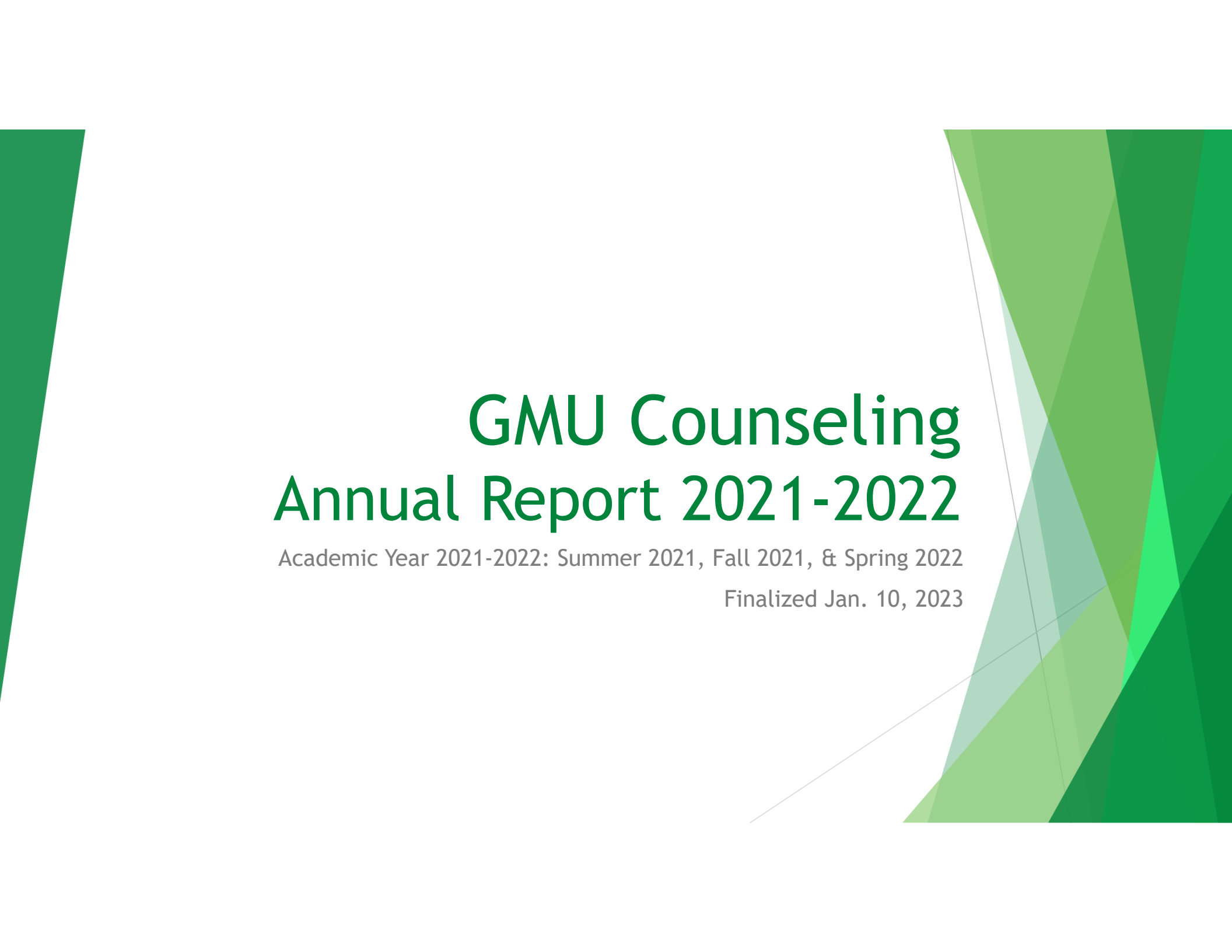


The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic design.

GMU Counseling Annual Report 2021-2022

Academic Year 2021-2022: Summer 2021, Fall 2021, & Spring 2022

Finalized Jan. 10, 2023

2021-2022 Overview

- ▶ 2021-2022 Academic Year Notes:
 - ▶ Our systematic program evaluation plan is now fully operational
- ▶ Annual Program Review Meeting (APRM)
 - ▶ Our Fall 2022 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: 2021-2022

- (1) The number of **graduates** for the past academic year (2021-2022) was 30.
- (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 78% 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 2016-2017. The following table shows the length of time it took students in this group to complete the program.

# of 2016-17 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
32	0%	66%	13%	0%	0%	22%

- (4) Of the 9 respondents to our alumni survey on **job placement**, all 9 (100%) reported being employed in the field of counseling.

Clinical Mental Health Counseling Program Outcomes: 2021-2022

(1) The number of **graduates** for the past academic year (2021-2022) was 12 (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 2020 (the latest year reported): 20 took the exam, 17 passed, and 3 failed (pass rate: 85%).

(3) Data on **completion rates** show that 79% 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 2016-2017. The following table shows the length of time it took students in this group to complete the program.

