventions and assessments	
	<b>DESE</b>	
School Guidance Counselor	i. Career Counseling	X

**CNGC 528**  
**Counseling Theories and Techniques for Mental Health Counseling**

Code	Standard	Assessment
	<b>Counseling &amp; Helping Relationships</b>	
SecII.F.5.a.	theories and models of counseling	
SecII.F.5.b.	a systems approach to conceptualizing clients	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
SecII.F.5.n.	processes for aiding students in developing a personal model of counseling	
	<b>Clinical Mental Health Counseling</b>	
SecV.1.b.	theories and models related to clinical mental health counseling	
SecV.3.b.	techniques and interventions for prevention and treatment of a broad range of mental health issues	
SecV.3.e.	strategies to advocate for persons with mental health issues	
	<b>MA DESE</b>	
School Adjustment Counselor	Principles of therapeutic relationships.	

**Group I: Theory and Practice of Group Interaction (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Group Counseling &amp; Group Work</b>	
SecII.F.6.a.	theoretical foundations of group counseling and group work	
SecII.F.6.b.	dynamics associated with group process and development	
SecII.F.6.c.	therapeutic factors and how they contribute to group effectiveness	
SecII.F.6.d.	characteristics and functions of effective group leaders	
SecII.F.6.e.	approaches to group formation, including recruiting, screening, and selecting members	
SecII.F.6.f.	types of groups and other considerations that affect conducting groups in varied settings	
SecII.F.6.g.	ethical and culturally relevant strategies for designing and facilitating groups	
	<b>DESE</b>	
School Counselor	1. group counseling and group leadership	X

**CNGC 520**

**Group Experience (Pass/No Pass – 0 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Group Counseling &amp; Group Work</b>	
SecII.F.6.h.	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	

**CNGC 532**  
**Psychological Assessment (3 credits)**

Code	Standard	Assessment
	<b>Assessment &amp; Testing</b>	
SecII.F.7.a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling	
SecII.F.7.b.	methods of effectively preparing for and conducting initial assessment meetings	
SecII.F.7.e.	use of assessments for diagnostic and intervention planning purposes	
SecII.F.7.f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	
SecII.F.7.g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	
SecII.F.7.h.	reliability and validity in the use of assessments	
SecII.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development	
SecII.F.7.j.	use of environmental assessments and systematic behavioral observations	
SecII.F.7.k.	use of symptom checklists, and personality and psychological testing	
SecII.F.7.l.	use of assessment results to diagnose developmental, behavioral, and mental disorders	
SecII.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
	<b>Clinical Mental Health Counseling</b>	
SecV.1.e.	psychological tests and assessments specific to clinical mental health counseling	
SecV.3.a.	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	
	<b>School Counseling</b>	
Sec.V.G.1.e.	assessments specific to P-12 education	
	<b>DESE</b>	
School Adjustment Counselor	e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.	X
School Counselor	b. understanding and interpretation of Massachusetts Comprehensive System (MCAS) and other academic test results to students, teachers, and parents	X



**CNGC 500**  
**Research and Evaluation (3 credits)**

Code	Standard	Assessment
	<b>Research &amp; Program Evaluation</b>	
SecII.F.8.a.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	
SecII.F.8.b.	identification of evidence-based counseling practices	
SecII.F.8.c.	needs assessments	
SecII.F.8.d.	development of outcome measures for counseling programs	
SecII.F.8.e.	evaluation of counseling interventions and programs	
SecII.F.8.f.	qualitative, quantitative, and mixed research methods	
SecII.F.8.g.	designs used in research and program evaluation	
SecII.F.8.h.	statistical methods used in conducting research and program evaluation	
SecII.F.8.i.	analysis and use of data in counseling	
SecII.F.8.j.	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
	<b>DESE</b>	
School Counselor	k. knowledge of statistics, research design, and research in guidance counseling	X

