GMU Counseling Annual Program Review Meeting

Fall 2023

Reviewing Academic Year 2022-2023: Summer 2022, Fall 2022, & Spring 2023

2022-2023 APRM Overview

- APRM Process
  - Faculty will review of results by program objective
  - Faculty will identify data-drive program changes, including actions, timing, and documentation
  - Our Annual Report will be developed based on this data and recommendations

School Counseling Program Outcomes: 2022-2023

(1) The number of **graduates** for the past academic year (2022-2023) was 28.

(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 85% 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 2017-2018.

(4) Of the 11 respondents to our alumni survey on **job placement**, 10 (91%) reported being employed in the field of counseling.

Clinical Mental Health Counseling Program Outcomes: 2022-2023

(1) The number of **graduates** for the past academic year (2022-2023) was 27.

(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 2021 (the latest year reported): X took the exam, X passed, and X failed (pass rate: 74%). Of the 13 respondents to our alumni survey on the **credentialing examination** 13 (100%) reported passing the NCMHCE (n=11) or NCE (n=2).

(3) Data on **completion rates** show that 75% 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 2017-2018.

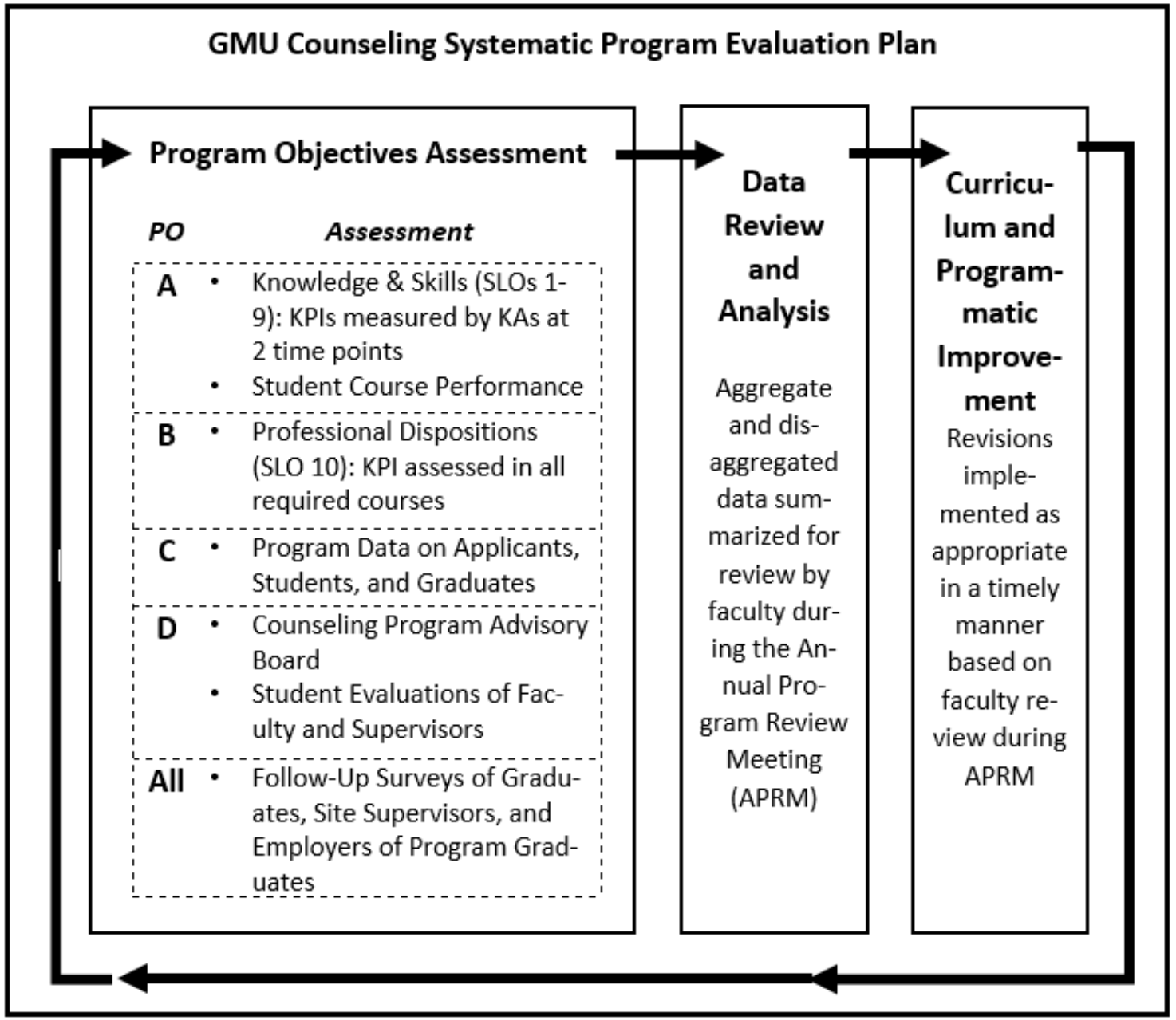
(4) Of the 19 respondents to our alumni survey on **job placement**, 19 (100%) reported being employed in the field of counseling.

