



Southern Connecticut State University

COUNSELING AND SCHOOL PSYCHOLOGY DEPARTMENT
Annual Program Evaluation Report
2022-2023



REPORT INTRODUCTION

This report includes the yearly evaluation report for the Counseling programs, as required by CACREP. This report includes information for the past academic year on the Clinical Mental Health Counseling Program and the School Counseling program, both of which are CACREP accredited and IRCEP registered.

This report is intended to 1) meet CACREP accreditation standards on program evaluation and dissemination of results, 2) provide stakeholders and prospective students with the programs with evaluation data, and 3) inform programmatic changes.

Programs review all data and make recommendations for their programs.

This year's survey data:

Recent Alumni (n = 12)

Current Students (n = 63)

Data is presented for recent alumni and current students, collected spring 2023.

ENROLLMENT

2022-23 Enrollment: Masters

Diversity of Currently Enrolled	F	M	N
MS-CMHC	40	19	59
1. U.S. Nonresident	1		1
2. Hispanic/Latino	8	3	11
4. Asian	2		2
5. Black or African American	8	1	9
7. White	20	14	34
8. Two or more races		1	1
9. Race and ethnicity unknown	1		1
MS-SC	33	8	41
1. U.S. Nonresident			
2. Hispanic/Latino	10		10
4. Asian			
5. Black or African American	3	2	5
7. White	19	6	25
8. Two or more races			
9. Race and ethnicity unknown	1		1

Currently Enrolled	Fall 2023
MS-CMHC	59
MS-SC	41

2022-23 Enrollment: Sixth Year and PMC

Diversity of Currently Enrolled	F	M	N
PMC-CMHC	5	1	
1. U.S. Nonresident			
2. Hispanic/Latino			
4. Asian			
5. Black or African American		1	
7. White	5		
8. Two or more races			
9. Race and ethnicity unknown			
PMC/SYC-SC	6	2	
1. U.S. Nonresident			
2. Hispanic/Latino	1		
4. Asian	2		
5. Black or African American	1		
7. White	2	2	
8. Two or more races			
9. Race and ethnicity unknown			

2022-2023 Completion Totals

Program	Fall 2022	Spring 2023	Summer 2023	Total AY 22-23
MS-CMHC	8	1	7	16
MS-SC		9		9
Grand Total	8	10	7	25

Row Labels	F	M	Total
MS-CMHC	10	6	16
2. Hispanic/Latino	2	2	4

4. Asian		1	1
5. Black or African American	1		1
7. White	6	3	9
8. Two or more races	1		1
MS-SC	8	1	9
2. Hispanic/Latino	1	1	2
5. Black or African American	1		1
7. White	6		6
Grand Total	18	7	25

Diversity by Cohort

Row Labels	Fall 21	SP 22	Fall 22	Fall 23	Summer 21	Summer 22	Summer 23
MS-CMHC					21	19	33
1. U.S. Nonresident					1		1
2. Hispanic/Latino					4	3	8
4. Asian					1	2	1
5. Black or African American					2	3	4
7. White					13	10	19
8. Two or more races						1	
9. Race and ethnicity unknown							
MS-SC	11	6	13	11			
1. U.S. Nonresident							
2. Hispanic/Latino	2	3	3	2			
4. Asian							
5. Black or African American	2		1	2			
7. White	7	3	8	7			
8. Two or more races			1				
9. Race and ethnicity unknown							

Grand Total	11	6	13	11	21	19	33
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COMPREHENSIVE EXAM & NCE PASS RATES

Comprehensive Exam pass rates and NCE pass rates are presented in the table below.

CMHC: CPCE

SC: Praxis II

Program	CPCE	NCE	NCMHCE	Praxis II
MS-CMHC	100%	100%	NA	NA
MS-SC	NA	NA	NA	100%

CPCE

SCSU mean= 91.3

National mean= 81.1

Close inspection of our current years' scores:

ABOVE national means for:

- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Assessment and Testing
- Research and Evaluation

At the means for:

- Professional Orientation and Ethical Practice
- Group Counseling and Group Work

Praxis II (# 5421) [Passing score = 156]

SCSU mean= 175

SCSU range = 156 - 185

National mean Performance Range* = 163 – 177

{*performance range = middle 50% of all test takers; national mean score not reported}

Close inspection of our current years' Praxis II (#5421) scores:

100% (n = 9 of 9) total scores met minimum passing score of 156

33% (n = 3 of 9) ABOVE average total score within the national mean performance range

11% (n = 1 of 9) BELOW average total score within the national mean performance range

98% scores for each section tested fell within the national mean performance range

ABOVE average within the national mean performance range for:

- 33% (n = 3 of 9) - Section I. Foundation
- 44% (n = 4 of 9) - Section II. Delivery of Services
- 22% (n = 2 of 9) - Section III. Management
- 56% (n = 5 of 9) - Section IV. Accountability