**CNMH 568**  
**Psychopathology (3 credits)**

	<b>Human Growth &amp; Development</b>	
SecII.F.3.c.	theories of normal and abnormal personality development* <i>this standard is jointly covered in CNMH546 Theories of Psychological Development</i>	
<b>Code</b>	<b>Clinical Mental Health Counseling</b>	<b>Assessment</b>
SecV.2.b.	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	
SecV.2.d.	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>	
SecV.2.e.	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	
SecV.C.2.g	impact of biological and neurological mechanisms on mental health	
SecV.C.2.h.	classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	
	<b>MA DESE</b>	
School Adjustment Counselor	Theories of normal and abnormal intellectual, social, and emotional development.	X
School Adjustment Counselor	Learning disorders, including emotional issues affecting student achievement, and their treatment.	X
School Adjustment Counselor	h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders	X

**CNGC 583**  
**Crisis and Trauma Counseling (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Professional Counseling Orientation &amp; Ethics</b>	
SecII.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
	<b>Human Growth &amp; Development</b>	
SecII.F.3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	
	<b>Counseling and Human Relationships</b>	
SecII.F.5.l.	suicide prevention models and strategies	
SecII.F.5.m.	crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid	
	<b>Assessment &amp; Testing</b>	
SecII.F.7.c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	
	<b>Mental Health</b>	
SecV.C.2.f.	impact of crisis and trauma on individuals with mental health diagnoses	
	<b>School Counseling</b>	
SecV.G.2.e.	school counselor roles and responsibilities in relation to school emergency management plans, and crises, disasters, and trauma	
Sec.V.G.2.i.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	
	<b>DESE</b>	
School Adjustment Counselor	d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.	X
School Counseling	f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students	

## CNMH 540

### Substance Use and Addiction Disorders (3.0 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.C.1.d	neurobiological and medical foundation and etiology of addiction and co-occurring disorders	
SecV.C.3.c	strategies for interfacing with the legal system regarding behavioral court-referred clients	
	<b>Human Growth and Development</b>	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	

**CNMH 570**  
**Advanced Applied Counseling: Mental Health Counselor**  
**(100 hours; 3 credits)**

Code	Standard	Assessment
	<b>Counseling &amp; Helping Relationships</b>	
SecII.F.5.e.	the impact of technology on the counseling process	
SecII.F.5.h.	developmentally relevant counseling treatment or intervention plans	
SecII.F.5.i.	development of measurable outcomes for clients	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community- based resources	
	<b>Assessment &amp; Testing</b>	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	<i>*Fieldwork requirement to complete the MA mandated reporter training.</i>
	<b>Clinical Mental Health Counseling</b>	
SecV.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	
	<b>Professional Practice</b>	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	<b>Practicum</b>	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	

SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

**CNMH 571**  
**Internship: Mental Health Counselor**  
**(Total of 600 hours; 12 credits)**

Code	Standard	Assessment
	<b>Professional Practice</b>	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	<b>Internship</b>	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.L.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	
SecIII.M.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the	SecIII.M.

	supervision of a counselor education program faculty member.	
	<b>Clinical Mental Health Counseling</b>	
SecV.2.c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	*Required “Site Presentation”. Readings from Fieldwork Orientation Required Text.
SecV.2.m.	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Readings from Fieldwork Orientation Required Text.
SecV.3.d.	strategies for interfacing with integrated behavioral health care professionals	Readings from Fieldwork Orientation Required Text.

### CNSC 515

#### Ethical and Legal Issues for the School Counselor (3 credits)

Code	Standard	Assessment
	<b>Professional Counseling Orientation &amp; Ethics</b>	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including	



	interagency and interorganizational collaboration and consultation	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
SecII.F.1.m.	the role of counseling supervision in the profession	
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.e.	the impact of technology on the counseling process	
	<b>School Counseling</b>	
SecV.G.2.l.	professional organizations, preparation standards, and credential relevant to the practice of school counseling	
SecV.G.2.m.	legislation and government policy relevant to school counseling	
SecV.G.2.n.	legal and ethical considerations specific to school counseling	
	<b>DESE Standard</b>	
School Counselor	h. federal, state, municipal, and school laws and regulations	X