# of 2016-17 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
24	0%	21%	54%	4%	0%	21%

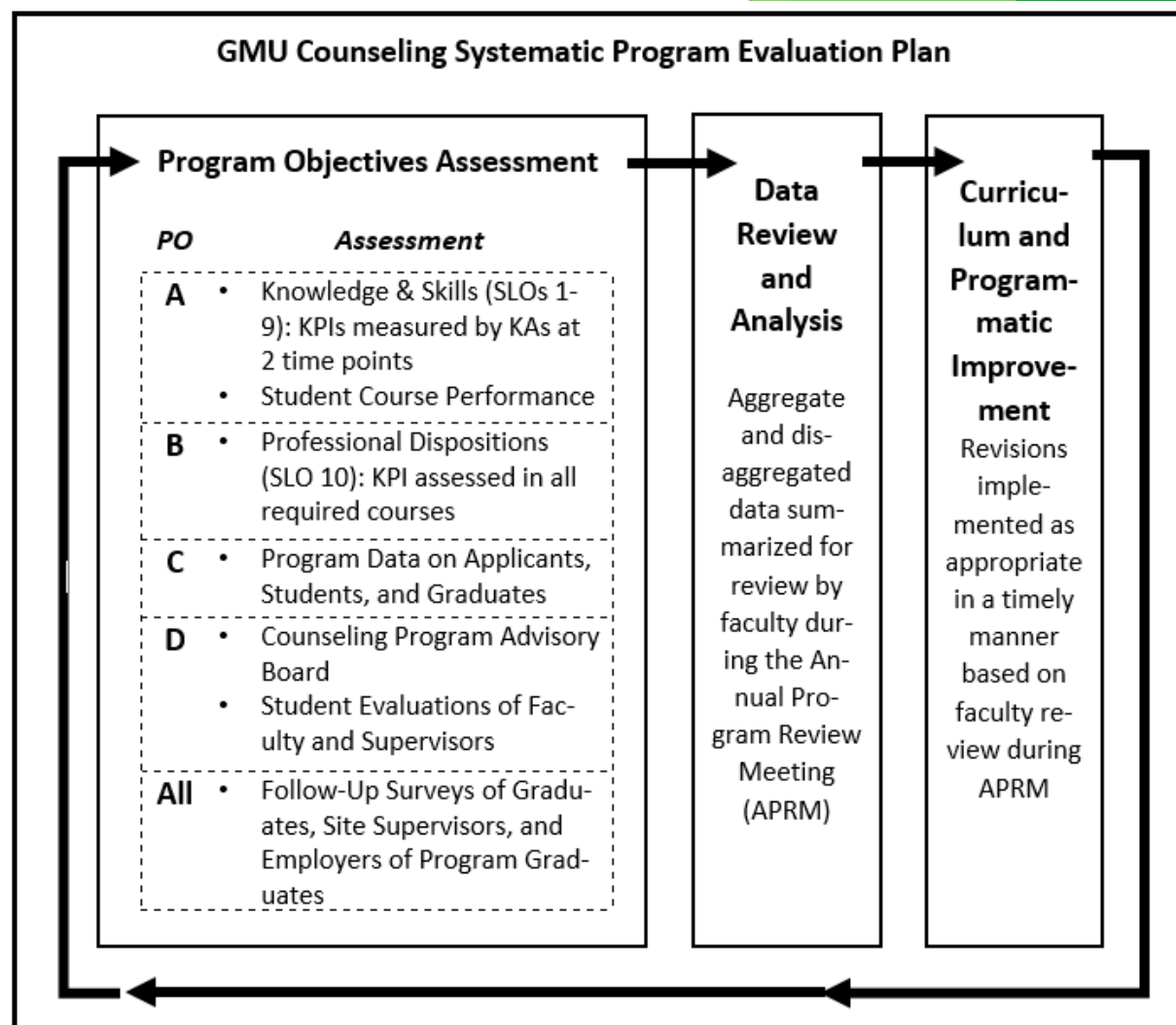
(4) Of the 8 respondents to our alumni survey on **job placement**, 7 (88%) reported being employed in the field of counseling; all 8 (100%) reported being employed.

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.



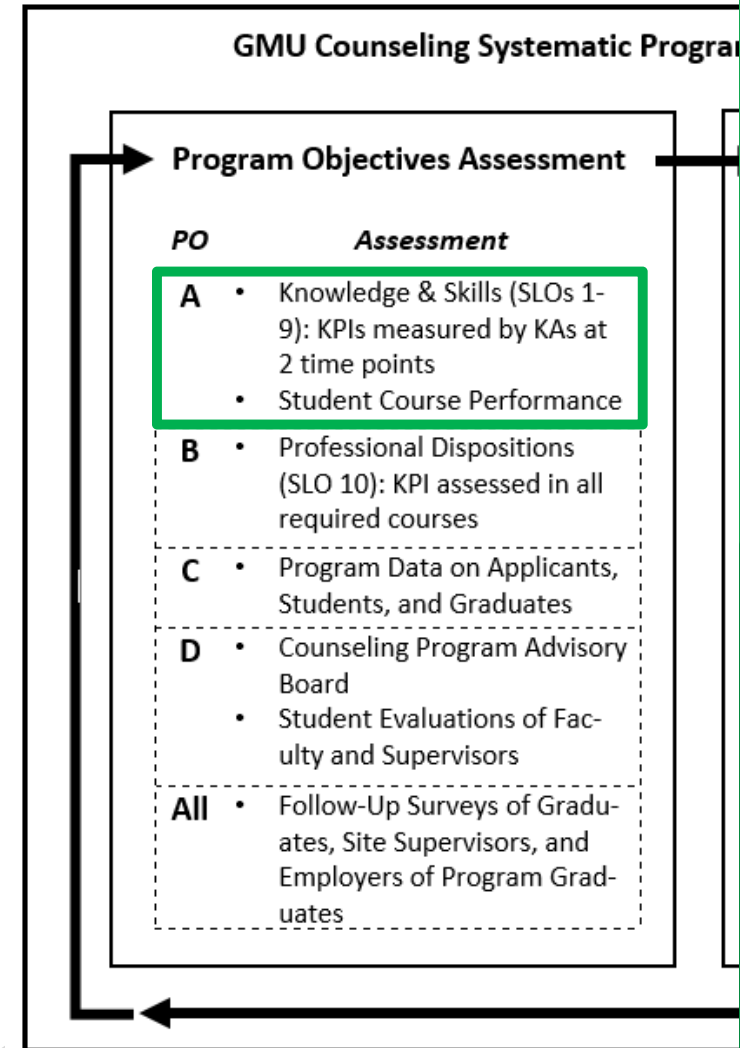
Key to abbreviations: “PO” = Program Objectives; “SLO” = Student Learning Outcome; “KPI” = Key Performance Indicator; “KA” = Key Assignment