BELOW average within the national mean performance range for:

- 0% (n = 0 of 9) - Section I. Foundation
- 0% (n = 0 of 9) - Section II. Delivery of Services
- 0% (n = 0 of 9) - Section III. Management
- 11% (n = 1 of 9) - Section IV. Accountability

Praxis II – (#5421 - Professional School Counselor) Content Crosswalk CACREP & ASCA National Model	
Test Section	CACREP – Core counseling areas embedded within the ASCA National Model Framework
I. Foundation	<ul style="list-style-type: none"> • Professional orientation & ethical practice • Human growth & development • Social & cultural foundations
II. Delivery of Services	<ul style="list-style-type: none"> • Counseling & helping relationships • Group counseling & group work • Career & lifestyle development
III. Management	<ul style="list-style-type: none"> • Research & program evaluation • Assessment & testing
IV. Accountability	<ul style="list-style-type: none"> • Research & program evaluation • Assessment & testing

PROGRAM EXPERIENCES

Our last evaluation occurred in spring and summer 2023. The tables below indicate the percentage of students who agreed or strongly agreed with each statement.

Recent Alumni: 2023 Evaluation Data

CMHC n= 10

SC n= 8

Question	CMHC	SC
Overall, faculty communicated course expectations clearly (in course syllabus and verbally).	60%	100%
Overall, faculty used a variety of teaching methods that helped me learn.	50%	100%
Overall, faculty used a variety of assessment methods (e.g., tests, homework assignments, reports) in determining if course objectives were met.	80%	100%
Overall, faculty responded to my questions or concerns (in person, via e-mail, or via phone).	30%	100%
Overall, adjunct faculty were knowledgeable in course content.	60%	100%
Overall, adjunct faculty were prepared to teach course content.	Missing	100%
Overall, program faculty utilized university resources (e.g., library resources, classroom technology, on-line access, software, labs) to accomplish course objectives.	60%	100%
My advisor was accessible (i.e., in person, on e-mail, via phone).	40%	100%
My advisor regularly communicated advisement information.	30%	88%
My advisor provided accurate advisement information.	30%	100%
I am a member of a state counseling/school psychology professional association	70%	100%
I am a member of a national counseling/school psychology professional association	80%	88%
I attended a state or regional conference during my time at SCSU	50%	0%
I attended a national conference during my time at SCSU	10%	0%

Sufficient courses were scheduled each semester to permit me to follow my planned program/course sequence.	90%	100%
From a learning perspective, the sequence of courses was well organized.	70%	100%
The necessary courses and requirements that I needed to earn my degree were made clear.	70%	100%
Requirements for courses helped me meet the learning objectives.	80%	100%
The university provided an adequate classroom environment (online and/or on campus).	70%	100%
The university provided appropriate adequate resources that I needed as a graduate student (e.g., library resources, computers, on-line access, up-to-date software, labs).	70%	88%
My program has helped me to accomplish my educational and professional goals.	50%	100%
I would recommend this program to people interested in this field of study.	40%	100%

Current Students: 2022-23 Evaluation Data

The table below indicates the percentage of students who agreed or strongly agreed with each statement.

CMHC n= 25

SC n= 38

Question	CMHC	SC
Faculty communicated course expectations well	72%	97%
Faculty used a variety of teaching methods that helped me learn	68%	89%
Faculty used a variety of assessment methods (e.g., tests, homework assignments, reports) effectively in determining if course objectives were met	76%	89%
Faculty were responsive to my questions or concerns (in person, via e-mail, or via phone)	52%	95%
Adjunct faculty were knowledgeable and quality instructors	56%	71%
Program faculty utilized university resources (e.g., library resources, classroom technology, on-line access, software, labs) to effectively accomplish course objectives	68%	84%
My advisor was accessible (i.e., in person, on e-mail, via phone)	36%	97%
My advisor communicated ongoing and accurate advisement information	20%	87%
I am a member of a state counseling/school psychology professional association	68%	42%
I am a member of a national counseling/school psychology professional association	52%	50%
I attended a state or regional conference during my time at SCSU	38%	3%

I attended a national conference during my time at SCSU	8%	0%
Sufficient courses were scheduled each semester to permit me to follow my planned program/course sequence	76%	100%
Courses are offered in formats that help me follow my planned program/course sequence (i.e., online, hybrid, on ground)	56%	76%
From a learning perspective, the sequence of courses was well organized	48%	82%
The necessary courses and requirements that I needed to earn my degree were made clear	Missing	Missing
Requirements for courses helped me meet the learning objectives	72%	89%
The university provided an adequate classroom environment (online and/or on campus)	58%	97%
The university provided appropriate adequate resources that I needed as a graduate student (e.g., library resources, computers, on-line access, up-to-date software, labs)	58%	86%
I recommend this program to people interested in this field of study	54%	95%
My program attempts to foster a sense of community among students (online and/or on campus)	71%	89%
The department (CMHC, SC, and SP) attempts to foster a sense of community among all participants (online and/or on campus)	67%	84%