**CNSC 516**  
**Foundations in School Counseling (3 credits)**

Code	Standard	Assessment
	<b>School Counseling</b>	
SecV.G.1.a	history and development of school counseling	
SecV.G.1.b	models of school counseling programs	
SecV.G.2.a	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	
SecV.G.2.c	school counselor roles in relation to college and career readiness	
SecV.G.2.f	competencies to advocate for school counseling roles	
SecV.G.2.j	qualities and styles of effective leadership in schools	
SecV.G.3.a	development of school counseling program mission statements and objectives	
SecV.G.3.b	design and evaluation of school counseling programs	
	<b>DESE Standard</b>	
School Counselor	g. philosophy, principles, and practice in school guidance counseling	X

**CNSC 517**  
**Evidence Based School Counseling Practices (3 credits)**

Code	Standard	Assessment
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
	<b>School Counseling</b>	
SecV.G.3.d.	interventions to promote academic development	
SecV.G.3.m.	strategies for implementing and coordinating peer intervention programs	
SecV.G.3.n.	use of accountability data to inform decision making	
SecV.G.3.o.	use of data to advocate for programs and students	
	<b>DESE Standards</b>	
School Counselor	a. familiarity with the Curriculum Frameworks and their use in advising responsibilities of the guidance counselor	X

**CNSC 520 Development through the Lifespan  
(3 credits)**

Code	Standard	Assessment
	<b>Human Growth &amp; Development</b>	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development  <i>*this standard is jointly covered in CNSC 521 Behavioral, Emotional, and Learning Disorders</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
	<b>DESE Standards</b>	
School Counselor	c. psychology of learning	X
School Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X

**CNSC 521**  
**Clinical Issues for the School Counselor (3 credits)**

Code	Standard	Assessment
	<b>Human Growth &amp; Development</b>	
SecII.F.3.c.	theories of normal and abnormal personality development  <i>*this standard is jointly covered in CNSC 520 Development through the Lifespan</i>	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
	<b>School Counseling</b>	
SecV.G.2.g.	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	
Sec.V.G.2.h.	common medications that affect learning, behavior, and mood in children and adolescents	
SecV.G.3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	
	<b>DESE Standards</b>	
School Counselor	d. understanding the diagnosis and treatment of learning and behavior disorders	X
School Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X
School Counselor	f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students	X

**CNSC 524**  
**Applied School Counseling (3 credits)**

Code	Standard	Assessment
	<b>Professional Counseling Orientation &amp; Ethics</b>	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.g.	essential interviewing, counseling, and case conceptualization skills	
Sec.II.F.5.h.	developmentally relevant counseling treatment or intervention plans	
Sec.II.F.5.i.	development of measurable outcomes for clients	
	<b>School Counseling</b>	
SecV.G.3.c.	core curriculum design, lesson plan development, classroom management, strategies, and differentiated instructional strategies	
SecV.G.3.f.	techniques of personal/social counseling in school settings	

**CNSC 526**  
**Consultation and Collaboration for School Counselors (3 credits)**

Code	Standard	Assessment
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community-based resources	
	<b>School Counseling</b>	
SecV.G.1.d.	models of school-based collaboration and consultation	
SecV.G.2.b.	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	
SecV.G.2.d.	school counselor roles in school leadership and multidisciplinary teams	
SecV.G.2.k.	community resources and referral sources	
SecV.G.3.g.	strategies to facilitate school and postsecondary transitions	
SecV.G.3.i.	approaches to increase promotion and graduation rates	
Sec.V.G.3.j.	interventions to promote college and career readiness	
SecV.G.3.k.	strategies to promote equity in student achievement and college access	
SecV.G.3.l.	techniques to foster collaboration and teamwork within schools	
	<b>DESE Standards</b>	
School Counselor	j. resources within the school system or the community for referral	X
School Counselor	m. development of skills for consultation with parents, teachers, and administrators	X
School Counselor	n. college counseling and use of college and other post-secondary resource materials (grades 5-12)	X

