



Southern Connecticut State University

COUNSELING AND SCHOOL PSYCHOLOGY DEPARTMENT
Annual Program Evaluation Report
2021-22



REPORT INTRODUCTION

This report includes the yearly evaluation report for the Counseling programs, as required by CACREP. This report includes information for the past academic year on the Clinical Mental Health Counseling Program and the School Counseling program, both of which are CACREP accredited and IRCEP registered.

This report is intended to 1) meet CACREP accreditation standards on program evaluation and dissemination of results, 2) provide stakeholders and prospective students with the programs with evaluation data, and 3) inform programmatic changes.

Programs review all data and make recommendations for their programs.

This year's data:

Recent Alumni (n = 19)

Current Students (n =23)

Data is presented for recent alumni and current students.

ENROLLMENT

Demographics of Newly Admitted (summer and fall 2022 matriculation)

Program	Male	Female	White	Black or African American	Hispanic/Latino	Asian	Native American	Other (As reported)
CMHC	5	14	14	3	1	1	0	0
SC	1	17	11	3	3	1	0	0

2021-22 Enrollment: Masters

Program	Total Number	FT Students	PT Students	Current Students	Students on Leave
CMHC	50	26	24	53	3
SC	42	36	6	41	1

Program	Male Students	Female Students	White Students	African American/Black Students	Hispanic/Latino Students	Asian Students	Native American Students	Other (as reported)
CMHC	14	36	28	8	8	3	0	3
SC	8	34	27	4	11	0	0	0

2021-22 Enrollment: Sixth Year and PMC

Program	Total Number	FT Students	PT Students	Current Students	Students on Leave
CMHC	4	0	4	4	0
SC	6	1	5	6	0

Program	Female Students	Male Students	Caucasian Students	African-American/Black Students	Hispanic/Latino Students	Asian Students	Native American Students	Other (as reported)
CMHC	3	1	3	1	0	0	0	0
SC	6	0	2	1	1	2	0	0

2021-2022 Completion Rate

Program	Total	Active	Withdrew	Completers	Completion Rate
CMHC	25	1	5	19	79.17%
SC	14	3	2	9	81.82%

Diversity of Program Completers

Program	Female Students	Male Students	White Students	Black or African-American Students	Hispanic/Latino Students	Asian Students	Native American Students	More than one /Other (as reported)
CMHC	13	5	11	1	2	0	0	4
SC	10	1	7	2	2	0	0	0

COMPREHENSIVE EXAM & NCE PASS RATES

Comprehensive Exam pass rates and NCE pass rates are presented in the table below.

Program	CPCE Exam	NCE	NCMHCE	Praxis II
CMHC	100%	100%	NA	NA
SC	NA	NA	NA	100%

CPCE

SCSU mean= 79.0

National mean= 80.3

Close inspection of our current years' scores show:

ABOVE national means for:

- Professional Orientation and Ethical Practice
- Human Growth and Development
- Group Counseling and Group Work

Below national means for:

- Social and Cultural Diversity**
- Career Development**
- Counseling and Helping Relationships**
- Assessment and Testing*
- Research and Evaluation*

*Less than 1 point

*Less than 2 points

PROGRAM EXPERIENCES

Our last evaluation occurred in Summer 2019 and spring 2020. The tables below indicate the percentage of students who agreed or strongly agreed with each statement.

Recent Alumni: 2022 Evaluation Data

CMHC n= 12

SC n= 7

Question	CMHC	SC
Faculty communicated course expectations well	100%	100%
Faculty used a variety of teaching methods that helped me learn	100%	100%
Faculty used a variety of assessment methods (e.g., tests, homework assignments, reports) effectively in determining if course objectives were met	100%	100%
Faculty were responsive to my questions or concerns (in person, via e-mail, or via phone)	58.3%	100%
Adjunct faculty were knowledgeable and quality instructors	83.3%	71.5%
Program faculty utilized university resources (e.g., library resources, classroom technology, on-line access, software, labs) to effectively accomplish course objectives	91.7%	85.7%
My advisor was accessible (i.e., in person, on e-mail, via phone)	66.7%	100%
My advisor communicated ongoing and accurate advisement information	66.7%	100%
I am a member of a state counseling/school psychology professional association	58.3%	71.4%
I am a member of a national counseling/school psychology professional association	75%	100%
I attended a state or regional conference during my time at SCSU	25%	14.3%
I attended a national conference during my time at SCSU	16.7%	0%
Sufficient courses were scheduled each semester to permit me to follow my planned program/course sequence	100%	100%
From a learning perspective, the sequence of courses was well organized	75%	100%
The necessary courses and requirements that I needed to earn my degree were made clear	100%	100%
Requirements for courses helped me meet the learning objectives	100%	100%
The university provided an adequate classroom environment (online and/or on campus)	100%	100%
The university provided appropriate adequate resources that I needed as a graduate student (e.g., library resources, computers, on-line access, up-to-date software, labs)	83.3%	100%
My program has helped me to accomplish my educational and professional goals	100%	100%

I would recommend this program to people interested in this field of study	83.4%	100%
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Current Students: 2020-21 Evaluation Data

The table below indicates the percentage of students who agreed or strongly agreed with each statement.