GRADUATION & HIRE RATES

Graduation and hire rates (immediately following graduation) are included in the tables below.
Master's Program (December and May Graduates)

Program	Total Graduates	Number Hired	Hire Rate	Completion Rate
MS-CMHC	16	16	100%	75.18%
MS-SC	9	9	100%	82.05%

MS-CMHC					
Cohort	Total	Active	Withdrew	Completer	Completion Rate
Fall 15	13		2	11	84.62%
Fall 16	11		2	9	81.82%
Fall 17	26		3	23	88.46%
Fall 18	29		8	21	72.41%
Fall 19	25		5	20	80.00%
Summer 20	24	5	5	14	73.68%
Summer 21	21	13	3	5	
Summer 22	19	17	2		
Summer 23	33	24	9		
Grand Total	191	50	35	106	75.18%

MS-SC					
Cohort	Total	Active	Withdrew	Completer	Completion Rate
Fall 15	11			11	100.00%
Fall 16	11			11	100.00%
Fall 17	12		2	10	83.33%
Fall 18	15		3	12	80.00%
Fall 19	14	2	3	9	75.00%
Fall 20	15	3	3	9	75.00%
Fall 21/SP 22	17	14	3		
Fall 22	13	12	1		
Fall 23	11	11			
Grand Total	120	42	14	64	82.05%

PROGRAM CHANGES BASED ON DATA

Both programs instituted numerous changes in response to the feedback received and will review data at program data retreat adjust accordingly.

CMHC

1. Program coordinator streamlined the database to increase usability for student communication, linking program sequence, pictures, and there are dates to be used for communication with students on what next steps are required from the program.
2. Discussed the creation of a survey on gender and pronouns for students to include in the database 2023-2024.
3. Preparing paperwork to formally change our MS program to remove the extra credits from our fieldwork courses and include a fieldwork internship course that supports the work of the fieldwork coordinator.
4. Discussed submitting paperwork to change MS program to hybrid.
5. Updated and improved the BlackBoard Learn program page.
6. Discussed and voted to remove the portfolio requirement for students in 2023-2024.
7. Planned to move the fieldwork search has been moved to a year prior (instead of one semester). This has been changed for all sequences and in the database.
8. Comp Exam and NCE notices will be sent out early in the semester prior and are scheduled in the database.
9. Program reviewed and updated CMHC program fieldwork manual.
10. Faculty discussed the importance of increasing our communication via email.
11. Researching the feasibility of using Tevera software to counter some of the issues with fieldwork including searching, communication, and collection of paperwork.

SC

1. Although the department provides orientation and advisement in the early fall, program will continue to have advisors provide orientation and initial meetings upon acceptance.
2. Program decided that spring admissions is challenging. Offering classes is challenging and schedules are not often inconvenient for students. Students would need courses during the summer and they would not be eligible for financial aid. Holding the fall admissions only for MS is better decision for students and program needs. Will continue admission in spring for SYC and PMC.
3. Discussion of the current issues with PMC across programs. Since the courses are not more advanced than MS courses, it is more appropriate to offer a graduate certificate. Students will be able to take courses while enrolled in MS program, therefore current graduates would be able to dual enroll. Program will propose the change.

4. Discussion of SYC as a low enrolled program that provides a service to both public school teachers. This program does not hold CACREP accreditation. Faculty will advocate for this program as it serves a purpose in the public schools.
5. Program faculty need to be sure to tell interviewees about scholarship money that is available at the University. Data suggests that not all students take advantage of this opportunity.
6. Follow up on students who are offered a seat but decline admission. 7 declined, 3 of those were people of color. Those who declined offer were invited to share reason for decision – only 2 responded, accepted offers out of state. Need to explore how to provide funding for students upon acceptance.
7. Need to make sure that students make at minimum a poster proposal for local conference - 2021 CSCA conference didn't include opportunity for student poster sessions. CCA is another option for them to present.
8. Continue to collect surveys from students in seminar class as 10 responses were received, good response rate.
9. Program needs to continue to emphasize importance of professional identity and connections w/state and national associations. Invite reps from CSCA leadership team to Zoom into class at multiple points in the program (567, 659, 675).
10. Changed CSP 674 to occur earlier in program in preparation for praxis. Implemented sequence updates beginning with '23 graduates. Data confirms need.
11. Need to support students to become involved in graduate student research opportunities within the School of Graduate and Professional Studies. Connect this with the research course, CSP 691.