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.

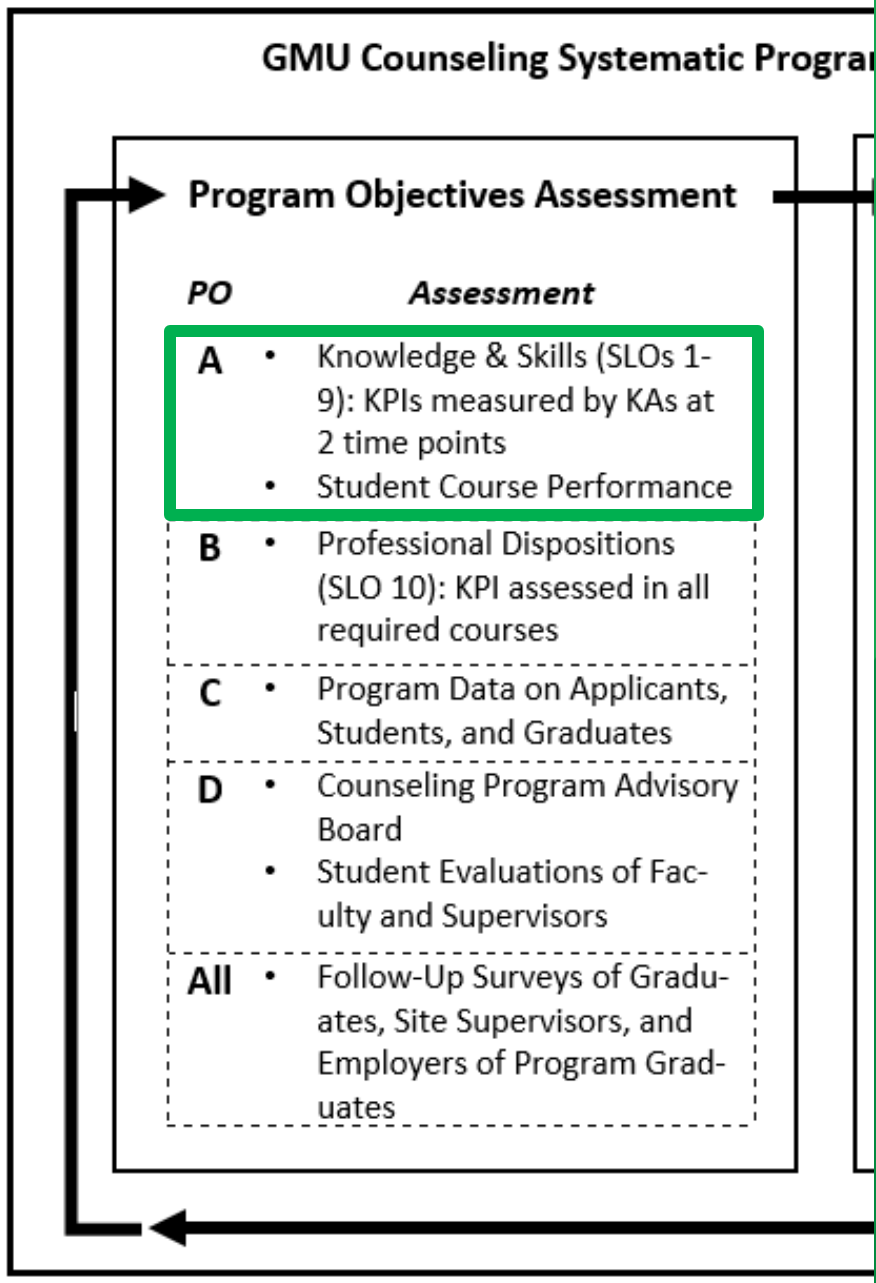


Key to abbreviations: "PO" = Program Objectives; "SLO" = Student Learning Outcome; "KPI" = Key Performance Indicator; "KA" = Key Assignment

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

Background

- **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.

Findings

- **Program goal: 15% or less will be "not met" for each KPI**
  - Program goal is met for all KPIs overall
  - Some disparities in disaggregated data
    - Possible action step: have course lead examine assignment & course
  - Not applicable responses in group counseling questions on site sup. assessment
    - Possible action step: P&I Coord. asks Univ. sups. discuss with Site Sups.

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	**94.29%**	**5.71%**	**98%**	**2%**
CMHC (incl. CAC)	**100.00%**	**0.00%**	**ND**	**ND**
SC	**84.00%**	**16.00%**	**ND**	**ND**

*Data from Qualtrics survey: does not include demographic information; "NA" included in "Not Met"

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 Cultural Autobiography Paper		*Time 2 750/751 Univ. Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	**94.90%**	**5.10%**	100.00%	0.00%
CMHC (incl. CAC)	**95.16%**	**4.84%**	ND	ND
SC	**94.44%**	**5.56%**	ND	ND

*Data from Qualtrics survey: does not include demographic information; "NA" included in "Not Met"