**CNSC 570/580**  
**Advanced Applied Counseling: School Counselor**  
**(100 hours; 3 credits)**

Code	Standard	Assessment
	<b>Professional Practice</b>	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	<b>Practicum</b>	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	
SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	



**CNSC 571/581**  
**Practicum: School Counselor**  
**(Total of 600 hours; 12 credits)**

Code	Standard	Assessment
	<b>Professional Practice</b>	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	<b>Internship</b>	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.L.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	
SecIII.M.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

# **Appendix II**

## **Student Affairs Counseling Competency**

### **Charts**

<b>COMPETENCY</b>	<b>DESCRIPTION</b>	<b>COURSE(S)</b>
Advising & Supporting (A/S)	Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.	CNSA 530: Helping Skills for student affairs professionals CNGC 538 Group Class and CNGC 520 Group Experience
Assessment, Evaluation & Research (AER)	Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.	CNGC 500 Research primarily Sometimes also addresses in CNSA 515 Foundation in Higher Education
Law, Policy & Governance (LPG)	Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.	CNSA 520 Ethical and Legal Issues in Student Affairs
Leadership (LEAD)	Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of	CNSA 525 Higher Education Administration CNSA 520 Ethical and Legal Issues  CNSA 571 internship

	<p>individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.</p>	<p>(Chi Sigma Alpha is also an opportunity for this)</p>
<p>Organizational &amp; Human Resources (OHR)</p>	<p>Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.</p>	<p>CNSA 515 Foundation in Higher Education CNSA 525 Higher Education Administration</p>
<p>Personal &amp; Ethical Foundations (PEF)</p>	<p>Involves the knowledge, skills, and dispositions to develop and maintain integrity in one’s life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one’s own wellness and</p>	<p>CNSA 520 Ethical and Legal Issues in Student Affairs CNSA 530 Helping Skills</p>

	<p>growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.</p>	
<p>Social Justice &amp; Inclusion (SJI)</p>	<p>While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.</p>	<p>CNGC 529- multiculturalism</p>

<p>Student Learning &amp; Development (SLD)</p>	<p>Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice</p>	<p>CNSA 510 Student Development Theory CNGC 528 Counseling Theories and techniques</p>
<p>Technology (TECH)</p>	<p>Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.</p>	<p>CNSA 510 CNSA 520 CNSA 571</p>
<p>Values, Philosophy &amp; History (VPH)</p>	<p>Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.</p>	<p>CNSA 515 Foundations</p>

**Note:** All Competencies Reflect the ACPA/NASPA Competencies and the Student Affairs Counseling Program at Bridgewater State University.

### **Reference**

NASPA & ACPA. (2016). *Professional competency areas for student affairs practitioners*. Washington, D.C.: College Student Educators International.

# **Appendix III**

## **Letters to Constituents**





July 1, 2023

Dear Stakeholder,

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs programs. This assessment report contains analyzed data from all stakeholders, such as yourself. The assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

Please accept the department's sincerest gratitude for your ongoing commitment to providing feedback which is essential to our program evaluation.

Sincerely,

*M. Nikki Freeburg*

M. Nikki Freeburg, PhD  
Professor and Chairperson  
Department of Counselor Education  
Bridgewater State University  
Bridgewater, Massachusetts 02325

# **Appendix IV**

## **Course Syllabus Template**

**\*Delete gray areas. They are placed to draw your attention to content that needs to be addressed. Replace content in bold with your information.**



Bridgewater State University  
Department of Counselor Education

**Course #, Course Name**  
**Semester**

Instructor: **Name**  
Phone: **Number**  
Office: **Location**  
Email: **Email**  
Office Hours: **Method/Times/Link/Etc.**

**Course #, Course Name (Credit hours)**  
**Course Description from Catalog**

## University and Department Policies and Information

The following University and Department Policies and Information can be found at the link below:

- Notice to Non-Matriculated Students
- Professional Expectations
- Classroom Learning Needs
- Title IX and Sexual Violence
- Second Language Services in the Academic Achievement Center
- Inclement Weather Policy
- Grade Policies and Academic Integrity
- Personal Counseling Resource
- Student Crisis Resources
- Disposition Policy
- Remediation Policy

[Click here to be directed to University and Department Policies](#)

### Massachusetts LMHC Required Academic Work

Eligible applicants who matriculated into their degree program on or after July 1, 2017 must meet components of the degrees listed in 262 CMR 2.05(1). This course meets the requirement for:

Keep only the one course definition below that meets this course, if applicable. Delete all others.

