

2022 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
2022	72	14	47	10	17	10
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 (2022) = 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 (2022) = 100% *of 2020 MS graduates were working in mental health settings. 60% 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 2022 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 All students have successfully completed all Student Learning Outcomes in anchor assignments. Program exceeds this goal for 2021/22.
A.2 – Student Academic Development	Goal: identify students at risk to determine Prevention and Intervention strategies.	Objective: Met. All students have successfully met benchmark GPA requirements for 2021/22. Progress reviewed for three (3) prior at-risk students shows improved grades and above minimum standard. One (1) student has selected not to continue with remediation plan.
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. Consistent evidence of students meeting counseling skill expectations. Practicum I – 5 exceptions (from 39 students in cohort 9) Practicum I (fall 21)- majority of student scored near or meet expectations in all domains of Counselor Competency Scale for Counseling Skills; 5 students scored below expectations in one or more areas Practicum III- 1 exception (from 25 students in cohort 8) Practicum III (spring 22)- majority of student scores meet or exceed expectations in all domains of Counselor Competency Scale for Counseling Skills; one student in one area (1G) scored near expectations.
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: 1) Met with 1 exception in course objectives evaluations. 2) Met with exit survey 1) Course Objectives Fall 21 – meets or exceeds in all courses (165 responses) Spring 22 - meets or exceeds with all courses except CEP 612 (81 responses) Summer 22 – meets or exceeds in all courses (109 responses) 2) Exit Survey Spring 22 program exceeds this objective with 90% of responses related to program curriculum good or excellent and 92% of responses related to knowledge attainment good or excellent.

	<p>program curriculum and knowledge attainment</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 4.1 ▪ Knowledge attainment 4.3
<p>B.2 - Quality of field experience</p>	<p>Goal: 75% of students responding above average (3) or superior (4) for quality of site supervision, and (3) adequate or (4) substantial for field experience.</p> <p>Goal: 75% of students responding good (3) or excellent for (4) for ratings of site, supervisor and field experience.</p>	<p>Objective: Met</p> <p>1) Site Survey</p> <p>Spring 22 Practicum IV site survey - (19 of 38 Practicum IV student responses)</p> <ul style="list-style-type: none"> - program meets objective for supervisor rating with over 99% of responses above avg or superior (20 of 226 responses were avg or below). Highest scores in supervisor expertise (3.7) engender trust (3.8), help see influence on client (3.8) - program meets objective for other site ratings of Practicum IV with 99% of responses above avg or superior (9 of 95 responses were avg or below) <p>Spring 22 Internship II site survey – (13 of 17 Internship II student responses)</p> <ul style="list-style-type: none"> - program meets objective for supervisor rating with over 99% of responses above avg or superior. (10 of 196 responses were avg or below) - program meets objective for site ratings with over 99% of responses above avg or superior. <p>2) Exit survey</p> <p>Spring 22 Exit survey (10 of 17 MS CMHC completers responded)</p> <ul style="list-style-type: none"> • program meets objective for <ul style="list-style-type: none"> - 1) quality of field sites (Adv Prac and Internship) with 75% of responses good or excellent - 2) field supervisor competence with 80% of responses good or excellent • Respondents rated field related experiences responses positively with these mean scores (on 5 – point scale) <ul style="list-style-type: none"> - On campus practicum experiences 3.5 - Practicum site 4.1 - Internship site 4.2 - Field placement process 4.2
<p>B. 3 – Assessment of clinical skills</p>	<p>Goal: Site supervisors rate all students as approaching (2) or meets (3) skills in all areas during Practicum IV</p>	<p>Objectives: Met with 1 exception for Practicum IV, Met with 3 exceptions for 1 student for Internship II</p> <p>Supervisor Evaluation of Student</p> <ul style="list-style-type: none"> • Spring 22 Practicum IV student scores in counseling skills meet or exceed expectations (3.0 or above) with 1 exception in 1 domain for 1 student (n=19 of 38) • Spring 22 Internship II student scores in counseling skills meet or exceed expectations with 3 exceptions for 1 student (n=11 of 17)