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	**95.40%**	**4.60%**	**100.00%**	**0.00%**
CMHC (incl. CAC)	**93.33%**	**6.67%**	**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		Time 2 619 Traumatic Exp. Article Review	
	Met %	Not Met %	Met %	Not Met %
All	**91.13%**	**8.87%**	**98.75%**	**1.25%**
CMHC (incl. CAC)	**92.07%**	**7.93%**	**98.33%**	**1.67%**
SC	**89.29%**	**10.71%**	**100.00%**	**0.00%**

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	**98.55%**	**1.45%**	**99.44%**	**0.56%**
CMHC (incl. CAC)	**97.78%**	**2.22%**	**99.00%**	**1.00%**
SC	**100.00%**	**0.00%**	**100.00%**	**0.00%**

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	**95.15%**	**4.85%**	**97.16%**	**2.84%**
CMHC (incl. CAC)	**94.12%**	**5.88%**	**95.37%**	**4.63%**
SC	**96.83%**	**3.17%**	**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].

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	**94.92%**	**5.08%**	**100.00%**	**0.00%**
CMHC (incl. CAC)	**100.00%**	**0.00%**	**100.00%**	**0.00%**
SC	**89.12%**	**10.88%**	**100.00%**	**0.00%**

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].

Time 2 note: 5 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		*Time 2 793/795 Final Site Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	**100.00%**	**0.00%**	91%	9%
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; "NA" included in "Not Met"

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	**99.28%**	**0.72%**	**97.89%**	**2.11%**
CMHC (incl. CAC)	**98.89%**	**1.11%**	**96.25%**	**3.75%**
SC	**100.00%**	**0.00%**	**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.

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].

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	**96.15%**	**3.85%**	**100.00%**	**0.00%**
CMHC (incl. CAC)	**97.47%**	**2.53%**	**100.00%**	**0.00%**
SC	**93.86%**	**6.14%**	**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].

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)	**90.91%**	**9.09%**	**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)	**96.51%**	**3.49%**	**100.00%**	**0.00%**

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	**97.37%**	**2.63%**	**100.00%**	**0.00%**

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].

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	**96.43%**	**3.57%**	**100.00%**	**0.00%**

Student Course Performance

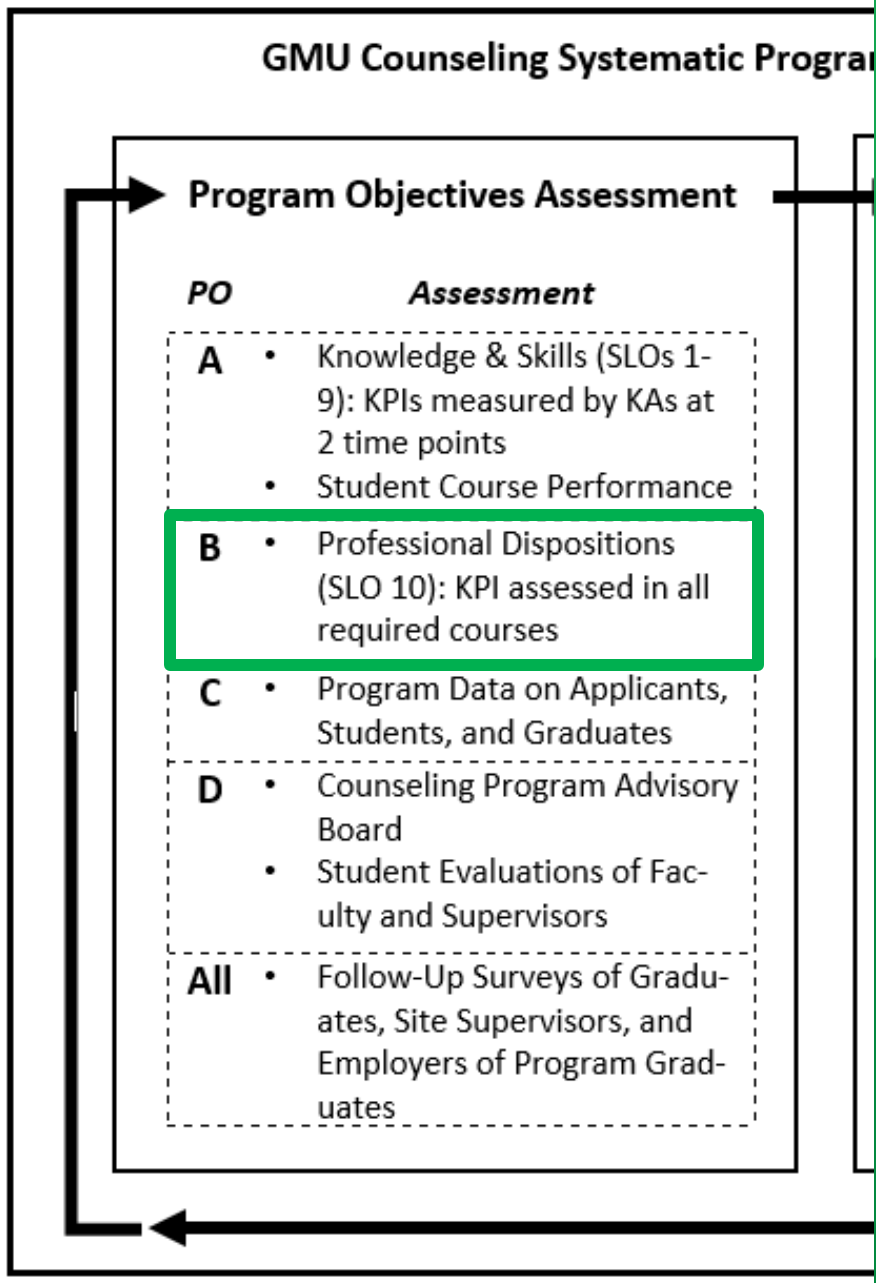
- Background. Measured by student course grades and instructor assessment of satisfactory progress
- Findings. Program goal: 15% or fewer "not met"; Goal was met.
  - Action step: P&I classes have been added to PD assessment (starting Fall 2023)