PO A

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

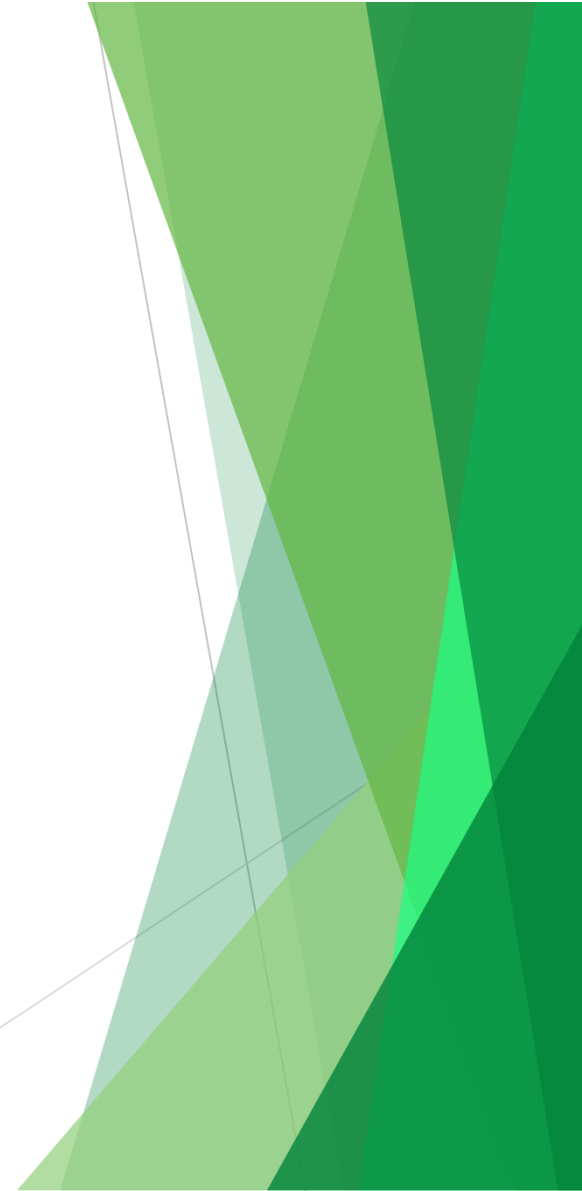


SLOs 1-9: KPI Slides Overview

- ▶ 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, as well as gender and race/ethnicity (**internal use only**).
 - ▶ KPIs measured in Qualtrics are not disaggregated.
- ▶ **Program goal: 15% or less will be “not met” for each KPI**
 - ▶ Program goal is met for all KPIs
- ▶ **Supplemental information available to faculty:**
 - ▶ Raw data from Qualtrics or as requested from VIA

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

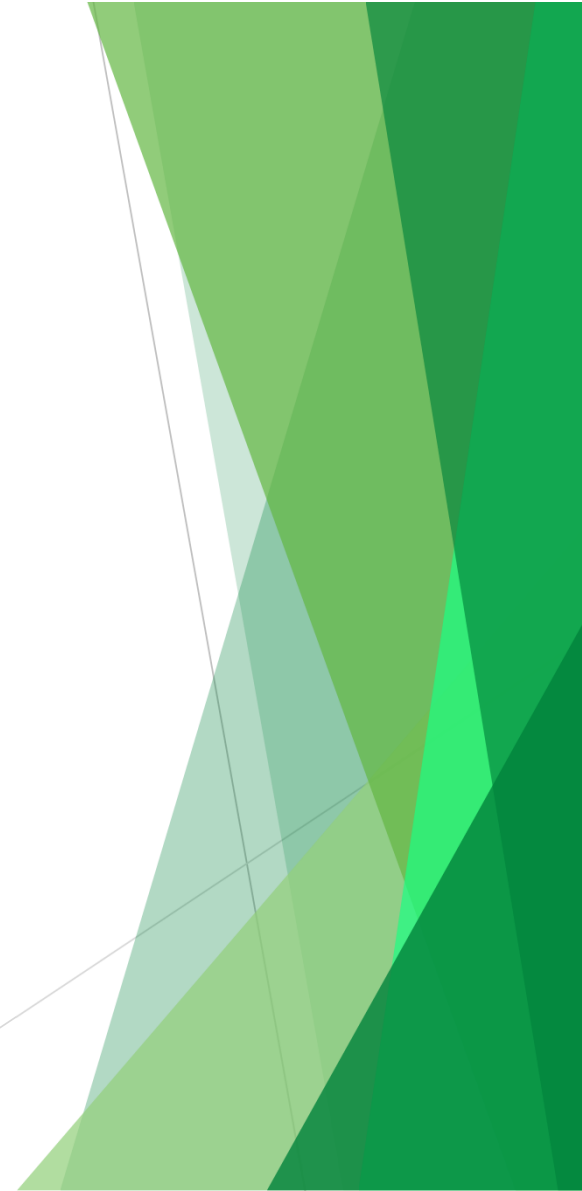
KPI A.1.a. Students will be able to apply ethical practices and applicable ethical standards to their roles as clinical mental health counselors or school counselors and apply as appropriate [CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 654/611 Ethical Decision Making		*Time 2 750/751 Site Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	97%	3%
CMHC (incl. CAC)	100.00%	0.00%	ND	ND
SC	100.00%	0.00%	ND	ND

*Data from Qualtrics survey; does not include demographic information

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.



PO A

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 660 Cultural Autobiography Paper		*Time 2 750/751 Univ. Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	94.50%	5.50%	100.00%	0.00%
CMHC (incl. CAC)	97.12%	2.88%	ND	ND
SC	91.67%	8.33%	ND	ND

*Data from Qualtrics survey; does not include demographic information

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 602 Social Justice Paper		Time 2 628 Social Justice Advocacy Project	
	Met %	Not Met %	Met %	Not Met %
All	97.92%	2.08%	100.00%	0.00%
CMHC (incl. CAC)	97.14%	2.86%	100.00%	0.00%
SC	100.00%	0.00%	100.00%	0.00%

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.



