GMU Counseling Annual Report 2020-2021

Summer 2020, Fall 2020, & Spring 2021

Finalized Dec. 1, 2021

2020-2021 Overview

- 2020-2021 Academic Year:
  - We have continued our revisions to program/student assessment based on our review of data/processes; we are in the process of implementing all aspects of our systematic program evaluation plan
- Annual Program Review Meeting (APRM)
  - Our Fall 2021 APRM reviewed the following data as well as supplemental information provided to faculty
  - Discussion and recommendations are provided based on a review of this data

School Counseling Program Outcomes: 2020-2021

(1) The number of **graduates** for the past academic year (2019-2020) was 19.

(2) The Virginia Department of Education (VDOE) does not require a **credentialing examination** for school counselors. All students (100%) who graduate from the school counseling program are eligible for a provisional license from VDOE upon graduation.

(3) Data on **completion rates** show that 93% of School Counseling students completed their degree within the 6-year limit. This data is from the most recent group of students to reach the 6-year limit, those students admitted in 2014-2015. The following table shows the length of time it took students in this group to complete the program.

# of 2014-15 Admits	% Finished in 2 years	% Finished in 3 years	% Finished in 4 years	% Finished in 5 years	% Finished in 6 years	Did Not Complete within 6 years
28	4%	54%	29%	7%	0%	7%

(4) Overall, **all counseling students** have the following **job placement** information: of 27 respondents, 21 (78%) report being employed with the rest seeking employment; of 14 respondents on a later question, 13 (93%) report employment related to career goals.

Clinical Mental Health Counseling Program Outcomes: 2019-2020

(1) The number of **graduates** for the past academic year (2019-2020) was 27 (incl. Community Agency Counseling).

(2) The National Clinical Mental Health Counseling Examination (NCMHCE) is the **credentialing examination** required to be a Licensed Professional Counselor (LPC) in Virginia. The Virginia Department of Health Professions reported the following information on the George Mason University graduates who took the NCMHCE in 2018 (the latest year reported): 10 took the exam, 8 passed, and 2 failed (pass rate: 80%).

(3) Data on **completion rates** show that 85% of Clinical Mental Health Counseling (formerly Community Agency Counseling) students completed their degree within the 6-year limit. This data is from the most recent group of students to reach the 6-year limit, those students admitted in 2014-2015. The following table shows the length of time it took students in this group to complete the program.

# of 2014-15 Admits	% Finished in 2 years	% Finished in 3 years	% Finished in 4 years	% Finished in 5 years	% Finished in 6 years	Did Not Complete within 6 years
27	0%	30%	41%	11%	4%	15%

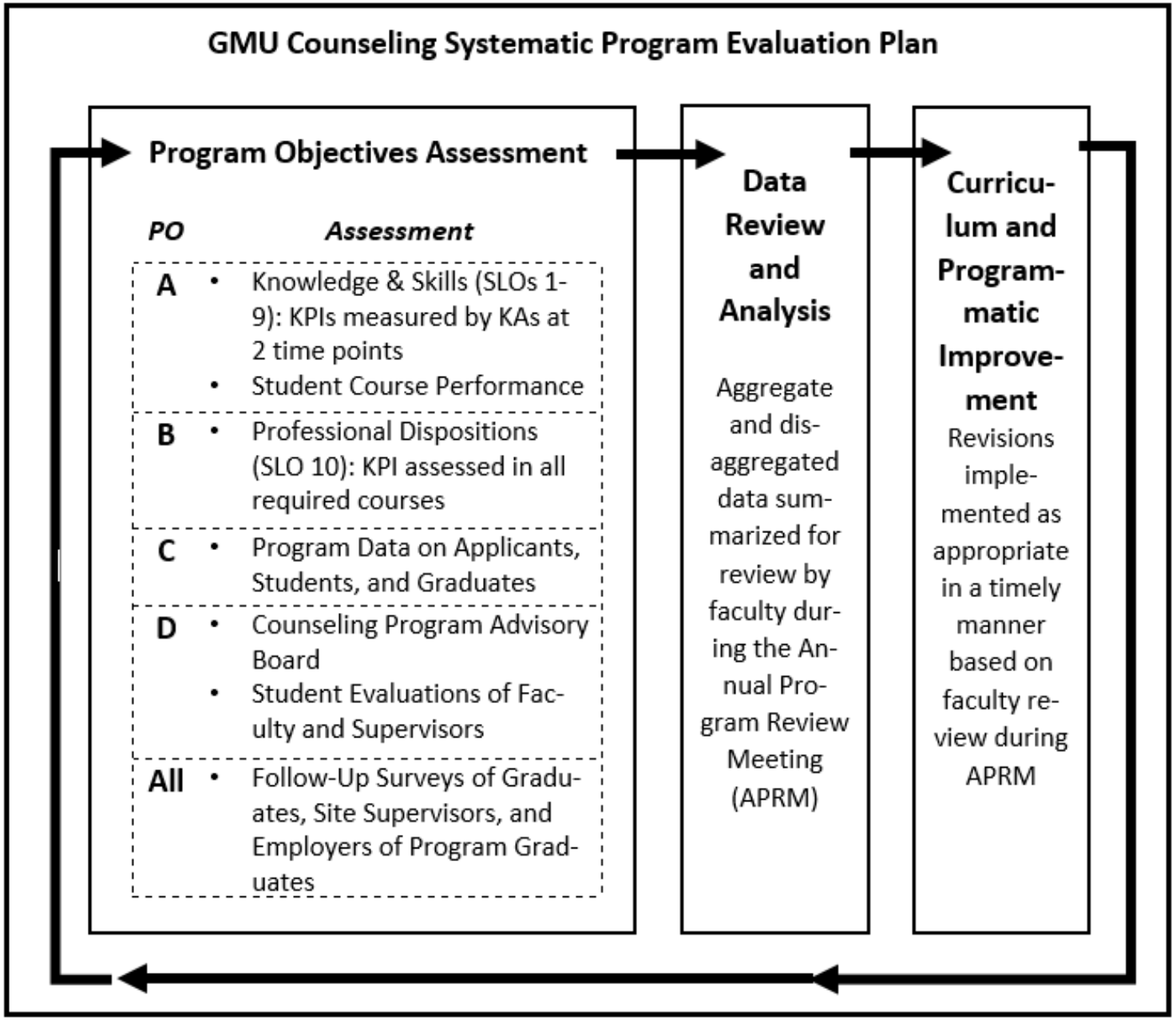
(4) Overall, **all counseling students** have the following **job placement** information: of 27 respondents, 21 (78%) report being employed with the rest seeking employment; of 14 respondents on a later question, 13 (93%) report employment related to career goals.

Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor.

Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.

Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.

Program Objective D: 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 social justice framework.

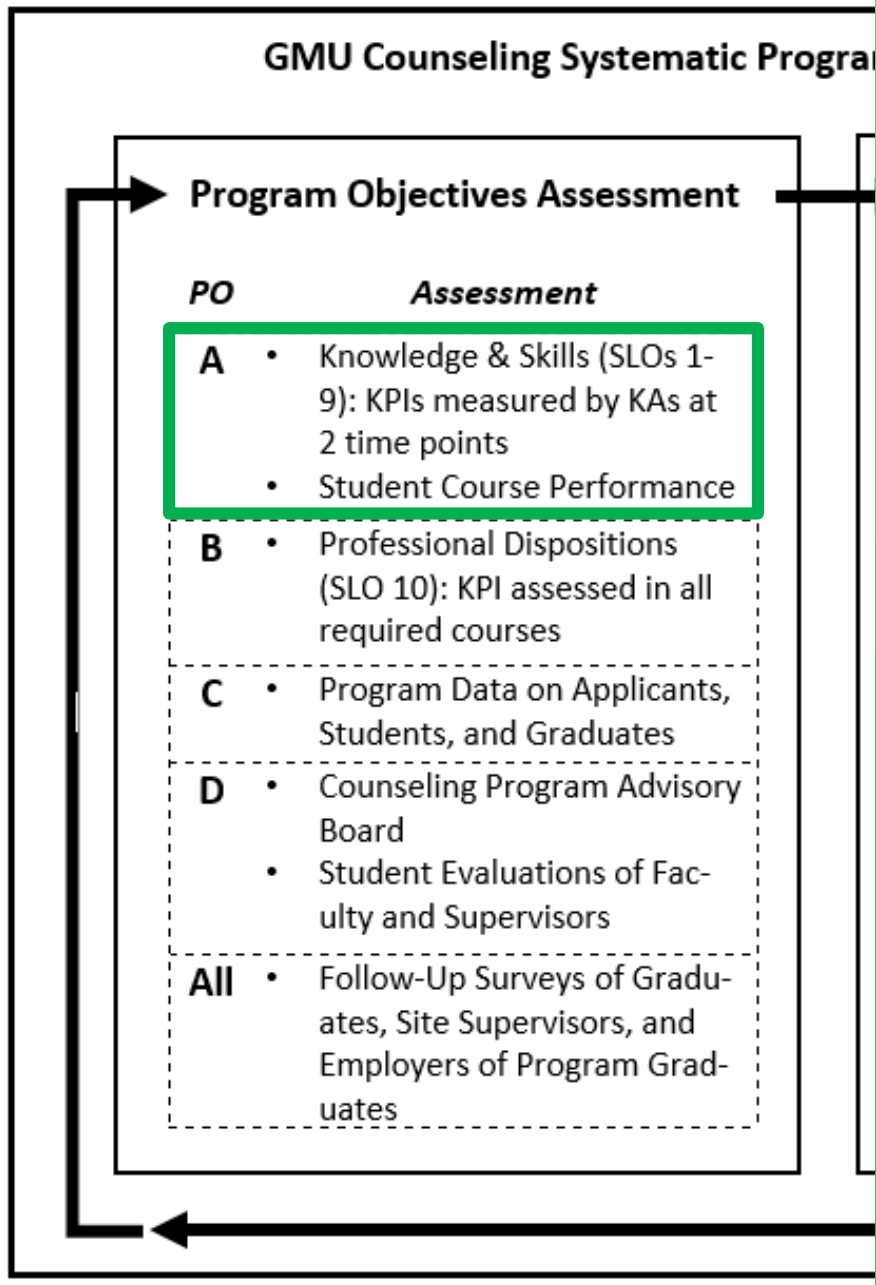


Key to abbreviations: "PO" = Program Objectives; "SLO" = Student Learning Outcome; "KPI" = Key Performance Indicator; "KA" = Key Assignment

Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor

Data to be reviewed:

- Knowledge and Skills: SLOs 1-9 as measured by KPIs/KAs
  - KPI Data Tables
- Student Course Performance
  - Summary by course level



SLOs 1-9: KPI Slides Overview

- **The following slides provide a summary of each KPI (used to measure SLOs 1-9) by time point overall**
  - For KPIs measured in VIA, data is disaggregated by program concentration
  - "ND" indicates No Data for academic year 2020-2021 and * indicates missing data
- **Program goal: 15% or less will be "not met" for each KPI**
  - Program goal is met for all KPIs

- ***Abbreviations used:***
  - CMHC = Clinical Mental Health Counseling
    - Formerly: CAC = Community Agency Counseling
  - SC = School Counseling

PO A

Student Learning Outcome (SLO) 1: Professional Counseling Orientation and Ethical Practice

- Students will develop an understanding of and ability to function effectively within ethical guidelines.

PO A

KPI A.1.a. Students will be able to apply ethical practices and applicable ethical standards to their roles as clinical mental health counselors or school counselors and apply as appropriate [CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 654/611 Ethical Decision Making		Time 2 750/751 Site Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	98.27%	1.73%	100.00%	0.00%
CMHC (incl. CAC)	100.00%	0.00%	ND	ND
SC	96.30%	3.70%	ND	ND

PO A

Student Learning Outcome (SLO) 2: Social and Cultural Diversity

- Students will develop an understanding of the impact of social and cultural factors and recognize opportunities to address social injustices as appropriate.

KPI A.2.a. Students will articulate multicultural and pluralistic characteristics within and among client/student groups. [CACREP 2.F.2.a; 2.F.2.d].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 660 Multicultural Research Paper		Time 2 750/751 Univ. Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	97.92%	2.08%	100.00%	0.00%
CMHC (incl. CAC)	97.83%	2.17%	ND	ND
SC	98.08%	1.92%	ND	ND

PO A

KPI A.2.b. Students will generate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination, including power and privilege. [CACREP 2.F.2.h; 2.F.2.e].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 602 Social Justice Paper		Time 2 628 Social Justice Advocacy Project	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	100.00%	0.00%
CMHC (incl. CAC)	100.00%	0.00%	100.00%	0.00%
SC	100.00%	0.00%	100.00%	0.00%

PO A

Student Learning Outcome (SLO) 3: Human Growth and Development

- Students will develop an understanding of factors that impact human development and strategies for promoting wellness throughout the life span.