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").	*All*	97.26%	2.12%	0.62%
	Beginner	96.76%	2.43%	0.81%
	Intermediate	98.91%	1.09%	0.00%
7. I believe this student has made satisfactory progress to move forward in the Counseling Program.	*All*	98.38%	1.37%	0.25%
	Beginner	98.22%	1.46%	0.32%
	Intermediate	98.91%	1.09%	0.00%
8. I believe this student has made satisfactory progress to move forward with clinical experiences.	*All*	98.26%	1.37%	0.37%
	Beginner	98.06%	1.46%	0.49%
	Intermediate	98.91%	1.09%	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

Background

- Measured by instructor assessment of PD criteria “met,” or “not met,” by course level.

Findings

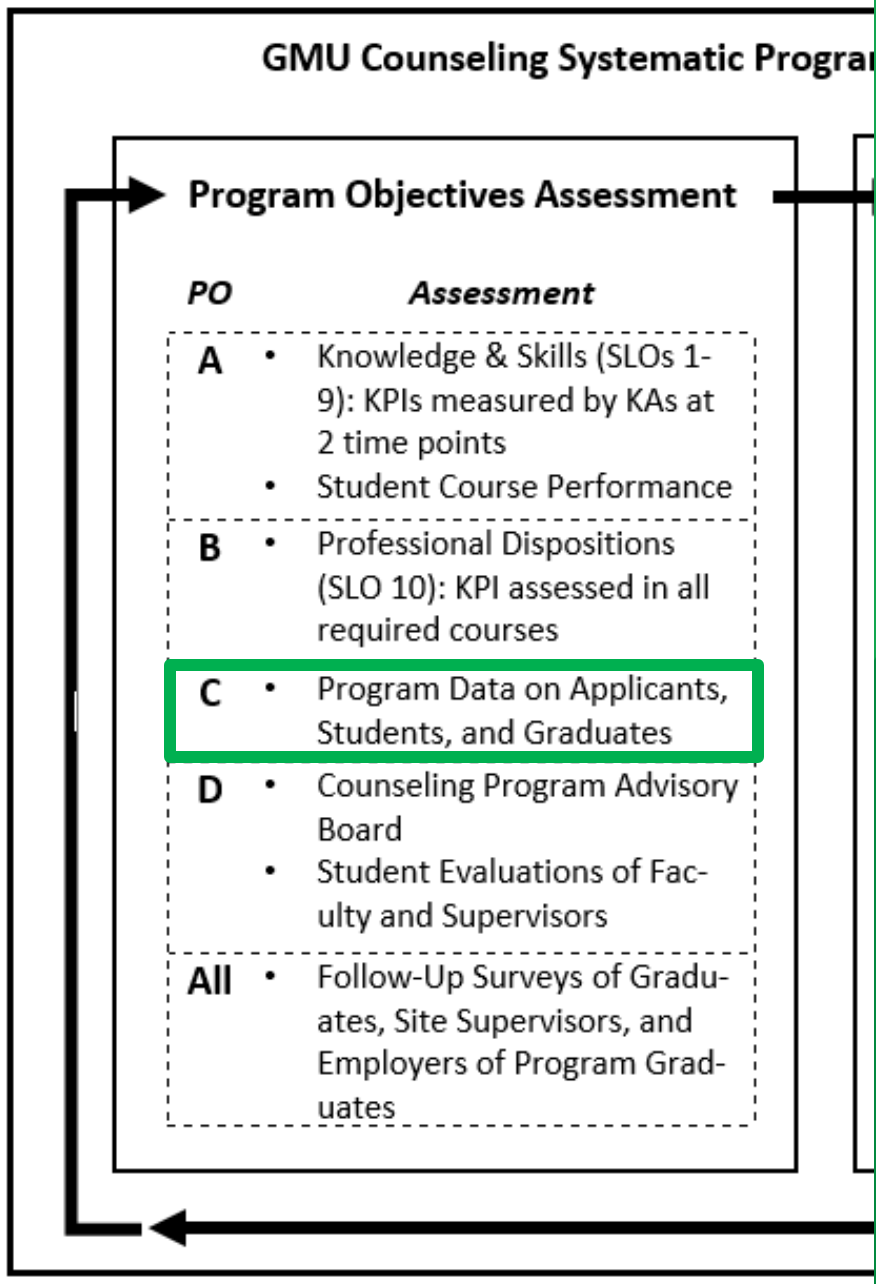
- Program goal: 15% or less will be “not met” for each course level; this goal was met.
- Action step: P&I classes have been added to PD assessment (starting Fall 2023)