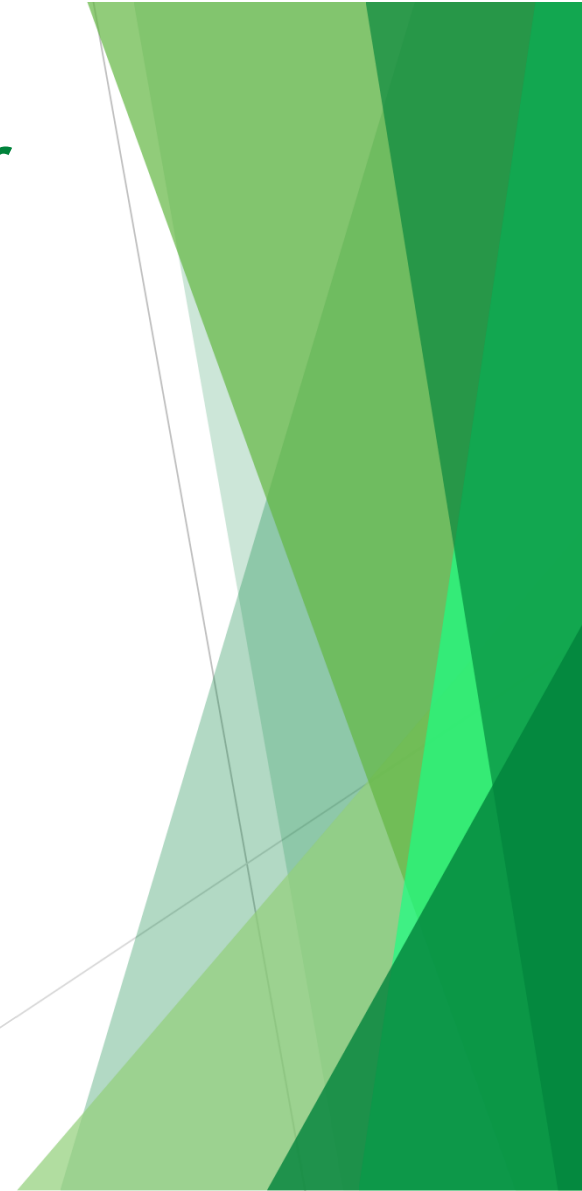
PO A

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 525 Research Paper* missing data		Time 2 619 Traumatic Exp. Article Review	
	Met %	Not Met %	Met %	Not Met %
All	96.36%	3.64%	96.15%	3.85%
CMHC (incl. CAC)	95.83%	4.17%	98.08%	1.92%
SC	98.08%	1.92%	94.23%	5.77%

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 604 Career Assessment		Time 2 610 Career Dev. and Assess. Paper	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	99.64%	0.36%
CMHC (incl. CAC)	100.00%	0.00%	99.44%	0.56%
SC	100.00%	0.00%	100.00%	0.00%

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 609 Tape Review		Time 2 750/751 Tape Review	
	Met %	Not Met %	Met %	Not Met %
All	96.76%	3.24%	100.00%	0.00%
CMHC (incl. CAC)	96.67%	3.33%	100.00%	0.00%
SC	96.88%	3.13%	100.00%	0.00%

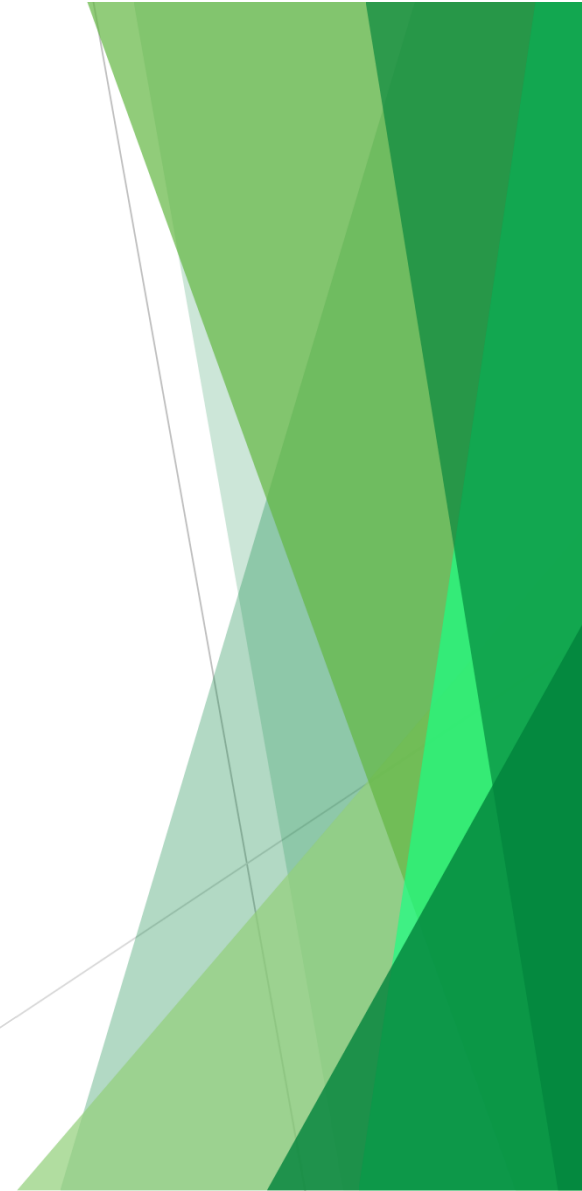
PO A

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	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	100.00%	0.00%	100.00%	0.00%

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].

Time 2 note: 10/9 students marked as “not applicable” by sup. even with addtl. clarification

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

*Data from Qualtrics survey; does not include demographic information

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 604 Career Assessment Review		Time 2 610 Career Dev. and Assess. Paper	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	98.21%	1.79%
CMHC (incl. CAC)	100.00%	0.00%	97.22%	2.78%
SC	100.00%	0.00%	100.00%	0.00%

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

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



PO A

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 601 Methods Paper		Time 2 793 Program Eval. / 795 Targeted Intervention	
	Met %	Not Met %	Met %	Not Met %
All	96.08%	3.92%	98.77%	1.23%
CMHC (incl. CAC)	96.30%	3.70%	98.61%	1.39%
SC	95.65%	4.35%	100.00%	0.00%

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 609 Adv. Counseling Skills Paper		Time 2 792 Case Conceptualization Present.	
	Met %	Not Met %	Met %	Not Met %
CMHC (incl. CAC)	90.71%	9.29%	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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 656 Treatment Plan		Time 2 793 Program Eval.	
	Met %	Not Met %	Met %	Not Met %
CMHC (incl. CAC)	96.15%	3.85%	100.00%	0.00%

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].