PO A

KPI A.3.a. Students will demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior, as well as an understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan [CACREP 2.F.3.f; 2.F.3.i].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 525 Research Paper* missing data		Time 2 619 Traumatic Exp. Article Review	
	Met %	Not Met %	Met %	Not Met %
All	ND	ND	93.94%	6.06%
CMHC (incl. CAC)	ND	ND	96.43%	3.57%
SC	ND	ND	80.00%	20.00%

PO A

Student Learning Outcome (SLO) 4: Career Development

- Student will develop an understanding of how to facilitate career development.

PO A

KPI A.4.a. Students will formulate strategies and methods of identifying and using tools to assess abilities, interests, values, personality and other factors that contribute to career development, planning, and decision making. [CACREP 2.F.4.e; 2.F.4.i].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 604 Career Assessment		Time 2 610 Career Dev. and Assess. Paper	
	Met %	Not Met %	Met %	Not Met %
All	91.36%	8.64%	97.89%	2.11%
CMHC (incl. CAC)	89.58%	10.42%	100.00%	0.00%
SC	93.94%	6.06%	95.79%	4.21%

PO A

Student Learning Outcome (SLO) 5: Counseling and Helping Relationships

- Students will develop skills to facilitate effective counseling relationships and the ability to conceptualize cases and plan interventions with clients/students from multicultural backgrounds.

PO A

KPI A.5.a. Students will evaluate counselor characteristics and behaviors that influence the counseling process and develop personal model of counseling. [CACREP 2.F.5.f; 2.F.5.n].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 609 Tape Review		Time 2 750/751 Tape Review	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	97.50%	2.50%
CMHC (incl. CAC)	100.00%	0.00%	97.50%	2.50%
SC	100.00%	0.00%	0	0

PO A

KPI A.5.b. Students will develop essential interviewing, counseling, and case conceptualization skills to provide counseling and treatment/intervention planning to clients/students from multicultural backgrounds. [CACREP 2.F.5.g; 2.F.5.h].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 792/794* Case Conceptualization Present.		Time 2 793/795* Case Conceptualization Present.	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	100.00%	0.00%
CMHC (incl. CAC)	100.00%	0.00%	100.00%	0.00%
SC	0	0	0	0

PO A

Student Learning Outcome (SLO) 6: Group Counseling and Group Work

- Students will develop an understanding of group dynamics and how to facilitate multicultural/diverse groups.

PO A

KPI A.6.a. Students will analyze the dynamics associated with group process and development and the characteristics and functions of effective group leaders for leading diverse groups. [CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 608 Group Facilitation* *Summer 2020 Data Only*		Time 2 793/795 Final Site Sup. Eval. **	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	100.00%	0.00%
CMHC (incl. CAC)	100.00%	0.00%	ND	ND
SC	100.00%	0.00%	ND	ND

**9 students marked as "not applicable" by sup.

PO A

Student Learning Outcome (SLO) 7: Assessment and Testing

- Students will develop the ability to utilize assessments appropriately within the counseling process.

PO A

KPI A.7.a. Students will recommend assessments relevant to academic/educational, career, personal, and social development for diagnostic and/or intervention planning purposes. [CACREP 2.F.7.i; 2.F.7.e].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 604 Career Assessment Review		Time 2 610 Career Dev. and Assess. Paper	
	Met %	Not Met %	Met %	Not Met %
All	93.83%	6.17%	100.00%	0.00%
CMHC (incl. CAC)	90.63%	9.38%	100.00%	0.00%
SC	98.48%	1.52%	100.00%	0.00%

PO A

Student Learning Outcome (SLO) 8: Research and Program Evaluation

- Students will develop an understanding of research design and how to utilize data.

KPI A.8.a. Students will summarize designs used in research and/or program evaluation, including how to analyze data. [CACREP 2.F.8.g; 2.F.8.i].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 601 Methods Paper		Time 2 793 Program Eval. / 795 Targeted Intervention	
	Met %	Not Met %	Met %	Not Met %
All	96.20%	3.80%	ND	ND
CMHC (incl. CAC)	96.46%	3.54%	ND	ND
SC	95.83%	4.17%	ND	ND

PO A

Student Learning Outcome (SLO) 9: Professional Concentrations

- **9-CMHC: Clinical Mental Health Counseling (CMHC) Professional Concentration**
- Students will develop an understanding of case conceptualization, treatment planning, prevention, and intervention related to mental health counseling.

PO A

KPI A.9-CMHC.a. Students will summarize theories, principles, models, and documentation formats for mental health counseling, including biopsychosocial case conceptualization and treatment planning. [CACREP 5.C.1.c; 5.C.1.b].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 609 Adv. Counseling Skills Paper		Time 2 792 Case Conceptualization Present.	
	Met %	Not Met %	Met %	Not Met %
CMHC (incl. CAC)	99.16%	0.84%	100.00%	0.00%

PO A

KPI A.9-CMHC.b. Students will design techniques and interventions for prevention and treatment of a broad range of mental health issues, including relevant cultural factors. [CACREP 5.C.3.b; 5.C.2.j].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 656 Treatment Plan		Time 2 793 Program Eval.	
	Met %	Not Met %	Met %	Not Met %
CMHC (incl. CAC)	100.00%	0.00%	ND	ND

PO A

Student Learning Outcome (SLO) 9: Professional Concentrations

- **9-SC: School Counseling (SC) Professional Concentration**
- Students will develop an understanding of the roles of school counselors and strategies for promoting equity as appropriate.

PO A

KPI A.9-SC.a. Students will summarize school counselor roles as leaders, advocates, and systems change agents in P-12 schools and in multidisciplinary teams. [CACREP 5.G.2.a; 5.G.2.d].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 613 Equity Access Project		Time 2 795 Targeted Intervention Project	
	Met %	Not Met %	Met %	Not Met %
SC	100.00%	0.00%	ND	ND

KPI A.9-SC.b. Students will assess the design and evaluation of school counseling programs that promote equity in student achievement and/or college access. [CACREP 5.G.3.b; 5.G.3.k].