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.	*All*	98.38%	1.49%	0.12%
	Beginner	98.06%	1.78%	0.16%
	Intermediate	99.46%	0.54%	0.00%
2. Multiculturalism & Social Justice: The student engaged in attitudes and behaviors aligned with multiculturalism and social justice.	*All*	99.00%	0.87%	0.12%
	Beginner	98.87%	0.97%	0.16%
	Intermediate	99.46%	0.54%	0.00%
3. Professional & Personal Growth: The student engaged in attitudes and behaviors consistent with professional and personal growth.	*All*	97.88%	1.99%	0.12%
	Beginner	97.57%	2.27%	0.16%
	Intermediate	98.91%	1.09%	0.00%
4. Self-Awareness & Self-Care: The student engaged in attitudes consistent with appropriate self-awareness and self-care.	*All*	97.26%	2.62%	0.12%
	Beginner	96.93%	2.91%	0.16%
	Intermediate	98.37%	1.63%	0.00%
5. Interpersonal Relationships & Collaboration: The student engaged in behaviors consistent with appropriate interpersonal relationships and collaboration.	*All*	98.75%	1.12%	0.12%
	Beginner	98.54%	1.29%	0.16%
	Intermediate	99.46%	0.54%	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 2022

Who applied to our program?

Out of a total of 167 completed applications, sub-groups were represented as follows:

Applications by Concentration

	Completed Applications	
	n	%
School Counseling	44	26%
Clinical Mental Health Counseling	123	74%
Total	167	100%

Applications by Enrollment Status

	Completed Applications	
	n	%
Part time	25	15%
Full time	141	85%
Total	166	100%

Applications by Domicile

	Completed Applications	
	n	%
In state	125	75%
Out of state	42	25%
Total	167	100%

Applications by Race

	Completed Applications	
	n	%
American Indian or Alaska Native	1	1%
Asian	14	8%
Black or African American	25	15%
Native Hawaiian/ Other Pacific Islander	1	1%
White	104	62%
Multi-racial/ethnic	7	4%
Did not report	15	9%
Total	167	100%

Applications by Hispanic Identification

	Completed Applications	
	n	%
Identified Hispanic	20	12%
Identified non-Hispanic	147	88%
Total	167	100%

Applications by Gender

	Completed Applications	
	n	%
Female	139	83%
Male	28	17%
Total	167	100%

Applications by Age

	Completed Applications	
	n	%
26 or younger	118	71%
27-30	15	9%
31-40	19	11%
41-50	12	7%
51-60	2	1%
61 and older	1	1%
Total	167	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, 40% 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	167	61	37%	68	41%	38	23%	0	0%

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	21	48%	20	45%	3	7%	0	0%
Clinical Mental Health Counseling	40	33%	48	39%	35	28%	0	0%

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	10	40%	9	36%	6	24%	0	0%
Full time	50	35%	59	42%	32	23%	0	0%

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	52	42%	44	35%	29	23%	0	0%
Out of state	9	21%	24	57%	9	21%	3	7%

PO C

Student Data

Gender of Students

	Total Students	Female		Male		Gender not reported	
Semester	n	n	%	n	%	n	%
Fall 2022	200	155	77.5	21	10.5	24	12
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

	Total Students	In state		Out of state	
Semester	n	n	%	n	%
Fall 2022	200	180	90	20	10
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

Fall 2022

	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 2022	200	34	17	18	9	34	17	0	0	101	50.5	13	6.5	0	0	0	0	0	0
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

	Total Students	SC		CMHC (incl. CAC)	
Semester	n	n	%	n	%
Fall 2022	200	79	39.5	121	60.5
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

	Total Students	Full time		Part time	
Semester	n	n	%	n	%
Fall 2022	200	114	57	86	43
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

PO C

Graduate Data

Sex/Gender of Graduates

	Total Graduates	Female		Male	
Year	n	n	%	n	%
2021-2022	35	30	86	5	14
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

	Total Graduates	In state		Out of state	
Year	n	n	%	n	%
2021-2022	35	34	97	1	3
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

	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	%
2021-2022	35	7	20	5	14	5	14	0	0	18	51	0	0	0	0	0	0	0	0
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

	Total Graduates	SC		CMHC (incl. CAC)	
Year	n	n	%	n	%
2021-2022	35	10	28.5	25	71.5
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

