

2023 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
2023	85	7	32	5	29	5
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 (2023) = 98% (*% 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 (2023) = 100% *of 2020 MS graduates were working in mental health settings. 73% 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. Full proficiency in academic competence displayed in Student Learning Outcomes for all students with only one exception. Program exceeds this goal for 2022/23.
A.2 – Student Academic Development	Goal: identify students at risk to determine Prevention and Intervention strategies.	Objective: Met. The majority of students have achieved or made progress on benchmark standards. Most students have successfully met benchmark GPA requirements for 2022/23. Progress reviewed for five (5) prior at-risk students shows improved grades which will require monitoring to meet minimum standards. Additionally, there was one student dismissal and three full withdrawals from the program for personal or health reasons.
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. Practicum I and III students consistently reach program expectations in Counseling skills development. Practicum I – 7 student exceptions (from 43 students in cohort 10) Practicum I (fall 22)- majority of student scored near or meet expectations in all domains of Counselor Competency Scale for Counseling Skills; 7 students scored below expectations in one or more areas. Practicum III - 9 exceptions (from 37 students in cohort 9) Practicum III (spring 23)- majority of student scores meet or exceed expectations in all domains of Counselor Competency Scale for Counseling Skills; nine students in seven areas scored near expectations. Most common area with seven (7) students scoring nears expectations is Advanced Reflection (Meaning): Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level) (CCS 1G)
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	1) Goal: 75% of students responding agree	Objective:

	<p>(4) or strongly agree (5) that the course meets the objectives and Student Learning Outcomes</p> <p>2) Goal: 75% of students responding good (4) or excellent (5) evaluation of program curriculum and knowledge attainment</p>	<p>1) Met. In academic year 2022-2023, over 95% of student responses indicate courses meet stated objectives.</p> <p>Course Objectives measured in Student Evaluations</p> <p>a. Fall 22 Yes – over 75% agree or strongly agree course meets top objectives (from 142 responses) in all courses with two exceptions</p> <p>2) Met. The majority of graduates’ responses on the exit survey indicate excellent or good development of knowledge and skills developed in the program.</p> <p>Exit Survey 23 completed at program completion – 14 (of 28) MS CMHC survey respondents</p> <p>i. Spring 23 program exceeds this objective with over 90% of responses related to knowledge and skill excellent or good</p>
<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: 1) Met. Program meets objective for quality of site with 97 to 98% of advanced practicum and intern students providing above average or superior scores for their placement supervisors and 81 to 85% above average or superior for their sites.</p> <p>2) Met with 100% of graduating interns reporting excellent or good quality of site and field supervisor competence.</p> <p>2) Graduate Exit Survey</p> <ul style="list-style-type: none"> Students gave strong responses in the exit survey with 100% providing excellent or good scores on Advanced Practicum, Internship field supervisor competence.
<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>Goal: Site supervisors rate all</p>	<p>Objectives: Met. All supervisors rated interns as meet or exceed counseling skills in assessment and treatment planning skills, and case management and advocacy ; there is one exception for Practicum IV students for approaching or meeting skills</p> <p>Supervisor Evaluation of Student Spring 23 Practicum IV student scores in counseling skills meet or are near expectations with 1 exception in 1 domain for 1 student (n=30)</p>

	<p>students meet (3) or exceed (4) skills in all areas during Internship II</p>	<p>Spring 23 Internship II student scores in counseling skills meet or exceed expectations (n=27)</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:</p> <ol style="list-style-type: none"> 1) Met. All full time faculty means in course evaluations meet or exceed 4.25 in academic year 22/23; for adjunct faculty, there are 3 exceptions. <ol style="list-style-type: none"> a. Course evaluations <ol style="list-style-type: none"> a. All scores for core faculty meet or exceed goal in all areas of course evaluations. 2) Met. All scores for Instructional effectiveness (faculty competence, accessibility, academic advisement, and faculty as mentors) in exit survey exceed the goal with 91% to 100% rated as good or excellent. 																				
<p>B.5 - Diversity Initiatives</p>	<ol style="list-style-type: none"> 1) Summarize themes from periodic anonymous surveys 2) Goal: obtain mean score of 4.25 (5 point scale) for all counseling faculty scores in faculty evaluations on item addressed diversity 3) Goal: document student’s perceived development of multicultural competence throughout program 	<p>Objectives:</p> <ol style="list-style-type: none"> 1) Responses to diversity focused anonymous survey was reviewed for relevant themes 2) Met. Student responses in course evaluations for full time and adjunct Counseling faculty exceed goal in all academic year 2022/23 semesters. Course evaluation “addressed diversity” <ol style="list-style-type: none"> a. Aggregate mean scores for all courses meet or exceed goal for this question all semesters. <table border="1" data-bbox="704 1360 1523 1451"> <thead> <tr> <th rowspan="2">CEP Course Evaluation Results 2022/23</th> <th colspan="2">Fall 22</th> <th colspan="2">Spring 23</th> <th colspan="2">Summer 23</th> </tr> <tr> <th>FT</th> <th>Adjunct</th> <th>FT</th> <th>Adjunct</th> <th>FT</th> <th>Adjunct</th> </tr> </thead> <tbody> <tr> <td>Diversity was effectively and meaningfully addressed in this course.</td> <td>4.79</td> <td>4.35</td> <td>4.82</td> <td>4.70</td> <td>4.67</td> <td>4.46</td> </tr> </tbody> </table> 3) Met. Multicultural Competence Assessment responses were documented with significant growth I scores in all domains from Practicum I (first year) to Internship II (last year). 	CEP Course Evaluation Results 2022/23	Fall 22		Spring 23		Summer 23		FT	Adjunct	FT	Adjunct	FT	Adjunct	Diversity was effectively and meaningfully addressed in this course.	4.79	4.35	4.82	4.70	4.67	4.46
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<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>Objective: Students consistently meet or exceed expectations in counseling dispositions (a) ethical attitudes and behavior; b) multicultural competencies, c) personal and professional growth, d) healthy interpersonal relationships, and collaboration, e) openness to feedback) across all 3 years of the program:</p>
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Program Objective D: Student population - To recruit, support, and retain counseling students from diverse backgrounds.