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 626 Evidence-Based SC Intervention*		Time 2 795 Targeted Intervention Project	
	Met %	Not Met %	Met %	Not Met %
SC	ND	ND	ND	ND

PO A

Student Course Performance

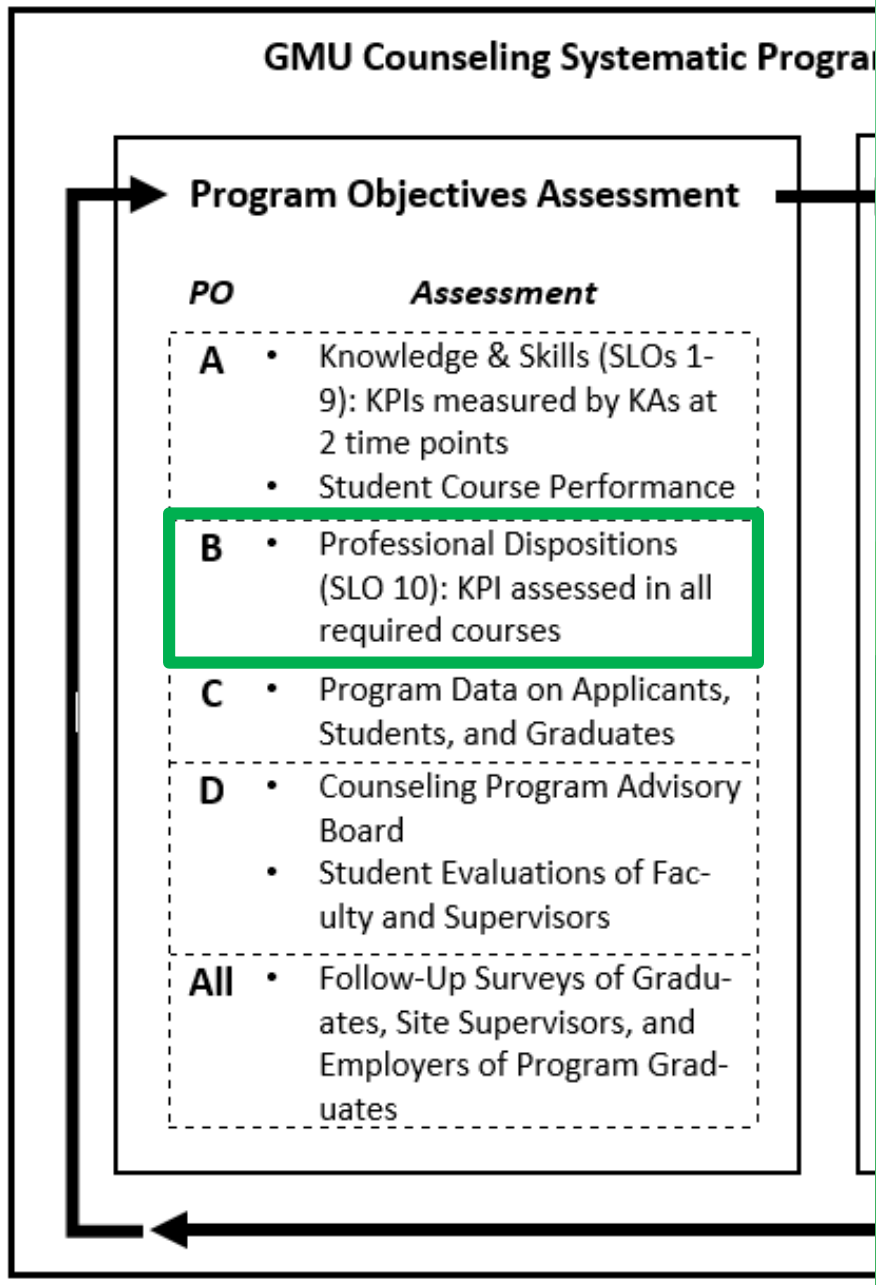
- Measured by student course grades and instructor assessment of satisfactory progress
  - Program goal: 15% or fewer “not met”; Goal was met.

Professional Development Assessment Items	Course Level	Met	Not Met
6. The student received a final grade of at least a B or better in this class. (Any grade of B- or below is considered “not met”).	*All*	99.80%	0.20%
	Beginner	99.71%	0.29%
	Intermediate	100.00%	0.00%
7. I believe this student has made satisfactory progress to move forward in the Counseling Program.	*All*	99.60%	0.40%
	Beginner	99.43%	0.57%
	Intermediate	100.00%	0.00%
8. I believe this student has made satisfactory progress to move forward with clinical experiences.	*All*	99.80%	0.20%
	Beginner	99.71%	0.29%
	Intermediate	100.00%	0.00%

Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.

Data to be reviewed:

- SLO 10: Professional Disposition Assessment
  - PD Data Table by Course Level



PO B

10. Student Learning Outcome (SLO) 10: Professional Dispositions

- Students will develop professional dispositions that are appropriate for professional counselors.
  - **KPI B.1.a.** Students will demonstrate the ability to adhere to the program's Professional Dispositions, including characteristics, values, beliefs, interpersonal functioning, and behaviors that will facilitate their success as a future counselor.

PO B

SLO 10/KPI B.1.a: Professional Dispositions Assessment

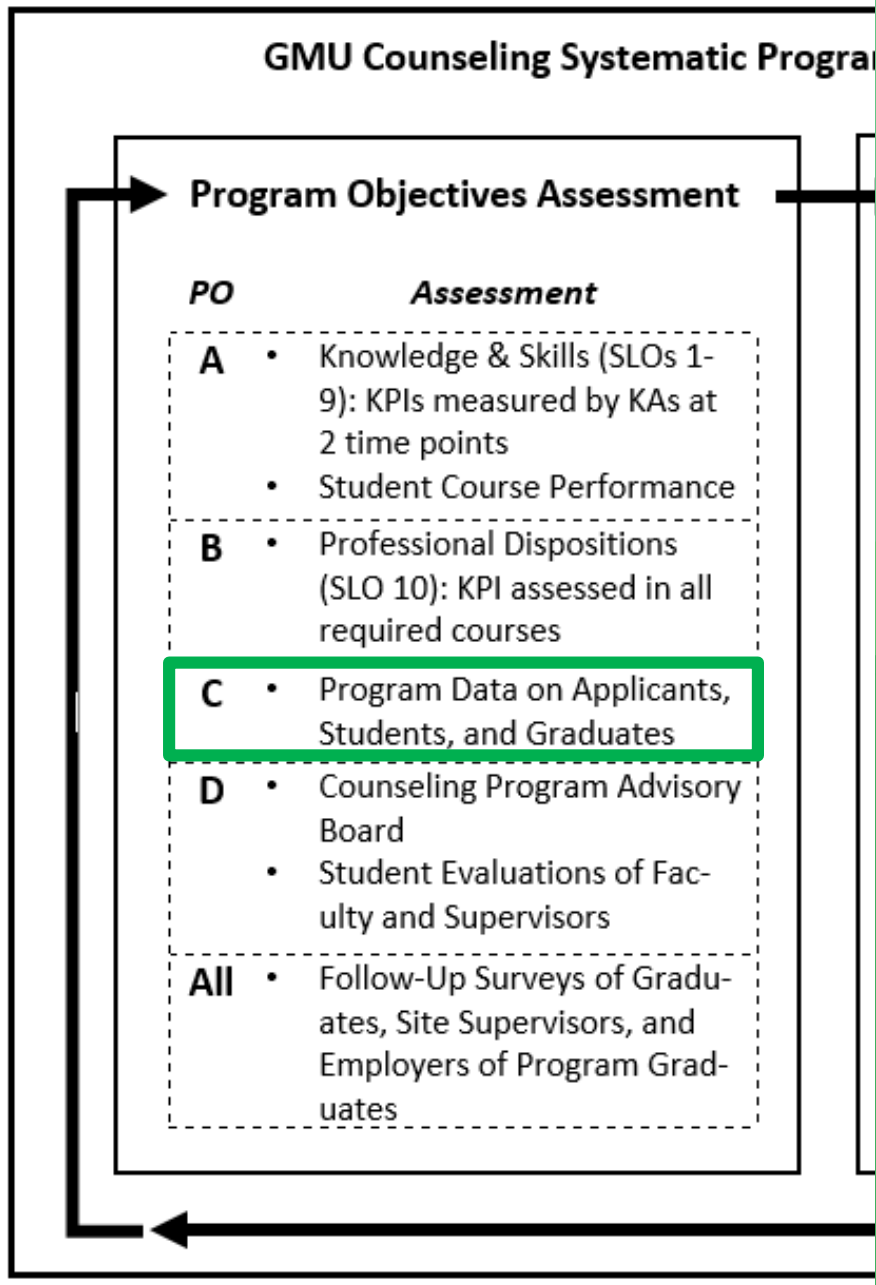
- Measured by instructor assessment of PD criteria “met,” or “not met,” by course level.
  - *Spring 2021 Data Only due to move from Qualtrics to VIA*
- Program goal: 15% or less will be “not met” for each course level; this goal was met.

