

2021 Annual Report of Systematic Evaluation Plan (Brief)

This Systematic Evaluation Plan (SEP) contains Rhode Island College's M.S. in Clinical Mental Health Counseling program routine assessment of our program objectives and student learning. The SEP results in this report are based on 2016 CACREP standards which were adopted by the program faculty in fall 2020.

Overview of Current Enrollment

	Applied		Enrolled		Completed	
	MS CMHC	CGS	MS CMHC	CGS	MS CMHC	CGS
2021	88	11	46	7	15	7
2020	40	13	24	8	14	9
2019	30	9	24	8	9	11

Completion rate of students in program (2021) = 100% (*% of admitted students who graduate from the program in the expected time period of 3 to 5 years including full and part-time students*)

Licensure examination pass rate of students graduating from program = N/A (*Students completing program must complete 2000-hour post Masters in 2 years before completing exam*)

Job Placement rate of graduates seeking employment (2021) = 100% *of 2020 MS graduates were working in mental health settings. 70% of interns continued employment at their internship site..*

Program Objectives

Program Objective A: Professional Readiness - To equip students in the Clinical Mental Health Counseling program with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations.

Key Performance Indicators: (KPI):

1: Professional Counseling Orientation and Ethical Practice	5: Helping Relationships
2: Social and Cultural Diversity	6: Group Counseling
3: Human Growth and Development	7: Assessment, Diagnosis, and Case Formulation
4: Career Development	8: Research and Program Evaluation
	9: Practice of Clinical Mental Health Counseling

Program Objective B: Learning Environment - To provide an active and inclusive learning environment where students engage in activities, learning, and development of knowledge, skills, and dispositions of a Clinical Mental Health Counselor.

Program Objective C: Professional Dispositions – To prepare students with the professional dispositions of a) ethical attitudes and behavior; b) multicultural competencies, c) personal and professional growth, d) healthy interpersonal relationships, and collaboration, and e) openness to feedback, and f) self-care.

Program Objective D: Student population - To recruit, support, and retain counseling students from diverse backgrounds.

Program Objective E: Current Professional Needs: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of

the communities we serve, including attending to the intersecting identities of our clients/students within a multicultural and social justice framework.

Results of 2021 Assessment of Program Objectives - Overview

Objective A: Professional Readiness: To equip students in the Clinical Mental Health Counseling program with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations		
A.1 – Student Learning and Performance	Goal: 90% of students will meet proficiency in meeting academic competency.	Objective: Met Program exceeds this goal for 2020/2021. One student resubmitted less than <i>meets standard</i> assignment and achieved a satisfactory score.
A.2 – Student Academic Development	Goal: identify students at risk to determine Prevention and Intervention strategies.	Objective: Met Completed in July 2021. Progress and achievement messages sent to at-risk students. One student was identified at risk with notification to determine a plan for meeting program requirements. Program meets this objective.
A-3 Student Skill Development	Goal: a) students consistently near (3) or meet (4) expectations in introductory Practicum I; and b) students consistently meet (4) or exceed (5) expectations for counseling skills in Practicum III	Objective: Met in 1 of 2 semesters Practicum I unmet (1 exception) Practicum I (fall 20)- majority of student scored near or meet expectations in all domains of Counselor Competency Scale for Counseling Skills; one student in one area (1H) scored below expectations. Practicum III met Practicum III (fall 20) - all student scored meet or exceed expectations in all domains of Counselor Competency Scale for Counseling Skills.
Objective B: Learning Environment - To provide an active and inclusive learning environment where students engage in activities, learning, and development of knowledge, skills, and dispositions of a Clinical Mental Health Counselor.		
B.1 - Quality of Academic program	Goal: 75% of students responding agree (4) or strongly agree (5) that the course meets the objectives and Student Learning Outcomes Goal: 75% of students responding good (4) or excellent (5) evaluation of	Objective: Met with 2 exceptions in student evaluations. Met with exit survey 1) Student Evaluations 1a) Fall 20 - program meets or exceeds this goal in all courses except CEP 536 (adjunct) 1b) Spring 21 - program meets or exceeds this goal in all courses 1c) Summer 21 - program meets or exceeds this goal in all courses except 2 objectives in CEP 535 2) Exit Survey Spring 21 - program exceeds this objective with all (100%) responses related to program curriculum good or excellent and