CMHC n=8

SC n=15

Question	CMHC	SC
Faculty communicated course expectations well	100%	100%
Faculty used a variety of teaching methods that helped me learn	87.5%	86.7%
Faculty used a variety of assessment methods (e.g., tests, homework assignments, reports) effectively in determining if course objectives were met	87.5%	93.4%
Faculty were responsive to my questions or concerns (in person, via e-mail, or via phone)	62.5%	100%
Adjunct faculty were knowledgeable and quality instructors	57.2%	73.3%
Program faculty utilized university resources (e.g., library resources, classroom technology, on-line access, software, labs) to effectively accomplish course objectives	87.5%	86.7%
My advisor was accessible (i.e., in person, on e-mail, via phone)	62.5%	93.3%
My advisor communicated ongoing and accurate advisement information	50%	80%
I am a member of a state counseling/school psychology professional association	75%	53.3%
I am a member of a national counseling/school psychology professional association	50%	60%
I attended a state or regional conference during my time at SCSU	25%	6.7%
I attended a national conference during my time at SCSU	0%	0%
Sufficient courses were scheduled each semester to permit me to follow my planned program/course sequence	75%	100%
Courses are offered in formats that help me follow my planned program/course sequence (i.e., online, hybrid, on ground)	62.5%	93.3%
From a learning perspective, the sequence of courses was well organized	62.5%	80%
The necessary courses and requirements that I needed to earn my degree were made clear		93.4%
Requirements for courses helped me meet the learning objectives	75%	100%
The university provided an adequate classroom environment (online and/or on campus)	100%	93.3%
The university provided appropriate adequate resources that I needed as a graduate student (e.g., library resources, computers, on-line access, up-to-date software, labs)	75%	93.4%
I recommend this program to people interested in this field of study	100%	100%

My program attempts to foster a sense of community among students (online and/or on campus)	87.5%	80%
The department (CMHC, SC, and SP) attempts to foster a sense of community among all participants (online and/or on campus)	75%	86.7%

GRADUATION & HIRE RATES

Graduation and hire rates (immediately following graduation) are included in the tables below.
Master's Program (December and May Graduates)

Program	Total Graduates	Number Hired	Hire Rate	Completion Rate
CMHC	19	19	100%	79.17%
SC	11	11	100%*	81.82%

*Data collected directly upon program completion.

Information is based on student report.

PROGRAM CHANGES BASED ON DATA

CMHC

CMHC faculty has added mentoring check-ins with students to be held once every semester. Will also increase communication throughout the semester. Will re-evaluate next semester.

Involve students in research, advertising the EDD program may help encourage participation in research. Link 691 Research project to conference attendance to improve conference attendance.

Will request support for fieldwork position.

Add Telemental Health to courses: 550 & 552/553.

Add discussion of social media to CSP 595.

Look for ways to increase APA format and writing support: encourage workshop through writing center and provide feedback in courses.

CSP 540 – Review the assessment used and the final project and make adjustments based on feedback

CSP 578 Class formats will be modified to include more discussion and less lecture – more was added in a flipped format

CSP 550 – would like to see a Doctoral Student GA here to help with instruction and recording feedback – like a process consultant or use Advanced Counseling Methods as students to assist in 550

CSP 691 – No longer offer in weekend abbreviated format.

CSP 552 – Increase attention to students' feedback on supervision map for this semester.

CSP 553 format changed to include more discussion and less lecture.

SC

Admission: Program has decided that spring admissions is challenging. Offering classes is hard to program. Students would need courses in the summer and they would not be eligible for financial aid. Holding the only spring admissions for MS. Will continue admission in spring for SYC and PMC.

Need to make sure that students make at minimum a poster proposal for local conference - *2021 CSCA conference didn't include opportunity for student poster sessions.

Remember to collect surveys from students in seminar class. 10 responses were received last year.

Emphasize importance of professional identity and connections w/state and national associations. Invite reps from CSCA leadership team to Zoom into class at multiple points in the program (567, 659, 675)

Increase early awareness to the profession @ K-12, UG - through increased outreach to HS & SCSU UG for career fairs; creating something more sustainable I.e., video w/diverse panel, what it means to be a SC, how to get there, etc.

Maintain skills training re: CBITS, suicide risk assessment, in courses: 606, 675, 542

Move CSP 555 to Saturdays: 3 meetings of 5 hours each class

Move CSP 656 to weekly M 5-7:30 beginning Fall '22

CSP 675 – be mindful of amount of time for processing what's happening in field sites and content review; taken concurrently with 606 – opportunity to reconsider content in 606.

Curriculum change made effective fall 2022 to address comprehensive exam material. Swapped result with consultation so students are exposed to material in time for comprehensive exam. Exam covers action research so covered in multiple classes.