Professional Development Item	Course Level	Met	Not Met
1. Professional & Ethical Attitudes and Behaviors: The student engaged in appropriate professional and ethical attitudes and behaviors.	*All*	99.80%	0.20%
	Beginner	99.71%	0.29%
	Intermediate	100.00%	0.00%
2. Multiculturalism & Social Justice: The student engaged in attitudes and behaviors aligned with multiculturalism and social justice.	*All*	99.40%	0.60%
	Beginner	99.43%	0.57%
	Intermediate	99.34%	0.66%
3. Professional & Personal Growth: The student engaged in attitudes and behaviors consistent with professional and personal growth.	*All*	99.80%	0.20%
	Beginner	99.71%	0.29%
	Intermediate	100.00%	0.00%
4. Self-Awareness & Self-Care: The student engaged in attitudes consistent with appropriate self-awareness and self-care.	*All*	99.80%	0.20%
	Beginner	99.71%	0.29%
	Intermediate	100.00%	0.00%
5. Interpersonal Relationships & Collaboration: The student engaged in behaviors consistent with appropriate interpersonal relationships and collaboration.	*All*	99.80%	0.20%
	Beginner	99.71%	0.29%
	Intermediate	100.00%	0.00%

Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.

Data to be reviewed:

- Program data on applicants, students, and graduates
  - Data Tables for Applicants, Students, and Graduates



PO C

Applicant Data

Master's Program Applicants to Start Fall 2020 and Spring 2021

Who applied to our program?

Out of a total of 193 completed applications, sub-groups were represented as follows:

Applications by Concentration

	Completed Applications	
	n	%
School Counseling	79	41%
Clinical Mental Health Counseling	114	59%
Total	193	100%

Applications by Enrollment Status

	Completed Applications	
	n	%
Part time	36	19%
Full time	157	81%
Total	193	100%

Applications by Domicile

	Completed Applications	
	n	%
In state	153	79%
Out of state	40	21%
Total	193	100%

Applications by Race

	Completed Applications	
	n	%
Asian	21	11%
Black or African American	20	10%
White	123	64%
Multi-racial/ethnic	10	5%
Did not report	19	10%
Total	193	100%

Applications by Hispanic Identification

	Completed Applications	
	n	%
Identified Hispanic	24	12%
Identified non-Hispanic	169	88%
Total	193	100%

Applications by Gender

	Completed Applications	
	n	%
Female	169	88%
Male	24	12%
Total	193	100%

Applications by Age

	Completed Applications	
	n	%
26 or younger	104	54%
27-30	44	23%
31-40	22	11%
41-50	14	7%
51-60	9	5%
61 and older	0	0%
Total	193	100%

PO C

Applicant Data

What were the outcomes from our admissions process?

Based on completed applications overall and for each sub-group, we calculated the rate for each admissions outcome overall and by sub-group.

For instance, of all completed Part time applications, 53% were admitted and enrolled.

Admission Decision for All Applicants (% is rate of admission for all applicants)

	Completed Applications	*Admitted: Enrolled*		*Admitted: Did not enroll*		*Denied*		*Withdrew prior to admission decision*	
	n	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***
All Applicants	193	73	38%	43	22%	59	31%	18	9%

Admission Decision by Concentration (% is rate of admission outcome for subgroup)

	Admitted: Enrolled		*Admitted: Did not enroll*		*Denied*		*Withdrew prior to admission decision*	
	n	***%***	***n***	***%***	***n***	***%***	***n***	***%***
School Counseling	32	41%	14	18%	26	33%	7	9%
Clinical Mental Health Counseling	41	36%	29	25%	33	29%	11	10%

Admission Decision by Enrollment Status (% is rate of admission outcome for subgroup)

	Admitted: Enrolled		*Admitted: Did not enroll*		*Denied*		*Withdrew prior to admission decision*	
	n	***%***	***n***	***%***	***n***	***%***	***n***	***%***
Part time	19	53%	7	19%	8	22%	2	6%
Full time	54	34%	36	23%	51	32%	16	10%

Admission Decision by Domicile (% is rate of admission outcome for subgroup)

	Admitted: Enrolled		*Admitted: Did not enroll*		*Denied*		*Withdrew prior to admission decision*	
	n	***%***	***n***	***%***	***n***	***%***	***n***	***%***
In state	64	42%	28	18%	48	31%	13	8%
Out of state	9	23%	15	38%	11	28%	5	13%

PO C

Student Data

Gender of Students

	Total Students	Female		Male		Gender not reported	
Semester	n	n	%	n	%	n	%
Fall 2020	154	136	88%	18	12%	0	0%
Fall 2019	137	116	85%	21	15%	0	0%
Fall 2018	138	119	86%	19	14%	0	0%
Fall 2017	140	117	84%	23	16%	0	0%