	program curriculum and knowledge attainment	<p>92% of responses related to knowledge attainment good or excellent</p> <ul style="list-style-type: none"> - For program experiences, responses were positive with these mean scores (on 5 – point scale) <ul style="list-style-type: none"> ▪ Program curriculum 4.9 ▪ Knowledge attainment 4.6
B.2 - Quality of field experience	<p>Goal: 75% of students responding above average (4) or superior (5) for quality of site supervision, and (3) adequate or (4) substantial for field experience.</p> <p>Goal: 75% of students responding good (4) or excellent for (5) for ratings of site, supervisor and field experience.</p>	<p>Objective: Unmet</p> <p>1) Site Survey</p> <p>1a) Spring 21 Practicum IV site survey (19 of 24 Practicum IV student responses)</p> <ul style="list-style-type: none"> - program meets objective for supervisor rating with 80% of responses above avg or superior. - program does not meet objective for other experiences of Practicum IV with 53% of responses adequate or substantial eg group, family, consultation, clinical presentation <p>1b) Spring 21 Internship II site survey (all 22 Interns completed survey)</p> <ul style="list-style-type: none"> - program meets objective for supervisor rating with 98% of responses above avg or superior. - program does not meet objective for other experiences of Internship II with 63% of responses adequate or substantial eg group, family, consultation, clinical presentation <p>2) Exit survey</p> <p>Spring 21 Exit survey (10 of 15 MS CMHC completers responded)</p> <ul style="list-style-type: none"> - program meets objective for field supervisor competence with 94% of responses good or excellent. - For other field related experiences responses were positive with these mean scores (on 5 – point scale) <ul style="list-style-type: none"> ▪ On campus practicum experiences 4.5 ▪ Practicum site 4.6 ▪ Internship site 4.8 ▪ Practicum placement process 4.7 ▪ Field spv competence 4.7
B. 3 – Assessment of clinical skills	<p>Goal: Site supervisors rate all students as approaching (2) or meets (3) skills in all areas during Practicum IV</p> <p>Goal: Site supervisors rate all students meet (3) or exceed (4) skills in all</p>	<p>Objectives: Met for Practicum IV, Met with 2 exceptions for 1 student for Internship II</p> <p>Supervisor Evaluation of Student</p> <p>Spring 21 Practicum IV student scores in all counseling skills meet or exceed expectations (3.0 or above)</p> <p>Spring 21 Internship II student scores in counseling skills meet or exceed expectations with 2 exceptions for 1 student</p>

	areas during Internship II	
B.4 - Faculty Performance	<p>Goal: obtain mean score of 4.25 (5-point scale) for all counseling faculty scores in faculty course evaluations</p> <p>Goal: 75% of students responding good (4) or excellent for (5) for ratings of faculty interactions in exit survey.</p>	<p>Objectives: Met in course evaluations. Met in exit survey</p> <p>1) Course evaluations All scores for core faculty meet or exceed goal in all areas of course evaluations.</p> <p>2) Exit survey (spring 21 with 10 of 15 MS CMHC completers responded)</p> <ul style="list-style-type: none"> - program meets objective for faculty performance with 88% of responses good or excellent. - For specific questions related to faculty, responses were positive with these mean scores (on 5 – point scale) <ul style="list-style-type: none"> • Instructional Effectiveness 4.7 • Faculty Competence 4.7 • Faculty accessibility 4.8 • Academic advising 3.9. • Faculty as mentors 4.8
B.5 - Diversity Initiatives	<p>1) Summarize themes from periodic anonymous surveys</p> <p>2) Goal: obtain mean score of 4.25 (5 point scale) for all counseling faculty scores in faculty evaluations on item addressed diversity</p> <p>3) Goal: document student’s perceived development of multicultural competence throughout program</p>	<p>Objectives: Completed Anonymous Survey review; met objective in course evaluation 2 of 3 semesters; documented scores in Multicultural Competence Assessment</p> <p>Anonymous Survey comments (5 in 2020/21) were reviewed.</p> <ul style="list-style-type: none"> - Comments highlighted positive learning experiences with faculty efforts at presenting, promoting, and including diversity and social justice in different aspects of their instruction. Two comments are “great job embracing diversity and encouraging students to talk about it, even when it's uncomfortable,” and “professors all respect the sensitive subject we discuss in class and welcome and encourage diversity of all kinds.” - There were 2 specific suggestions, “it would be extremely beneficial to include a variety of diverse cultures including the asian. indigenous, and middle eastern cultures,” and “I would like to have more speakers come into classes come into human development and cross cultural instead of Ted talks since I appreciate the dynamic conversation with guest speakers.”
<p>Objective C: Professional Dispositions – To prepare students with the professional dispositions of a) ethical attitudes and behavior; b) multicultural competencies, c) personal and professional growth, d) healthy interpersonal relationships, and collaboration, e) openness to feedback, and f) self-care.</p>		