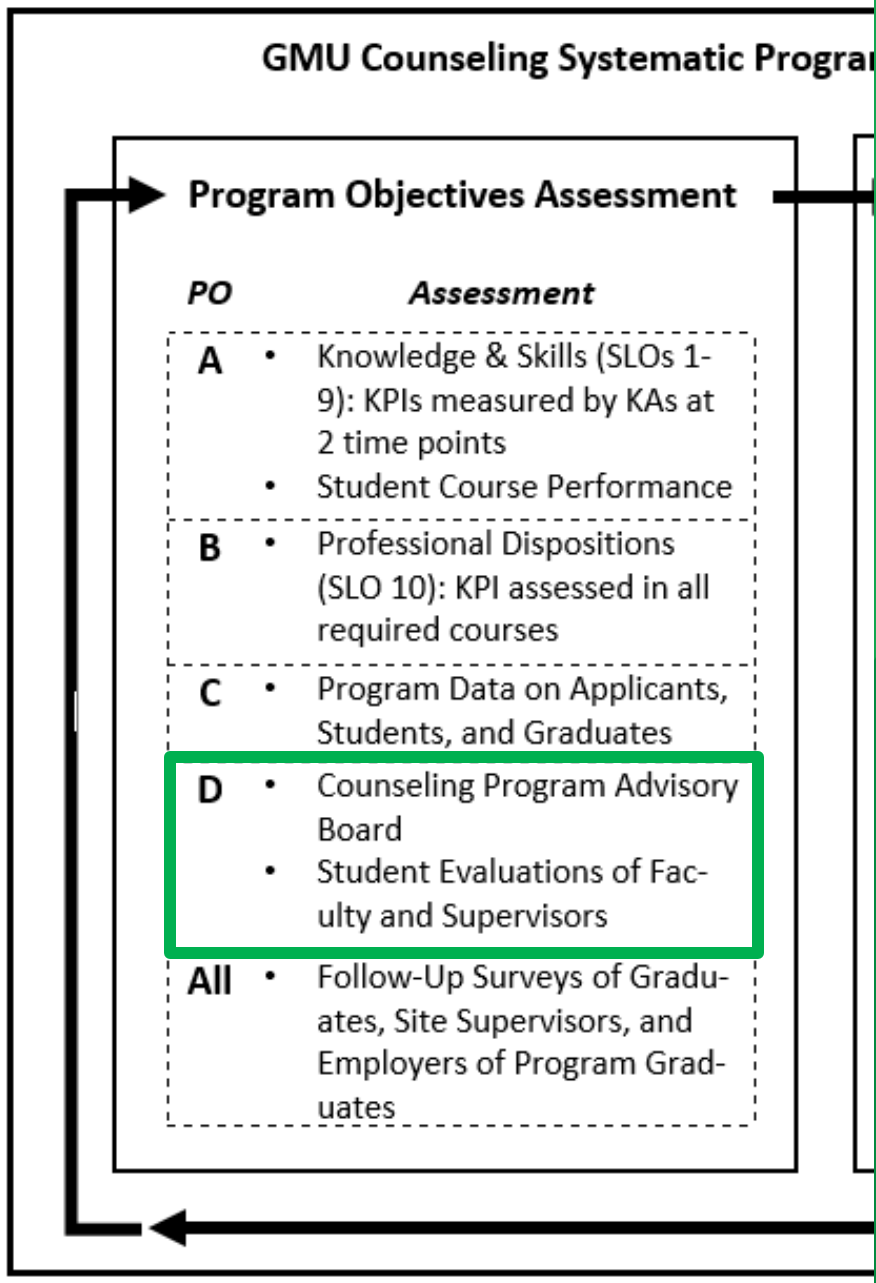
Age of Graduates

	Total Graduates	26 or younger		27-30		31-40		41-50		51-60		61 and older	
Year	n	n	%	n	%	n	%	n	%	n	%	n	%
2021-2022	35	12	34	8	21	7	20	6	17	2	5	1	3
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



PO D

CPAB Assessment Survey Feedback

CPAB members completed survey after Summer 2023 (virtual) meeting:

Respondents (n=6)		
	CMHC	SC
Primary Affiliation	4	2

Relationship to Program *Marked as many as apply*	Number
Student	2
Alum	3
Instructor/faculty	1
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.	4.7
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.	4.8
The GMU Counseling program recruits, supports, and retains counseling students from diverse backgrounds.	4.5
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.	4.5

PO D

CPAB Feedback from Summer 2023 Survey

Please provide any comments about your ratings on the Program Objectives in the prior question.
ability for students to write assessments, ISP, termination and progress notes seem not to be covered
I believe this program is very effective at training at not only counseling, but to be hyper aware of cultural impacts affecting the client in a therapeutic relationship.

PO D

CPAB Feedback from Summer 2023 Survey

What are the strengths of our graduates' preparation for the field?
excited to be in the field, willing to learn, open to suggestions from Supervisors
Commitment to and skill with advocacy, multiculturalism ans soxial justice
Social justice oriented
Cultural humility; cognitive flexibility around theory and human experience; commitment to social justice
Cultural awareness
Basic knowledge of Counseling framework and application of theoretical counseling skills.

PO D

CPAB Feedback from Summer 2023 Survey

What are the weaknesses of our graduates' preparation for the field?
not able to write progress notes, termination, ISP, assessments
Clinical skills could be improved
Lack of preparation for specific programming and roles of school counselors
Practice applying clinical language to social justice and cultural factors in client work (being able to bridge the existing gap in social justice and clinical work, to justify interventions in current clinical language)
I believe that there could be better preparation for working with children/adolescence.