Domicile of Students

	Total Students	In state		Out of state	
Semester	n	n	%	n	%
Fall 2020	154	148	96%	6	4%
Fall 2019	137	130	95%	7	5%
Fall 2018	138	127	92%	11	8%
Fall 2017	140	127	91%	13	9%

Race/Ethnicity of Students

	Total Students	African American		Asian American		Hispanic American		Native American		White American		Not Reported		Non resident		Two or more		Pacific Islander	
Semester	n	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Fall 2020	154	26	17%	17	11%	30	19%	0	0%	80	52%	4	1%	0	0%	2	1%	0	0%
Fall 2019	137	20	15%	20	15%	30	22%	0	0%	61	45%	2	1%	1	1%	3	2%	0	0%
Fall 2018	138	22	16%	20	14%	21	15%	0	0%	65	47%	2	1%	4	3%	4	3%	0	0%
Fall 2017	140	30	21%	17	12%	23	16%	1	1%	56	40%	4	3%	3	2%	5	4%	1	1%

Concentration of Students

	Total Students	SC		CMHC (incl. CAC)	
Semester	n	n	%	n	%
Fall 2020	154	80	52%	74	48%
Fall 2019	137	66	48%	71	52%
Fall 2018	138	79	57%	59	43%
Fall 2017	140	76	54%	63	45%

Enrollment Status of Students

	Total Students	Full time		Part time	
Semester	n	n	%	n	%
Fall 2020	154	68	44%	86	56%
Fall 2019	137	60	44%	77	56%
Fall 2018	138	54	39%	84	61%
Fall 2017	140	50	36%	90	64%

PO C

Graduate Data

Sex/Gender of Graduates

	Total Graduates	Female		Male	
Year	n	n	%	n	%
2019-2020	46	38	83%	8	17%
2018-2019	45	39	87%	6	13%
2017-2018	48	39	81%	9	19%
2016-2017	55	46	84%	9	16%

Domicile of Graduates

	Total Graduates	In state		Out of state	
Year	n	n	%	n	%
2019-2020	46	43	93%	3	7%
2018-2019	45	40	89%	5	11%
2017-2018	48	43	90%	5	10%
2016-2017	55	52	95%	3	5%

Race/Ethnicity of Graduates

	Total Graduates	African American		Asian American		Hispanic American		Native American		White American		Other/ unknown		Non resident		Multi-racial		Pacific Islander	
Year	n	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2019-2020	46	8	17%	8	17%	8	17%	0	0%	19	41%	1	2%	1	2%	1	2%	0	0%
2018-2019	45	9	20%	5	11%	7	16%	0	0%	21	47%	1	2%	2	4%	0	0%	0	0%
2017-2018	48	11	23%	7	15%	9	19%	1	2%	16	33%	2	4%	0	0%	2	4%	0	0%
2016-2017	55	7	13%	7	13%	8	15%	0	0%	28	51%	2	4%	0	0%	3	5%	0	0%

Concentration of Graduates

	Total Graduates	SC		CMHC (incl. CAC)	
Year	n	n	%	n	%
2019-2020	46	19	41%	27	59%
2018-2019	45	31	69%	14	31%
2017-2018	48	27	56%	21	44%
2016-2017	55	31	56%	24	44%

Age of Graduates

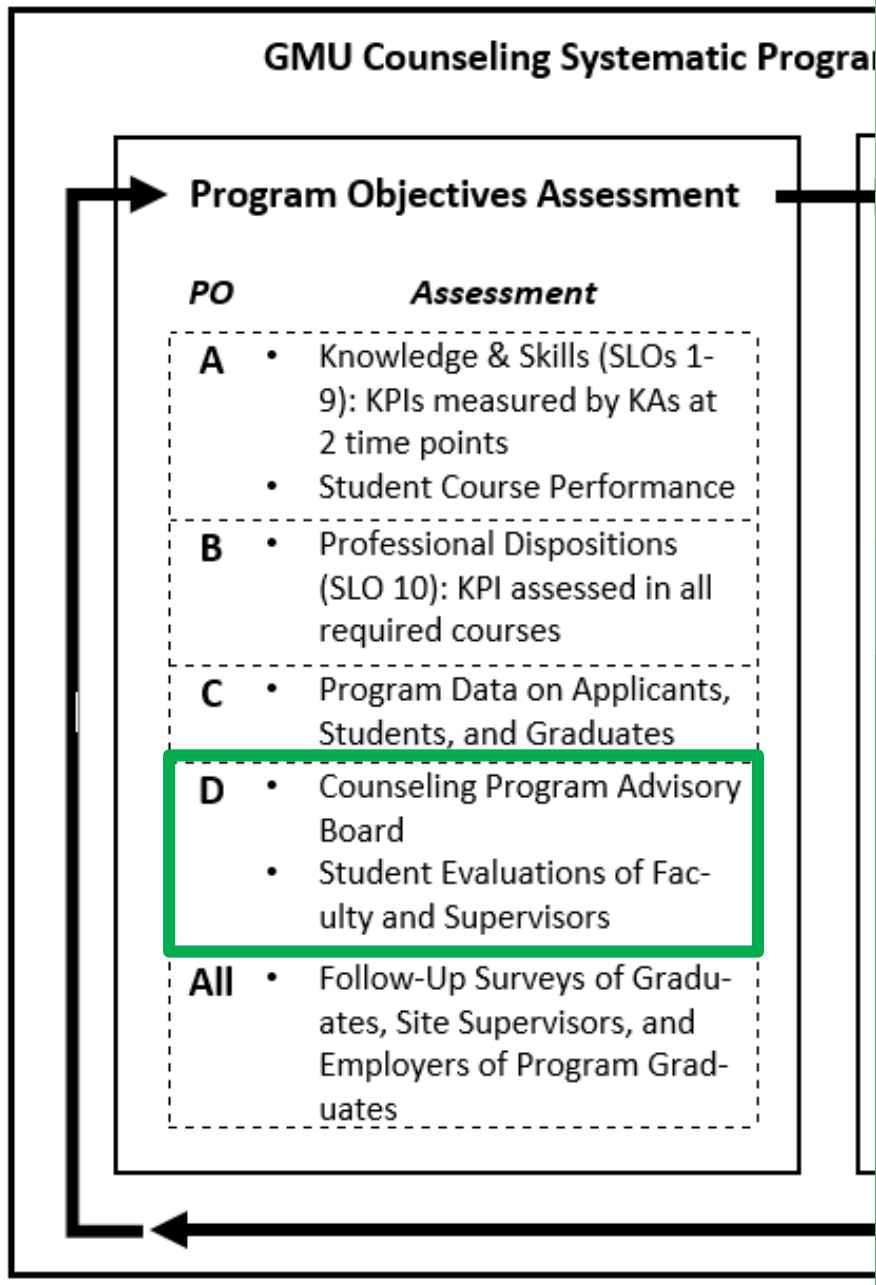
	Total Graduates	26 or younger		27-30		31-40		41-50		51-60		61 and older	
Year	n	n	%	n	%	n	%	n	%	n	%	n	%
2019-2020	46	18	39%	11	24%	12	26%	3	7%	0	0%	2	4%
2018-2019	45	9	20%	22	49%	7	16%	4	9%	3	1%	0	0%
2017-2018	48	10	21%	18	38%	15	31%	1	2%	3	1%	1	1%
*2016-2017	55	15	27%	18	33%	8	15%	14	25%	*see note			

*The age ranges were reported slightly differently in this year, so the age ranges are as follows (in order shown):
27 or younger; 28-30; 31-34; 35 and older

Program Objective D: 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 social justice framework.