<p>C.1 – Development of Student Professional Dispositions</p> <p>a) ethical attitudes and behavior; b) multicultural competencies, c) personal and professional growth, d) healthy interpersonal relationships, and collaboration, e) openness to feedback, and f) self-care</p>	<p>1) Goal: students consistently near (3) or meet (4) expectations for dispositions in introductory Practica 1 & 2; students consistently meet (4) or exceed (5) expectations for dispositions in Practicum III & IV and Internship II</p> <p>2) Students develop and monitor self-care throughout the program</p>	<p>Objective: Met with 1 exception in Practicum III and IV; Met in Internship II</p> <p>Note: Monitoring self-care throughout program began in fall 2021.</p>
<p>Program Objective D: Student population - To recruit, support, and retain counseling students from diverse backgrounds.</p>		
<p>D.1 - Retention, persistence, and completion rates</p>	<p>Goal: 90% of students complete program within 5 years</p>	<p>Objective: Met</p> <p>All students in cohort 6 (graduates in May 2021) completed the program within 5 years. Eleven (11) in 3 years, two (2) in 4 years, and two (2) in 5 years.</p>
<p>D-2 Student population</p>	<p>Goal: continued recruitment and ongoing retention of student from diverse backgrounds</p>	<p>Objective: Met</p> <ul style="list-style-type: none"> - 25% percent of enrolling 2021 cohort are students of color; predominantly Latinx - Approximately 1/3 of incoming cohorts in past 3 years are students of color; (2019=32%; 2020=35%; 2021=28%) - 20% identify as male; - avg age is 30

<p>Program Objective E: Current Professional Needs: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities we serve, including attending to the intersecting identities of our clients/students within a multicultural and social justice framework.</p>		
<p>E –1 Internship Supervisor Survey</p>	<p>Goal: Incorporate aggregated data collected from site supervisors as part of program evaluation and development.</p>	<p>Objective: This is a new objective . Data collection will begin in 2021/2022 assessment cycle</p>
<p>E-2 Employer Survey</p>	<p>Goal: Incorporate aggregated data collected from employers as part of program evaluation and development.</p>	<p>Objective: Met.</p> <p>Suggested development of trauma integrated throughout the program is being explored for possible new course(s) added to curriculum. Inclusion of telehealth practices are broadly covered in all courses since COVID. Coverage of co-occurring disorders is more firmly embedded in Practicum II. Future development included more consistent coverage for clinical preparation for work with lgbtq+, and long term planning will include business of counseling</p>
<p>E-3 Follow up surveys – exit, alumni</p>	<p>Goal: Incorporate aggregated data collected from graduates and alumni as part of program evaluation and development.</p>	<p>Objective: Met</p> <p>1) From 2021 exit survey (10 of 15 MS CMHC completers responded)</p> <ul style="list-style-type: none"> - Skill attainment – across all domains of skill, mean score is 4.50 on 5-point scale; highest scores individual counseling (4.9), professional identity (4.9), clinical assessment and diagnosis (4.7), and advocacy (4.7) - 92% of responses from the questions in this skill development were good or excellent. <p>2) From 2021 alumni follow up survey (11 of 27 alum from 2018/19 responded)</p> <ul style="list-style-type: none"> - Feedback for improvement/current trends includes: more coverage of trauma, telehealth, stressors associated with being in the LGBTQ+ community, and co-occurring disorders, streamlined placement processes, improved networking and mentoring with CEU opportunities post-graduation
<p>E-4 Advisory Board</p>	<p>Goal: Incorporate aggregated data collected from advisory board as part of program evaluation and development.</p>	<p>Objective: Advisory Board meeting scheduled in October 2021</p>

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