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

ND = No data; assignment had to be temporarily revised due to COVID in 2021

PO A

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].

<i>Percentages of Key Assignment criteria “met” or “not met” by student group</i>	Time 1 626 Evidence-Based SC Intervention		Time 2 795 Targeted Intervention Project	
	Met %	Not Met %	Met %	Not Met %
SC	91.55%	8.45%	100.00%	0.00%

Student Course Performance

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

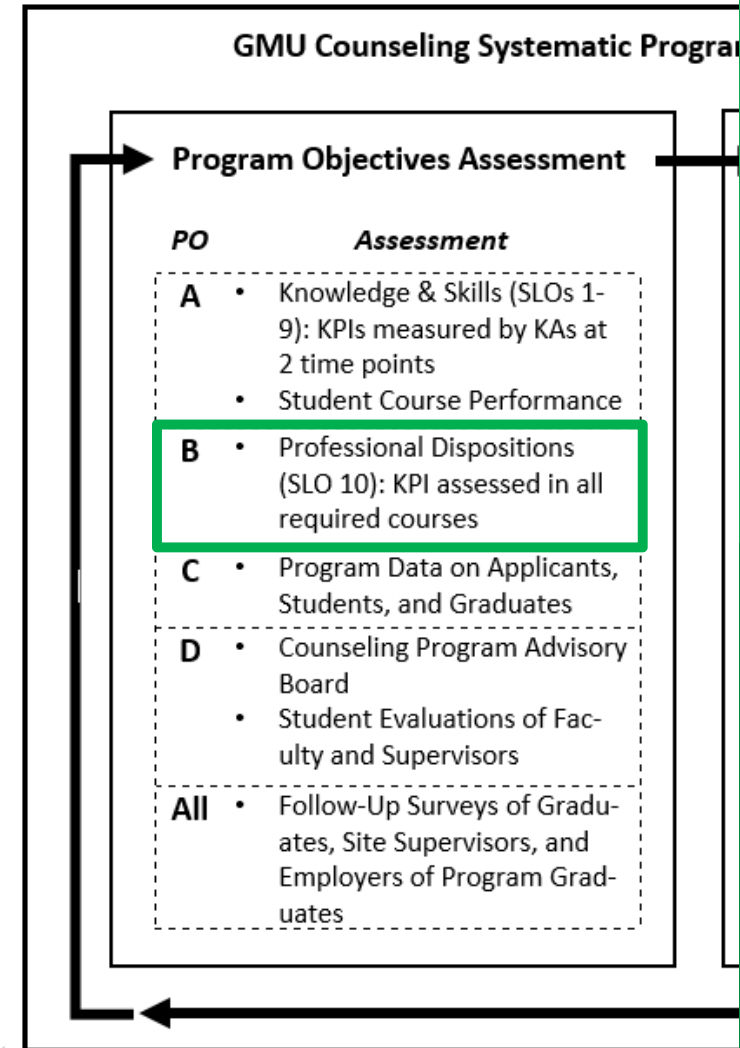
Professional Disposition Assessment Items	Course Level	Met	Not Met	N/A
6. The student received a final grade of at least a B or better in this class. (Any grade of B- or below is considered “not met”).	<i>All</i>	99.62%	0.00%	0.38%
	Beginner	99.61%	0.00%	0.39%
	Intermediate	99.63%	0.00%	0.37%
7. I believe this student has made satisfactory progress to move forward in the Counseling Program.	<i>All</i>	99.74%	0.00%	0.26%
	Beginner	99.80%	0.00%	0.20%
	Intermediate	99.63%	0.00%	0.37%
8. I believe this student has made satisfactory progress to move forward with clinical experiences.	<i>All</i>	94.52%	0.00%	5.48%
	Beginner	91.78%	0.00%	8.22%
	Intermediate	99.63%	0.00%	0.37%

PO B

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



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.

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

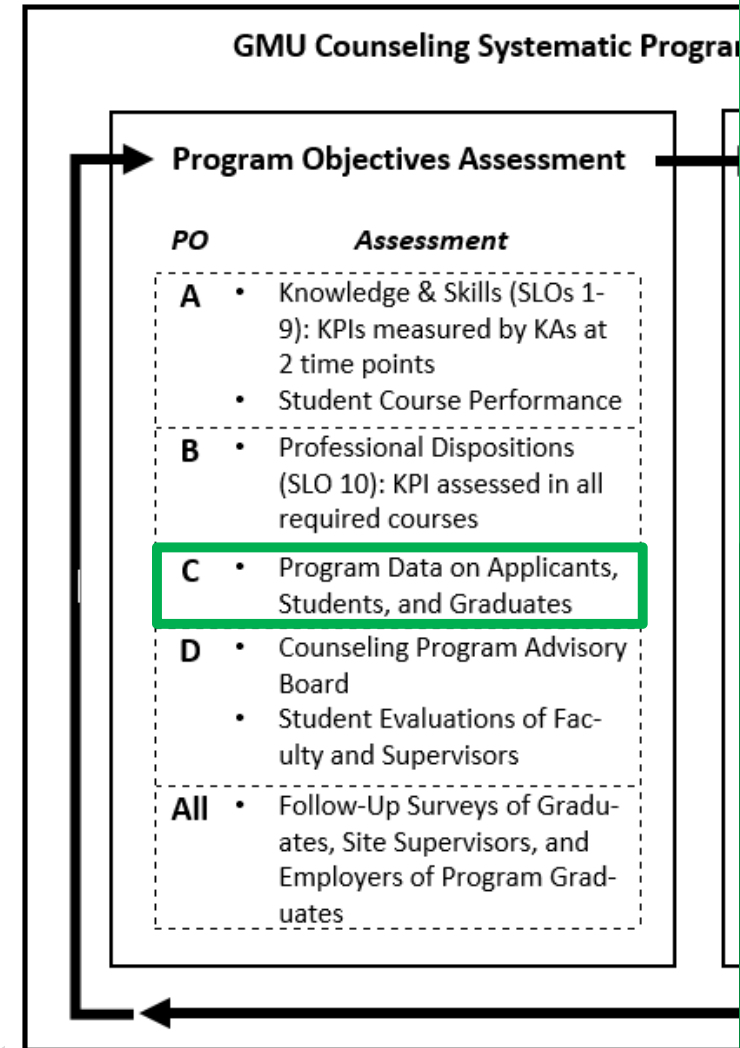
- Measured by instructor assessment of PD criteria “met,” or “not met,” by course level.
- Program goal: 15% or less will be “not met” for each course level; this goal was met.