	<p>Goal: Site supervisors rate all students meet (3) or exceed (4) skills in all areas during Internship II</p>	
<p>B.4 - Faculty Performance</p>	<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</p> <ul style="list-style-type: none"> ○ All scores for core faculty meet or exceed goal in all areas of course evaluations. ○ Specific mean scores for the year (5-point scale) <ul style="list-style-type: none"> ▪ Respect diverse opinions 4.7 ▪ Considerable knowledge 4.7 ▪ Connect course content to objectives 4.7 <p>2) Exit Survey (spring 22 with 11 of 17 MS CMHC completers responded)</p> <ul style="list-style-type: none"> ○ program meets objective for faculty performance with 88% of responses good or excellent. <p>- For specific questions related to faculty, responses were positive with these mean scores (on 5 – point scale)</p> <ul style="list-style-type: none"> ● Instructional Effectiveness 4 ● Faculty Competence 4.2 ● Faculty accessibility 4.2 ● Academic advising 3.8 ● Faculty as mentors 4.1
<p>B.5 - Diversity Initiatives</p>	<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 all semesters; documented scores in Multicultural Competence Assessment</p> <p>1) Anonymous Survey comments (7 in 2021/22) 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. Comments include “I feel that diversity and social justice have been particularly touched upon in each class, and I appreciate the different approaches to these important topics from various professors,” and “this program has helped me to grow as a counselor and as a person.” - Suggestions include 1) continued attention to diversity awareness and understanding personal bias combined with foundational skill building for multicultural counseling, 2) a strong and negative response to biased positioning, and 3) a request to make purposeful connection to textbooks which is an unneeded expense if the text is not used. <p>2) Course evaluation “addressed diversity”</p>

		<p>1. Aggregate mean scores for all courses meet or exceed goal for this question all semesters.</p> <p>a. Question: “Diversity was effectively and meaningfully addressed in the course” with means scores (5point scale)</p> <p>i. Fall 21 = 4.74 , Spring 22 4.54 , Summer 4.89</p> <p>3) Multicultural Counseling Assessment documented with increase in scores from Prac I to Prac IV and levelling off from Prac IV to Int II</p>
<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)</p> <p>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;</p> <p>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 1: Counselor dispositions consistently meet or exceed expectations in these domains across all 3 years of the program</p> <p>Objective 2: Self care plan met- beginning in Prac I year I, students discuss, plan and review self care. This practice continues across program</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 (17) in cohort 7 (graduates in May 2022) completed the program within 5 years. Twelve (12) in 3 years, two (2) in 4 years, and three (3) 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> <p>- In 2022:</p> <table border="1" data-bbox="708 260 1349 407"> <thead> <tr> <th></th> <th>Applicants</th> <th>Matriculated</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>72</td> <td>48</td> </tr> <tr> <td>2021</td> <td>85</td> <td>42</td> </tr> <tr> <td>2020</td> <td>44</td> <td>26</td> </tr> </tbody> </table> <p>- 36% of enrolling 2022 cohort are students of color; predominantly Latinx</p> <p>- Approximately 1/3 of incoming cohorts in past 3 years are students of color; (2019=32%; 2020=35%; 2021=28%)</p> <p>- 15% identify as male</p> <p>- Average age is 29</p> <p>-</p> <p>- Review of admitted students (2019-22) reveals that 25 to 30% of incoming cohorts are RIC undergraduate students</p>		Applicants	Matriculated	2022	72	48	2021	85	42	2020	44	26
	Applicants	Matriculated												
2022	72	48												
2021	85	42												
2020	44	26												
<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: Responses collected from Prac IV (n=20) and Internship (n=13) supervisors in May 2022</p> <p>Feedback supports current and future program planning:</p> <ul style="list-style-type: none"> • Faculty have added a Trauma class to the curriculum as an elective (after 2 times as seminar) • Practicum I is redesigned based on telehealth practice • Elective class CBT/DBT/ACT was developed as seminar and can be approved as an elective • In Internship students are required to attend professional meeting and a guest speaker presents on professional advocacy. Goal/accomplishment is getting students involved in Professional associations 												
<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>Similar feedback and actions in E-1</p>												
<p>E-3 Follow up surveys – exit, alumni</p>	<p>Goal: Incorporate aggregated data collected from graduates and alumni as part of</p>	<p>Objective: Met</p> <ol style="list-style-type: none"> 1) Exit survey – completed in May 2022 <ul style="list-style-type: none"> – From 2022 exit survey (10 of 17 MS CMHC completers responded) – 100% seeking employment in MH have obtained it 												

	<p>program evaluation and development.</p>	<ul style="list-style-type: none"> - 60% continuing employment in place of internship - Skill attainment – across all domains of skill, mean score is 3.86 on 5-point scale; highest scores individual counseling (4.4), Crisis Intervention (4.2) and professional identity (4.9), and clinical assessment and diagnosis (4.2). <p>Similar feedback and actions in E-1</p> <p>2) Alumni survey – will be completed in 2023</p>
<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: MET</p> <p>Similar feedback and actions in E-1 developed from Fall 21 advisory meeting</p> <p>Advisory Board meeting scheduled in Spring 23</p>