<p>D.1 - Retention, persistence, and completion rates</p>	<p>Goal: 90% of students complete program within 5 years</p>	<p>Objective: Met. All students who persist through the program complete the program in 3 to 4 years. All students (21) in cohort 8 (graduates in May 2023) completed the program within 4 years. Fifteen (15) in 3 years, six (6) in 4 years.</p>
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<p>D-2 Student population</p>	<p>Goal: continued recruitment and ongoing retention of student from diverse backgrounds</p>	<p>Objective: Met. Program applicants remains high; admissions are selective and remain strong; students of color entering the program is consistent at 34% in academic year 2022/23; 16% of entering cohort identifies as male; the average age of students is 30; and 36% of entering students are RIC undergraduates</p> <p>In 2023:</p> <table border="1" data-bbox="708 1476 1580 1751"> <thead> <tr> <th></th> <th>Applicants</th> <th>Admitted/Matriculated</th> <th>% student of color</th> <th>Identify as male</th> <th>Average age</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>85</td> <td>32</td> <td>34%</td> <td>16%</td> <td>30</td> </tr> <tr> <td>2022</td> <td>72</td> <td>48</td> <td>36%</td> <td>15%</td> <td>29</td> </tr> <tr> <td>2021</td> <td>85</td> <td>42</td> <td>28%</td> <td>21%</td> <td>30</td> </tr> <tr> <td>2020</td> <td>44</td> <td>26</td> <td>35%</td> <td>15%</td> <td></td> </tr> <tr> <td>2019</td> <td>40</td> <td>24</td> <td>32%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Review of admitted students (2019-23) reveals that 25 to 36% of incoming cohorts are RIC undergraduate students</p>		Applicants	Admitted/Matriculated	% student of color	Identify as male	Average age	2023	85	32	34%	16%	30	2022	72	48	36%	15%	29	2021	85	42	28%	21%	30	2020	44	26	35%	15%		2019	40	24	32%		
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<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 supervisors Prac IV (n=30) and Internship (n=27) in May 2023</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 • More attention to various diversity in identities eg IDD/DD •
<p>E-2 Employer Survey</p>	<p>Goal: Incorporate aggregated data collected from employers as part of program evaluation and development.</p>	<p>Objective: Next evaluation collection in spring 2024</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> <ol style="list-style-type: none"> 1) Exit survey – completed in May 2023 <ul style="list-style-type: none"> – From 2023 exit survey (11 of 29 MS CMHC completers responded) – 100% seeking employment in MH have obtained it – 73% continuing employment in place of internship <p>Similar feedback and actions in E-1</p> <ol style="list-style-type: none"> 2) Next alumni evaluation collection in 2024

<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 Similar feedback and actions in E-1 developed from spring 23 advisory meeting</p> <table border="1" data-bbox="699 289 1589 558"> <thead> <tr> <th colspan="2" data-bbox="699 289 1589 321">Counseling Advisory Board Spring 2023</th> </tr> <tr> <th data-bbox="699 321 1414 359"></th> <th data-bbox="1414 321 1589 359">Mean Score n=8</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 359 1414 390">Student's overall educational preparation</td> <td data-bbox="1414 359 1589 390">4.56</td> </tr> <tr> <td data-bbox="699 390 1414 422">Student's ethical behavior</td> <td data-bbox="1414 390 1589 422">4.81</td> </tr> <tr> <td data-bbox="699 422 1414 453">Student's counseling skills ability</td> <td data-bbox="1414 422 1589 453">4.56</td> </tr> <tr> <td data-bbox="699 453 1414 485">Student's diagnostic and case formulation skills</td> <td data-bbox="1414 453 1589 485">4.44</td> </tr> <tr> <td data-bbox="699 485 1414 516">Counseling program's reputation in preparing mental health counselors</td> <td data-bbox="1414 485 1589 516">4.44</td> </tr> <tr> <td data-bbox="699 516 1414 548">Counseling program objectives</td> <td data-bbox="1414 516 1589 548">4.56</td> </tr> </tbody> </table>	Counseling Advisory Board Spring 2023			Mean Score n=8	Student's overall educational preparation	4.56	Student's ethical behavior	4.81	Student's counseling skills ability	4.56	Student's diagnostic and case formulation skills	4.44	Counseling program's reputation in preparing mental health counselors	4.44	Counseling program objectives	4.56
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