Professional Disposition Item	Course Level	Met	Not Met	N/A
1. Professional & Ethical Attitudes and Behaviors: The student engaged in appropriate professional and ethical attitudes and behaviors.	<i>All</i>	99.62%	0.13%	0.26%
	Beginner	99.61%	0.20%	0.20%
	Intermediate	99.63%	0.00%	0.37%
2. Multiculturalism & Social Justice: The student engaged in attitudes and behaviors aligned with multiculturalism and social justice.	<i>All</i>	99.74%	0.00%	0.26%
	Beginner	99.80%	0.00%	0.20%
	Intermediate	99.63%	0.00%	0.37%
3. Professional & Personal Growth: The student engaged in attitudes and behaviors consistent with professional and personal growth.	<i>All</i>	99.62%	0.13%	0.26%
	Beginner	99.61%	0.20%	0.20%
	Intermediate	99.63%	0.00%	0.37%
4. Self-Awareness & Self-Care: The student engaged in attitudes consistent with appropriate self-awareness and self-care.	<i>All</i>	98.98%	0.77%	0.26%
	Beginner	98.63%	1.17%	0.20%
	Intermediate	99.63%	0.00%	0.37%
5. Interpersonal Relationships & Collaboration: The student engaged in behaviors consistent with appropriate interpersonal relationships and collaboration.	<i>All</i>	99.49%	0.26%	0.26%
	Beginner	99.41%	0.39%	0.20%
	Intermediate	99.63%	0.00%	0.37%

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



Applicant Data

Master's Program Applicants to Start Fall 2021

Who applied to our program?

Out of a total of 124 completed applications, sub-groups were represented as follows:

Applications by Concentration

	Completed Applications	
	<i>n</i>	%
<i>School Counseling</i>	35	28%
<i>Clinical Mental Health Counseling</i>	89	72%
Total	124	100%

Applications by Enrollment Status

	Completed Applications	
	<i>n</i>	%
<i>Part time</i>	21	17%
<i>Full time</i>	103	83%
Total	124	100%

Applications by Domicile

	Completed Applications	
	<i>n</i>	%
<i>In state</i>	91	73%
<i>Out of state</i>	33	27%
Total	124	100%

Applications by Race

	Completed Applications	
	<i>n</i>	%
<i>American Indian or Alaska Native</i>	1	1%
<i>Asian</i>	19	15%
<i>Black or African American</i>	24	19%
<i>White</i>	71	57%
<i>Multi-racial/ethnic</i>	2	2%
<i>Did not report</i>	7	6%
Total	124	100%

Applications by Hispanic Identification

	Completed Applications	
	<i>n</i>	%
<i>Identified Hispanic</i>	12	10%
<i>Identified non-Hispanic</i>	112	90%
Total	124	100%

Applications by Gender

	Completed Applications	
	<i>n</i>	%
<i>Female</i>	108	87%
<i>Male</i>	16	13%
Total	124	100%

Applications by Age

	Completed Applications	
	<i>n</i>	%
<i>26 or younger</i>	85	69%
<i>27-30</i>	12	10%
<i>31-40</i>	10	8%
<i>41-50</i>	12	10%
<i>51-60</i>	5	4%
<i>61 and older</i>	0	0%
Total	124	100%

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, 48% were admitted and enrolled.

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

	<i>Completed Applications</i>		<i>Admitted: Enrolled</i>		<i>Admitted: Did not enroll</i>		<i>Denied</i>		<i>Withdrew prior to admission decision</i>	
	<i>n</i>		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>All Applicants</i>	124		53	43%	35	28%	25	20%	11	9%

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

	<i>Admitted: Enrolled</i>		<i>Admitted: Did not enroll</i>		<i>Denied</i>		<i>Withdrew prior to admission decision</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>School Counseling</i>	14	40%	13	37%	3	9%	5	14%
<i>Clinical Mental Health Counseling</i>	39	44%	22	25%	22	25%	6	7%

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

	<i>Admitted: Enrolled</i>		<i>Admitted: Did not enroll</i>		<i>Denied</i>		<i>Withdrew prior to admission decision</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Part time</i>	10	48%	8	38%	2	10%	1	5%
<i>Full time</i>	43	42%	27	26%	23	22%	10	10%

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

	<i>Admitted: Enrolled</i>		<i>Admitted: Did not enroll</i>		<i>Denied</i>		<i>Withdrew prior to admission decision</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>In state</i>	41	45%	24	26%	18	20%	8	9%
<i>Out of state</i>	12	36%	11	33%	7	21%	3	9%

Student Data

Gender of Students

	<i>Total Students</i>		<i>Female</i>		<i>Male</i>		<i>Gender not reported</i>	
<i>Semester</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Fall 2021	187		165	88%	22	12%	0	0%
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

	<i>Total Students</i>		<i>In state</i>		<i>Out of state</i>	
<i>Semester</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Fall 2021	187		169	90%	18	10%
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

	<i>Total Students</i>		<i>African American</i>		<i>Asian American</i>		<i>Hispanic American</i>		<i>Native American</i>		<i>White American</i>		<i>Not Reported</i>		<i>Non resident</i>		<i>Two or more</i>		<i>Pacific Islander</i>	
<i>Semester</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Fall 2021	187		35	19%	19	10%	32	17%	0	0%	91	49%	10	5%	0	0%	0	0%	0	0%
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

	<i>Total Students</i>		<i>SC</i>		<i>CMHC (incl. CAC)</i>	
<i>Semester</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Fall 2021	187		72	39%	115	61%
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

	<i>Total Students</i>		<i>Full time</i>		<i>Part time</i>	
<i>Semester</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Fall 2021	187		94	50%	93	50%
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%