PO D

CPAB Feedback from Summer 2023 Survey

What suggestions would you make for our program?
in the diagnosis class to go over ways to write notes, etc
Assessment and skill building of school counselors clinical skills
More school counseling specific courses
Providing some practical support in practicing language justifying culturally competent/SJ interventions in coursework
I believe that some spaces aren't as safe as I would hope. I feel at times many students may feel afraid to speak their minds, if it deviates from the majority's feelings.

PO D

CPAB Feedback from Summer 2023 Survey

Do you have specific suggestions about the clinical experience component of the program (e.g., site placement location, site supervisor training, opportunities for students to demonstrate their skills)?
I believe the current schools counseling model is effective
I would have appreciated some opportunities for my site supervisor and program supervisor to speak with each other about expectations
I believe it could be beneficial to have some students shadow counseling sessions performed by staff members.

PO D

CPAB Feedback from Summer 2023 Survey

Please provide any additional comments about the GMU Counseling program.
I am delighted to contribute to you all fine faculty, theses students, and this program I love.
I think the program is doing great overall :)

PO D

Student Evaluations of Faculty and Supervisors: Faculty Teaching for 2022-2023

Background. 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)

Findings. Program goal: average of 3.0 or higher; goal was met.

* Internship courses were added to program evaluation plan summer 2022; summer 23 data will be provided in Fall 2024 APRM

PO D

Student Evaluations of Faculty and Supervisors: Supervision

Background. In field experience courses, students complete the Counseling Program's Student Evaluation of P&I for Site and University Supervisors, with 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.

Findings. Program goal: 15% of fewer below 3; goal was met.

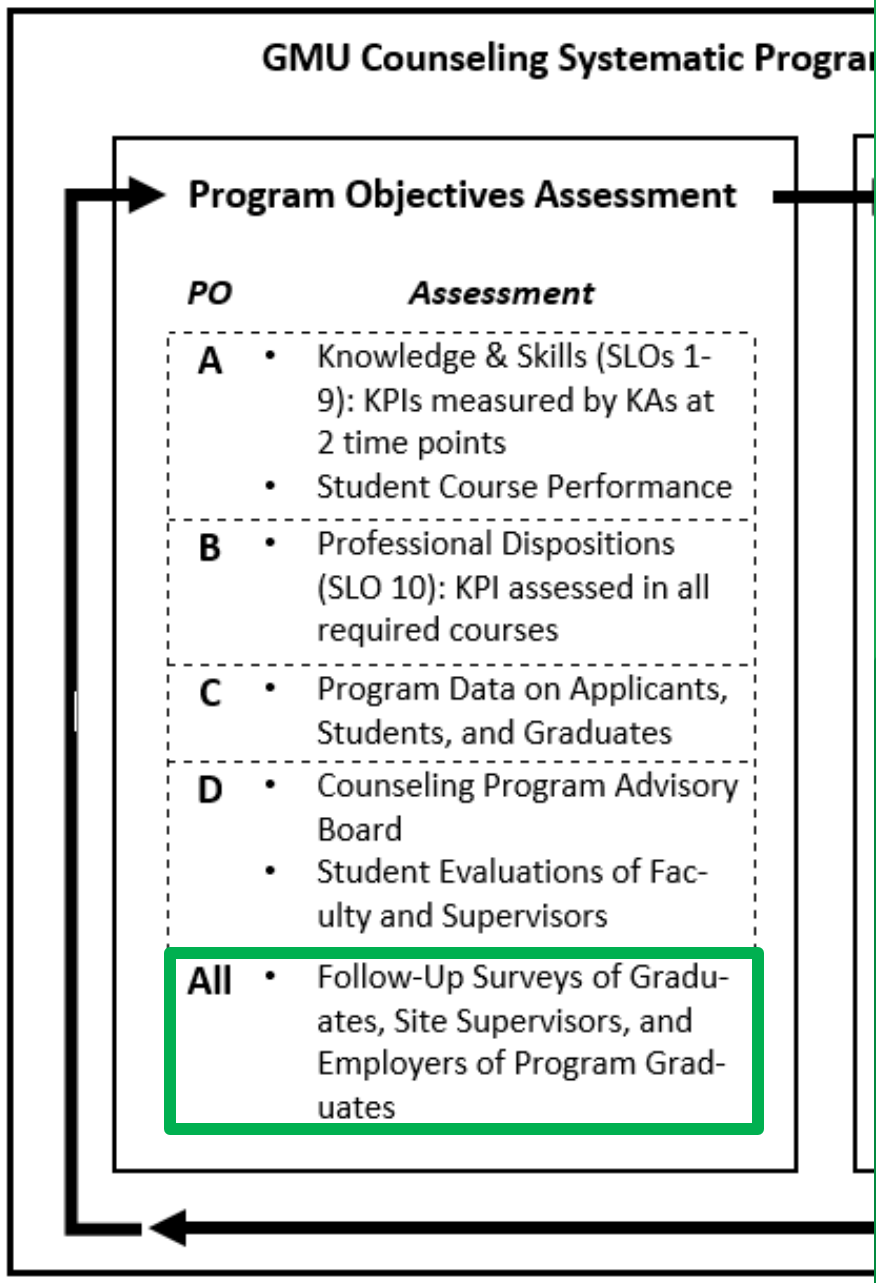
	Site Supervisor	University Supervisor
Strongly agree (5)	75%	64%
Agree (4)	17%	23%
Neutral (3)	2%	7%
Disagree (2)	2%	2%
Strongly disagree (1)	3%	3%