1. Counseling Theory. Examination of the major theories, principles and techniques of Mental Health Counseling and their application to professional counseling settings. Understanding and applying theoretical perspectives with clients.
2. Human Growth and Development. Understanding the nature and needs of individuals at all developmental stages of life. Understanding major theories of physical, cognitive, affective and social development and their application to Mental Health Counseling practice.
3. Psychopathology. Identification and diagnosis and mental health treatment planning for abnormal, deviant, or psychopathological behavior, includes assessments and treatment procedures.
4. Social and Cultural Foundations. Theories of multicultural counseling, issues and trends of a multicultural and diverse society. Foundational knowledge and skills needed to provide Mental Health Counseling services to diverse populations in a culturally competent manner.
5. Clinical Skills. Understanding of the theoretical bases of the counseling processes, Mental Health Counseling techniques, and their therapeutic applications. Understanding and practice of counseling skills necessary for the mental health counselor.
6. Group Work. Theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles. Understanding of the dynamics and processes of Mental Health (therapeutic, psychosocial, psycho-educational) groups.
7. Special Treatment Issues. Areas relevant to the practice of Mental Health Counseling, i.e. psychopharmacology, substance abuse, school or career issues, marriage and family treatment,

sexuality and lifestyle choices, treating special populations.

8. Appraisal. Individual and group educational and psychometric theories and approaches to appraisal. Examination of the various instruments and methods of psychological appraisal and assessment including, but not limited to, cognitive, affective, and personality assessment utilized by the mental health counselor. The function of measurement and evaluation, purposes of testing, reliability and validity.

9. Research and Evaluation. Understanding social science research, evaluative methodologies and strategies, types of research, program evaluation, needs assessments, ethical and legal considerations.

10. Professional Orientation. Understanding of professional roles and functions of Mental Health Counselors, with particular emphasis on legal and ethical standards. Ethical case conceptualization, analysis and decision making as it relates to clinical practice. Knowledge and understanding of the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association. Understanding of licensure and regulatory practices.

#### Disposition Policy

All instructors submit a disposition assessment of each student in each course. Please review the Assessment Handbook for further information.

#### Remediation Policy

See Assessment Handbook and the Office of Graduate Studies website.

#### Required Texts (and materials, if applicable):

#### Required readings that embody current counseling-related research (CACREP Section 2.E.):

#### Method of Instruction:

#### Measurement of Student Success:

#### Including weighted course assignments and descriptions

#### Schedule:

#### Course CACREP Standards and Assessments

Most of our courses have required CACREP standards that must be addressed. To achieve this:

1. Shift to the end of this template and look through the CACREP grids to find the one that represents this course. Cut and paste it here. Delete all of the other grids<sup>7</sup>.
2. Complete the grid by identifying **both** where a student is *introduced to the content* (i.e. chapter that covers the topic) and also *how they are assessed* (i.e. paper, exam, etc.) on the course content in the “Assessment” column.

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<sup>7</sup> For the purposes of this report, the grids of the courses and their standards have been removed since they are included in Appendix I and Appendix II of this document. Counselor Education faculty can access the grids and the syllabus template in our Department of Counselor Education Full-Time Faculty and Visiting Lecturers blackboard site. There is also an instructional video available on the site.

3. If you do not find a grid for your class, delete the heading “Course CACREP Standards and Assessments”.

**Key Performance Indicator (KPI) Assignment**

Please note that with the exception of electives and fieldwork courses (which will be addressed next), all of our academic courses require a Key Performance Indicator assignment. If you are teaching an elective or clinical fieldwork course delete this section.