Graduate Data

Sex/Gender of Graduates

	<i>Total Graduates</i>		<i>Female</i>		<i>Male</i>	
<i>Year</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
2020-2021	42		35	83%	7	17%
2019-2020	46		38	83%	8	17%
2018-2019	45		39	87%	6	13%
2017-2018	48		39	81%	9	19%

Domicile of Graduates

	<i>Total Graduates</i>		<i>In state</i>		<i>Out of state</i>	
<i>Year</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
2020-2021	42		39	91%	3	7%
2019-2020	46		43	93%	3	7%
2018-2019	45		40	89%	5	11%
2017-2018	48		43	90%	5	10%

Race/Ethnicity of Graduates

	<i>Total Graduates</i>		<i>African American</i>		<i>Asian American</i>		<i>Hispanic American</i>		<i>Native American</i>		<i>White American</i>		<i>Other/unknown</i>		<i>Non resident</i>		<i>Multi-racial</i>		<i>Pacific Islander</i>	
<i>Year</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
2020-2021	42		6	14%	6	14%	7	17%	0	0%	22	52%	0	0%	0	0%	0	0%	0	0%
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%

Concentration of Graduates

	<i>Total Graduates</i>		<i>SC</i>		<i>CMHC (incl. CAC)</i>	
<i>Year</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
2020-2021	42		30	71%	12	29%
2019-2020	46		19	41%	27	59%
2018-2019	45		31	69%	14	31%
2017-2018	48		27	56%	21	44%

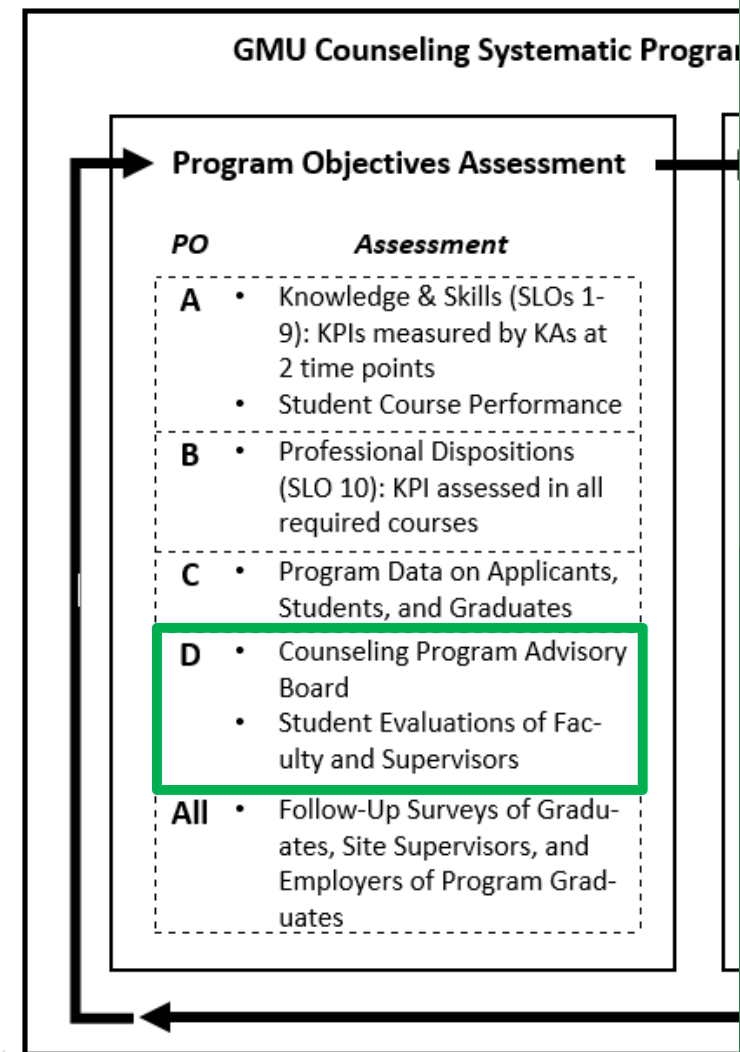
Age of Graduates

	<i>Total Graduates</i>		<i>26 or younger</i>		<i>27-30</i>		<i>31-40</i>		<i>41-50</i>		<i>51-60</i>		<i>61 and older</i>	
<i>Year</i>	<i>n</i>		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
2020-2021	42		12	29%	14	33%	8	19%	5	12%	2	5%	1	2%
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%

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
 - Summer 2022 survey feedback
- Student Evaluations of Faculty and Supervisors
 - Student Evaluation of Teaching
 - Student Evaluation of P&I



CPAB Assessment Survey Feedback

CPAB members completed survey after Summer 2022 (virtual) meeting:

Respondents (n=10)		
	CMHC	SC
Primary Affiliation	7	3
Relationship to Program <i>Marked as many as apply</i>	Number	
Student	2	
Alum	4	
Instructor/faculty	1	
Site supervisor	2	
Employer	2	
Other = Clinical Training Manager	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.	4.8
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.	4.5
The GMU Counseling program recruits, supports, and retains counseling students from diverse backgrounds.	4.4
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.	4.7

Student Evaluations of Faculty and Supervisors: Faculty Teaching for *Summer & Fall 2021*

- ▶ 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)	4.44	4.35
Intermediate (Practicum)	4.68	4.59

The GMU eval changed in spring 2022 - now uses the average of 3 sets of questions that CEHD uses for faculty eval

Student Evaluations of Faculty and Supervisors: Faculty Teaching for *Spring 2022*

- ▶ In *non-field experience courses*, students complete the GMU *Student Evaluation of Teaching Instrument*, which includes rating the following items on a scale of 5 (Strongly Agree) to 1 (Strongly Disagree):
 - ▶ The Learning Outcomes (Qs 9-12)
 - ▶ The Course Environments/Experiences (Qs 13-17)
 - ▶ The Instructor Preparation and Course Organization (Qs 18-20)
- ▶ Program goal: average of 3.0 or higher; goal was met.