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



All POs

Follow Up Surveys of Graduates: Counseling Exit Survey

- Dec. 2022 and May 2023 graduates responded as follows (n = 46):

Evaluation Prompt:	Average
The Practicum and Internship Handbook helped me understand P&I	4.26
Expectations for the P&I process were clearly communicated.	4.23
Prior GMU Counseling Program coursework prepared me for P&I.	4.28
The practicum orientation meeting was helpful and covered necessary P&I elements	4.47
Program Objective A (knowledge & skills)	4.66
Program Objective B (dispositions)	4.68
Program Objective C (recruit & retain)	4.66
Program Objective D (current knowledge)	4.62

- Findings. Program goal: at least 3.0 out of 5.0; goal was met.
- Additional data: 79% are members of a counseling professional organization; 40% attended a program-sponsored professional/personal development activity

All POs

Follow Up Surveys of Graduates: **Alumni Placement Update Survey (8-13 mos. out)**

- Dec. 2021 and May 2022 graduates surveyed:
  - Total respondents = 17
    - Master's in school counseling = 2; CMHC/CAC = 15
  - Job placement: 100% employed in counseling field
  - Credentialing exams: 100% of those who took a credentialing exam reported passing the exam (9/9)
  - One comment requesting more prep for licensure exams

Note: No program objective assessment on this survey

All POs

Follow Up Surveys of Graduates: **Alumni Satisfaction Survey (2-3 years out)**

- Dec. 2020 and May 2021 graduates responded as follows (n = 15):
  - SC master's = 10; CMHC/CAC master's = 4; certificate = 1
  - Job placement: 14/15 employed in counseling field (93%)
  - Credentialing exams: 100% of those who took an exam reported passing (4/4)
  - 4 respondents (27%) had received promotions, awards, or recognitions since graduating
  - 8 respondents (53%) have been involved in leadership, advocacy, or social justice professionally or personally since graduating

PO A Average (knowledge & skills)	PO B Average (prof. disp.)	PO C Average (recruit & retain)	PO D Average (current knowledge)
4.5	4.7	4.8	4.5

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

All POs

Follow Up Surveys of Graduates: **Alumni Satisfaction Survey (2-3 years out)**

Anything else you'd like to share?

- Mason's program was relevant and current
- Excellent preparation for my current position. Feel well equipped to work with diverse populations in DC area.
- The program truly made me a better person which in turn made me a better counselor. I'm eternally grateful for the opportunities this program has given me.
- I am very satisfied with my decision to obtain my degree from the GMU Counseling Program. I felt very prepared to start as a Resident in Counseling. I am now preparing for my LPC credentialing and feel confident in becoming a LPC because of its strong focus on multiculturalism, social justice and ethics. My internship through GMU was also imperative to my professional success as a Resident in Counseling focusing in working with clients with trauma histories. I felt very supported by the staff at GMU and found each course thoughtful and enriching.

All POs

Follow Up Survey of Site Supervisors: **Annual Site Supervisor Survey**

- Site supervisor respondents from AY 2022-2023 (Sum/Fall 22, Spr 23); n = 42
  - 23/42 respondents (55%) were also employers of GMU counseling grads

PO A Average (knowledge & skills)	PO B Average (prof. disp.)	PO C Average (recruit & retain)	PO D Average (current knowledge)
4.4	4.6	4.5	4.6

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

All POs

Follow Up Survey of Employers: **Employer Survey**

- Employer respondents of Dec. 21 and May 22 grads; n = 23

PO A Average (knowledge & skills)	PO B Average (prof. disp.)	PO C Average (recruit & retain)	PO D Average (current knowledge)
4.35	4.53	4.53	4.41

- Findings. Program goal: at least 3.0 out of 5.0; goal was met.
- Note: employer response rate was low; added an indicator on the site supervisor survey:
  - 55% of site supervisor respondents (n=23) were also employers – used this data as indicator of Employer feedback towards POs

Discussion of Program Modifications

- What assessment and/or processes should we revise?
- How do we ensure proposed changes get implemented?
- What changes to our program should we make based on the APRM data review?
- What additional program changes should we make?

CACREP 4.B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Use table on following slide to document and ensure we are using all data

Other things that have come up...

Possible big picture goals...

- Increase skills training across the curriculum
- Revise curriculum to common core so that all students take all courses for either track
- Make curriculum more accessible, while retaining quality; consider hybrid models, residential, etc.
  - Opportunity to create "pre-master's" partnership with UMW; potentially other universities in the future (like HBCUs)