We use the KPI assignments to “Introduce” key counseling content in the “Cognitive” method. This signature assignment should be part of the overall course assessment material, most likely a culmination assignment of the entire course’s content. The assignment ideally covers several CACREP standards and focuses on highlighting knowledge across the four Program Objectives the Department of Counselor Education has established for itself.

You may use the required syllabus grid (below) as a method to briefly highlight the KPI assignment and expand it more comprehensively later in your syllabus when you address all other measured expectations of the course.

Review your assignment and identify as many CACREP standards (using the grid from above) to fill the middle column below (just identify the standard code). Briefly describe the assignment component that fit the appropriate program objective in the right column.

At the end of the semester you will provide a final grade for this assignment in the form of % as well as a Cognitive Rubric score (below) to the Department of Counselor Education for program evaluation. If you have a KPI leave the Cognitive Rubric in your syllabi and delete the Affective Rubric.

This assignment has been identified as a “signature assignment” in which the four Program Objectives of the Department of Counselor Education are showcased. Your score on this assignment will be used in both the assessment of your progress in the program but also the program’s ability to meet their educational goals. Your final grade on this assignment will be shared with faculty at the mid-semester review and potentially discussed with your advisor at some point. You will be given a score on this assignment (which will be used towards your final grade calculation) and a rubrics score (not used towards your final grade in the course). Any areas on the rubrics in which you receive a score less than 3 will initiate an “Ongoing Competency” meeting with your instructor (and in some cases your advisor and the Department Chair).

**Key Performance Indicator Assignment Title:**

**Description:**

Program Objective	CACREP Standards	Assignment Components
Guide students in understanding their roles and responsibilities within		

the ethical and legal guidelines germane to counseling and student affairs professions.		
Foster the development of expertise in counseling skills.		
Instill a commitment to uphold best practices within counseling and student affairs professions.		
Cultivate diversity and social justice competence within counseling and student affairs professions.		

### KPI Cognitive Rubric

	Exemplary (4)	Proficient (3)	Approaching (2)	Unacceptable (1)
Professional Identity	Student demonstrates a sophisticated understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.	Student demonstrates an accurate understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.	Student demonstrates some understanding of the professional roles and responsibilities of a counselor in the context of this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.
Counseling Skills	Student demonstrates a sophisticated understanding of the counseling skills that are relevant to this subject matter.	Student demonstrates an accurate understanding of the counseling skills that are relevant to this subject matter.	Student demonstrates some understanding of the counseling skills that are relevant to this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of the counseling skills that are relevant to this subject matter.
Best Practices	Student effectively synthesizes current, professional research	Student adequately summarizes current	Student provides a superficial summary of current	Student references the research of others.

	from a variety of perspectives/viewpoints.	professional research.	professional research.	
Cultural Competence	Student demonstrates a sophisticated understanding of multicultural considerations in the context of this subject matter.	Student demonstrates an accurate understanding of multicultural considerations in the context of this subject matter.	Student demonstrates some understanding of multicultural considerations in the context of this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of multicultural considerations in the context of this subject matter.



### Affective/Reinforcement Assignment

If you used the KPI cognitive/introduction grid above, delete this section and the Affective Rubric below it.

If this syllabus is for an Advanced Applied course you are responsible for contributing data for the “Reinforcement” and “Affect” portion of the student and program evaluation plan (assessed by the affective journal assignments outlined in the grid below). If this syllabus is for an Internship course you are part of the “Mastery” and “Behavior” part of the student and program evaluation plan (assessed by the site-supervisor evaluations and results of the CPCE exam). You may use the Advanced Applied journals as part of your overall course grade but not in Internship due to the potential of all students not having the same amount of journals to write.