Data to be reviewed:

- Counseling Program Advisory Board
  - Summary of Spring 2021 survey feedback
- Student Evaluations of Faculty and Supervisors
  - Teaching and supervisor evaluation scores



PO D

CPAB Assessment Survey Feedback

CPAB members completed survey after Spring 2021 (virtual) meeting:

Respondents		
	CMHC	SC
Primary Affiliation	4	4

Relationship to Program	Number
Student	1
Alum	2
Instructor/faculty	2
Site supervisor	2
Employer	1

Assessment of Program Objectives	Mean Score (1=Strongly Disagree, 5=Strongly Agree)
The GMU Counseling program equips students with the knowledge and skills to become an ethical and effective counselors in a complex society with diverse populations.	4.63
The GMU Counseling program prepares students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.	4.63
The GMU Counseling program recruits, supports, and retains counseling students from diverse backgrounds.	4.75
The GMU Counseling program provides training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities served, including attending to the intersecting identities of our clients/students within a social justice framework.	4.38

PO D

CPAB Feedback from Spring 2021 Survey

What are the strengths of our graduates' preparation for the field?
Flexibility, openness
Understanding of social justice and ASCA
confidence in their abilities and strengths and also curiosity in wanting to learn what they don't know.
Multicultural awareness, comfort discussing race, social justice focus
Students are eager, energetic, and willing to ask questions and learn. They have a strong social justice lens and focus. We can tell there is strong Staff support. Students understand supporting the social/emotional needs of students, that they are mandated reporters, they are collaborators with other stakeholders.
Cultural competence and personal intercultural development.
Understanding client's worldview.
Comfort with issues that may be thought of as traditionally "uncomfortable". Students are given the practice and experience to have bold and honest conversations about racial and social inequalities.

PO D

CPAB Feedback from Spring 2021 Survey

What are the weaknesses of our graduates' preparation for the field?
not knowing how to do initial assessments, ISP, progress notes and termination = paperwork
MTSS, PBIS not being covered in some of the coursework
How ethical issues in theory translate into actual decision making processes. They can talk about ethical decision making models, but seem to have some trouble relating them to actual situations at the site. This is not a big problem, just something I noticed that I have been working on with a few students.
Not enough time spent on grief counseling, trauma, and CBT
At the elementary level, students seem ill prepared to support Tier 1 interventions such as classroom lessons/instruction. Behavior interventions/classroom management are a challenge for most students. Understanding the Special education process and Section 504 is another area that students' lack foundational knowledge. Also, practical application of the data cycle from assessment to reflection is an area of need.
More trauma training, more practical application of interventions/theories to use post graduation.
Concrete experience with specific counseling strategies (CBT, etc.)
I'm not sure I find all students to be held to the highest levels of academic/professional standards, as it seems that most students receive an A for any efforts.

PO D

CPAB Feedback from Spring 2021 Survey

What suggestions would you make for our program?
one class, diagnosis class have the students do assessments, ISP, progress notes & termination paper; more clarification about the hours they will have or have not over a summer at their siterwork
Infuse some more of what NOVA is doing in the schools in the program
I really like that you've been focused on social justice issues and walking the walk not just talking the talk. I think that will really elevate GMU from the rest of the field.
Integrate more technical skills (e.g., CBT, anxiety training)
I know that programs are required to have certain courses to meet credentialing. However, it has always been interesting to me that the program is very clinical in nature with a focus on group and individual counseling. While there is one course on the ASCA model that discusses Tier 1, students do not really understand how to support schools at that level. It would be beneficial if students for school counseling were required to take courses on: instruction, classroom management, special education supports, and MTSS. In addition, this would be not only for your program but also experienced counselors: An ethics or leadership component to discuss collaborative decision-making, how to grow as a leader (which includes risk-taking, self-evaluation and a shared sense of responsibility/ownership), and how to have uncomfortable conversations.
More elective classes focused on interventions to use such as CBT, trauma informed care, etc.
Incorporating specific counseling strategies training - see above
As above, potentially more academic rigor.

PO D

Student Evaluations of Faculty and Supervisors: Faculty Teaching

- In non-field experience courses, students complete the GMU Course Evaluation, which includes rating the following items on a scale of 5 (excellent) to 1 (poor):
  - "My overall rating of the teaching."
  - "My overall rating of this course."
- Program goal: average of 3.0 or higher; goal was met.

Course Level	Average Overall Teaching Mean	Average Overall Course Mean
Basic (Pre-Practicum)	4.52	4.40
Intermediate (Practicum)	4.83	4.77

PO D

Student Evaluations of Faculty and Supervisors: Supervision

- In field experience courses, students complete the Counseling Program's Student Evaluation of P&I for Site and University Supervisors, which includes the following items:
  - Overall, I was satisfied with the supervision I received from my Site Supervisor this semester.
  - Overall, I was satisfied with the supervision I received from my University Supervisor this semester.
- Program goal: 15% of fewer below 3; goal was met.