In Spring 2022, GMU changed the course/teaching assessment to a Student Evaluation of Teaching Instrument. We now use three questions sections that are also used by our college for faculty annual reports.

Course Level	Average “Learning Outcomes”	Average “Course Environments/ Experiences”	Average “Instructor Preparation and Course Organization”
Basic (Pre-Practicum)	4.47	4.43	4.41
Intermediate (Practicum)	4.28	4.11	4.29

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.

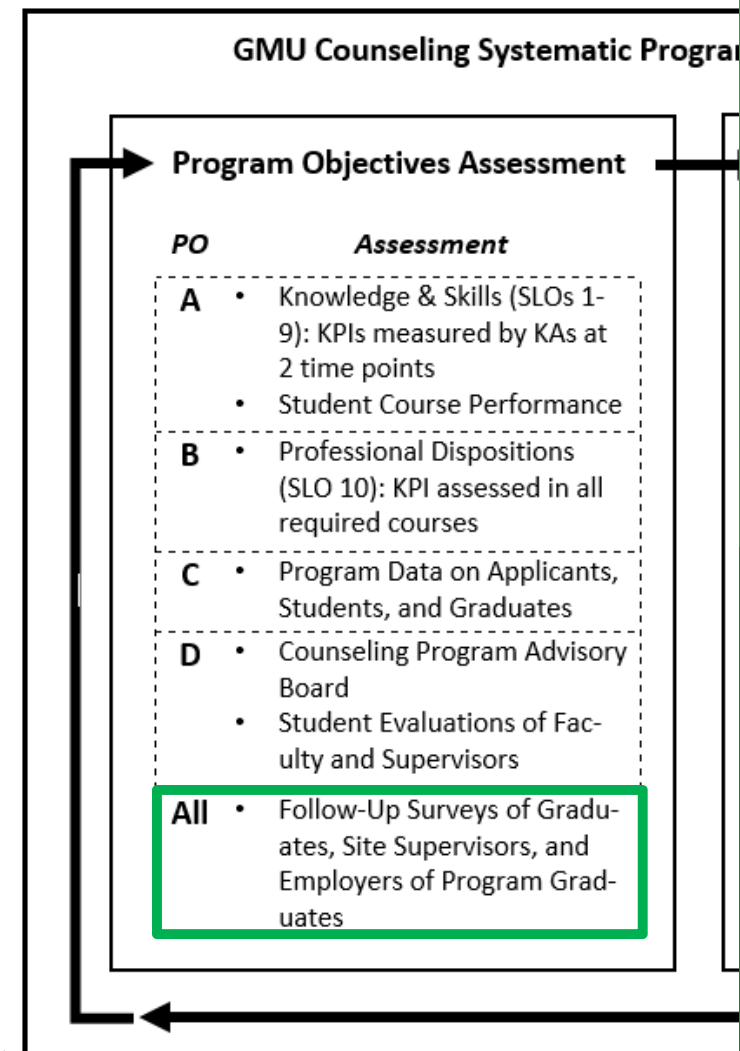
	Site Supervisor	University Supervisor
Strongly agree (5)	82%	82%
Agree (4)	13%	13%
Neutral (3)	3%	3%
Disagree (2)	1%	1%
Strongly disagree (1)	1%	1%

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



Follow Up Surveys of Graduates

- ▶ 3 surveys are used to collect follow up data from graduates of our program:
 - ▶ Counseling Exit Survey, Alumni Placement Update Survey, and Alumni Satisfaction Survey
 - ▶ Alumni Satisfaction Survey not yet active; it will go out 2-3 years after a student graduates
- ▶ Counseling Exit Survey
 - ▶ **Process:** Sent out as part of graduation check list in Dec. or May by Clinical Coordinator and P&I Instructors
 - ▶ **For APRM:** P&I process assessment, Program Objectives assessment, professional organization and development participation, and open ended questions about strengths and growth areas
 - ▶ See next slide

Follow Up Surveys of Graduates: Counseling Exit Survey

- ▶ Dec. 2021 and May 2022 graduates responded as follows:

Evaluation Prompt:	Average
The Practicum and Internship Handbook helped me understand P&I	4.53
Expectations for the P&I process were clearly communicated.	4.28
Prior GMU Counseling Program coursework prepared me for P&I.	4.50
The practicum orientation meeting was helpful and covered necessary P&I elements	4.44
Program Objective A	4.69
Program Objective B	4.69
Program Objective C	4.84
Program Objective D	4.66

- ▶ Program goal: at least 3.0 out of 5.0; goal was met.
- ▶ Additional data: 73% are members of a counseling professional organization; 44% attended a program-sponsored professional/personal development activity
- ▶ Open-ended responses on separate document: Feedback from Graduates - Exit Survey

All POs

Follow Up Survey of Site Supervisors: Annual Site Supervisor Survey

Process: CP sends out in **April** for academic year ending that semester (e.g., April '22 for Sum/Fall '21 & Spring '22 supervisors)

For APRM: Rating of program objectives; Open-ended responses to questions on strengths/weaknesses

- ▶ Site supervisor respondents from AY 2021-2022; surveyed in Spring 2022

	n	PO A Average	PO B Average	PO C Average	PO D Average
Annual Site Supervisor Survey	29	4.59	4.66	4.38	4.48

- ▶ Program goal: at least 3.0 out of 5.0; goal was met.
- ▶ Open-ended responses on separate document: Feedback from Site Supervisors

All POs

Follow Up Survey of Employers: Employer Survey

Process: Survey is sent out in **April** for previous AY (e.g., April '22 for employers of Dec. '20 & May '21 grads from the Placement Update Survey); **CP sends to graduates** who completed the Placement Update Survey and requests that they forward to their supervisor/employer

For APRM: Rating of program objectives; Open-ended responses to questions on strengths/weaknesses

► Employer respondents from 2020-2022

	n	PO A Average	PO B Average	PO C Average	PO D Average
Employer Survey	4	4.75	5	5	5

- Program goal: at least 3.0 out of 5.0; goal was met.
- Challenges collecting data from employers
 - System was revised from asking graduates to give us their employer's information to asking graduates to forward the information so they could see the questions were not about them as individuals but about the program