In Advanced Applied students should be made responsible to write five papers using the outlined course assignment in the grid below for the following content areas:

1. Group
2. Theories
3. Multicultural
4. Ethics
5. Human Growth and Development (not applicable for SA and addressed in School counseling in the following courses: XXXXX)

In Internship courses students should be made responsible to write 1 paper for each of the 3 credits of fieldwork they are enrolled in until they have written a total of 4 papers. The final four content areas are:

1. Research
2. Assessment
3. Career
4. Specialty (MH, SCH, SA)

Your responsibilities as the instructor are:

1. In the case of Internship courses, poll your students on the first day of class to determine which courses they have completed or currently enrolled in. Collaborate to make a plan for which of the content areas that you will require them to complete a paper on. In the event there is a challenge (such as a student not having taken any of the listed areas yet) contact their advisor and the appropriate program director to make an accommodation plan.
2. Decide on the deadline of your papers over the course of the semester. You are encouraged to not make them all due at the same time.

Use the KPI Affect Rubrics to grade the journal and report your scores to the Department of Counselor Education (you will receive an email requesting them).

Over the course of your clinical fieldwork experiences you are responsible to write 9 reflection journals (7 for SA students). These journals are the second data collection point in the ongoing assessment of you and the Department of Counselor Education’s ability to meet the program objectives. In collaboration with your fieldwork instructors you will identify which topics you will need to complete each semester until you have completed them all.

Reflection journals should be one page, single-spaced, and address each of the four “Assignment Components”. In the grid where you see the double asterisks insert the content area. For example, if you were writing about Ethics you would read the first program objective assignment component as:

*“Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content **of ethics** into your fieldwork experience up to this point.”*

Alternatively, if you were writing about Group work it would read:

*“Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content **of group work** into your fieldwork experience up to this point.”*

Each of your journals will be graded using the KPI Affect Rubric (below). Any areas on the rubrics in which **you receive a score less than 3 will initiate an “Ongoing Competency”** meeting with your instructor (and in some cases your advisor and the Department Chair).

Affective/Reinforcement Assignment CACREP Core Area:

*\*\*Insert the appropriate course topic Research, Assessment, Career, Development, Multicultural, Ethics, Group, Theories, Specialty (MH, SA, SC). One journal must be completed for each topic.*

Program Objective	Assignment Components
Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.	Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content of ** into your fieldwork experience up to this point. Describe your observations and integration of knowledge as it pertains to the professional roles and responsibilities of a counselor/student affairs professional.
Foster the development of expertise in counseling skills.	Provide an example of a time when you employed the use of your knowledge/skills attained in your course on **. Share what you did and how that action assisted in developing your skill set as a counselor/student affairs professional.
Instill a commitment to uphold best practices within counseling and student affairs professions.	You have been introduced to best practices in each of your core content area courses. Based on the course content of** for this journal, describe how, when, and where best practices are being implemented and what are your observations (thoughts and/or reactions)?
Cultivate diversity and social justice competence within counseling and student affairs professions.	Reflect on how cultural diversity and social justice is addressed at your fieldwork placement. Based on our reflections, what have you observed? What do you believe to be important to uphold in consideration of culture and advocacy while working with clients/students (based on content area of **)?

KPI Affective Rubric

	Exemplary (4)	Proficient (3)	Approaching (2)	Unacceptable (1)
Professional Identity	Student demonstrates a	Student demonstrates an	Student demonstrates an	Paper shows minimal evidence

	high level of analysis, reflection, and insight regarding how their professional identity connects with the subject matter.	adequate level of analysis, reflection, and insight regarding how their professional identity connects with the subject matter.	inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear how their professional identity connects with the subject matter	of analysis, reflection, and/or insight. There is little to no connection between professional identity and the subject matter.
Counseling Skills	Student demonstrates a high level of analysis, reflection, and insight regarding the counseling skills required for this subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding the counseling skills required for this subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear which counseling skills are required for this subject matter.	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between counseling skills and the subject matter.
Best Practices	Student demonstrates a high level of analysis, reflection, and insight regarding best practices within the subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding best practices within the subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear what best practice are and how they connect with the subject matter	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between best practices and the subject matter.
Cultural Competence	Student demonstrates a high level of analysis, reflection, and insight regarding cultural understanding and advocacy connected to the subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding cultural understanding and advocacy connected to the subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. The connection between the subject matter and cultural understanding and advocacy is unclear.	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between cultural understanding and advocacy and the subject matter.