	Site Supervisor	University Supervisor
Strongly agree (5)	82%	88%
Agree (4)	14%	8%
Neutral (3)	2%	2%
Disagree (2)	2%	1%
Strongly disagree (1)	0%	1%

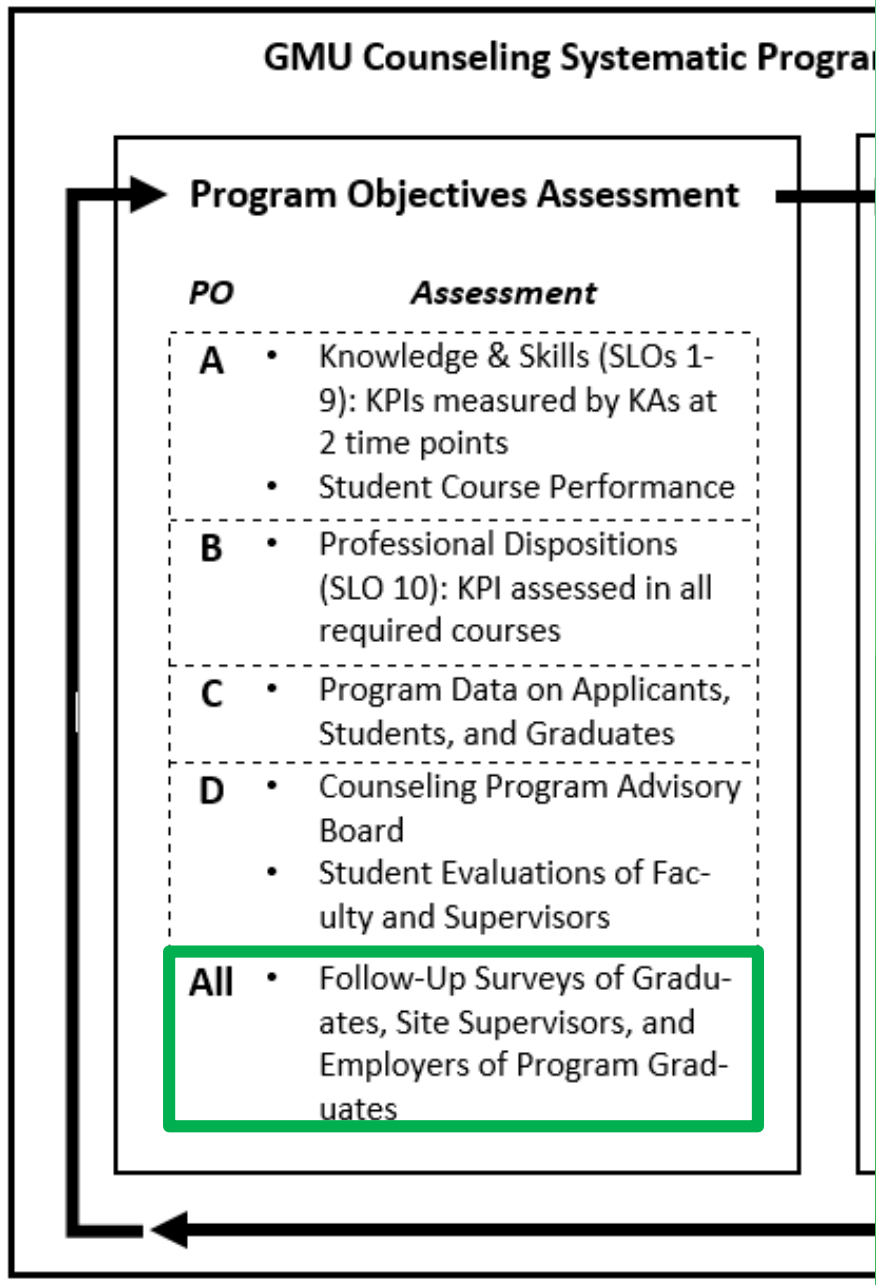
Supplemental material provided to faculty: Student Evaluation of P&I Raw Data

All Program Objectives:

- Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor.
- Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.
- Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.
- Program Objective D: 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 social justice framework.

Data to be reviewed:

- Follow-Up Surveys of Graduates, Site Supervisors, and Employers
  - Data from 2020-21 graduates
  - Revised surveys & plan to be implemented 2021-22



All POs

Follow-Up Surveys of Graduates, Site Supervisors, and Employers

- Instruments were piloted in Fall 2020 and reviewed last during last APRM
- Proposed revisions and survey administration plan to be launched AY 2021-22 as follows:

a) Counseling Exit Survey	• ***Administration***: Sent out as part of graduation check list in Dec. or May by Clinical Coordinator and P&I Instructors • ***For APRM***: Report on POs in Qualtrics (update date range and pull means) • ***For other surveys***: Pull name and email addresses and use as contact list to send out Placement Update Survey in following Jan. (6-12 months after)

- Dec. 2020 and May 2021 graduates responded as follows:

	n	PO A Average	PO B Average	PO C Average	PO D Average
Graduating Students (Counseling Exit Survey)	45	4.64	4.71	4.71	4.62

- Program goal: at least 3.0 out of 5.0; goal was met.

b) Alumni Placement Update Survey	• ***Administration***: CP sends out in **Jan.** for previous AY (e.g., Jan. ’22 for Dec. ’20 & May ’21 grads), so 8-13 months after graduation
c) Alumni Satisfaction Survey	• ***Administration***: CP sends out in **Jan.** for grads from 2-3 years ago (e.g., Jan. ’22 for Dec. ‘18 & Spring ’19 graduates), *so that data on licensure exams is meaningful*
d) Site Supervisor Annual Program Survey	• ***Administration***: CP sends out in **April** for AY ending that semester (e.g., April ’22 for Sum/Fall ’21 & Spring ’22 supervisors)
e) Employer Survey	• ***Administration***: CP sends out in **April** for previous AY (e.g., April ’22 for employers of Dec. ’20 & May ’21 grads from the Placement Update Survey)

Data-Driven Program Modifications

PO	Data & Program Modification(s)
A	(1) Faculty will make revisions to assessments on group counseling to ensure questions are inclusive of school-based groups. (2) Faculty/staff will work with AERO to refine processes for data collection (central location for Key Assignments; adding reminders for instructors).
B	Faculty will continue to monitor professional dispositions, especially given anecdotal increase in student concerns during the COVID 19 pandemic.
C	(1) Faculty will consider program goals related to recruiting and supporting students of diverse age, gender, and racial/ethnic backgrounds. (2) Faculty will discuss their own racial/cultural identities/awareness and the impact on our admissions process.
D	(1) During annual curriculum review, faculty will discuss CPAB feedback that the social justice/multicultural mission of the program is a strength, while more attention is needed on developing strong clinical skills. (2) Faculty will consider: electives on specific theories; attending to grief/loss; attending to needs of younger students; infusing our own professional development in courses; and clarifying that some CMHC sites require summer work.
All	Faculty/staff will implement revised follow-up survey plan, including revised assessments and process in collaboration with AERO.

Additional Program Modifications

- Faculty will continue to review prerequisites and course sequencing on an annual basis
- Faculty will move to hold the Counseling Program Advisory Board (CPAB) once a year
  - This is designed to respect stakeholders' time; we are also in communication with many stakeholders in other ways throughout the year
- Faculty will consider a graduate panel with program alumni
- Faculty will consider group advising and the sequencing of mandatory group advising prior to P&I