



Department of Counselor Education
Annual Assessment Report
July 29, 2020

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Introduction and Overview

The Department of Counselor Education at Bridgewater State University is an all graduate-level department. The department houses five graduate programs: Mental Health Counseling; Mental Health Counseling- Dual License; Mental Health International Non-U.S. Citizen, Non-Licensure; School Counseling (PreK-8; 5-12); and Student Affairs. The Mental Health and School Counseling programs are nationally accredited by the Council for Accreditation and Related Educational Programs (CACREP). The Department of Counselor Education at Bridgewater State University first attained CACREP status on July 19, 2007. Since that time, the department has gone through a reaccreditation process and has approval through October 31, 2023 under the 2009 set of CACREP standards. This date may change due to the Corona Virus Pandemic beginning in March 2020. All CACREP site visits have been cancelled during spring and summer 2020. No information has been received yet from CACREP regarding site visits for fall 2020 through summer 2021.

CACREP is the leading accrediting body for the profession of counseling. CACREP sets a level of standards that assures the quality of a program. Having CACREP accreditation enhances the reputation of the Department of Counselor Education; increases student enrollment numbers; stimulates self-review and self-directed improvements; and demonstrates a commitment to meeting the highest academic standards, which enables the department to attract the most qualified faculty applicants. The CACREP standards include five sections: The Learning Environment; Professional Counseling Identity, which includes eight core academic areas; Professional Practice, which addresses student fieldwork experiences; Evaluation in the Program; and Entry-Level Specialty Areas, of which Bridgewater State University has two: Mental Health Counseling and School Counseling.

The Student Affairs Counseling program at Bridgewater State University was once accredited by CACREP. However, this accreditation was dropped as the Department of Counselor Education felt that Bridgewater State University's Student Affairs program was not competitive with Student Affairs programs at other state, regional, and national universities, resulting in low enrollment of students in Bridgewater State University's Student Affairs program. The Department of Counselor Education's Student Affairs program currently adheres to the standards of the American College Personnel Association (ACPA) and the Student Affairs Administrators in Higher Education (NASPA).

2016 CACREP Standards

In 2016, CACREP released a new set of standards that included the addition of an entirely new section titled Evaluation in the Program, which features requirements for evaluation of the program, students, faculty, and supervisors. This addition is extremely comprehensive, and to successfully meet these expectations, a comprehensive new assessment process must be implemented into the program design for the CACREP-accredited counseling programs in the Department of Counselor Education at Bridgewater State University. The steps that the department has taken thus far and will continue to take currently and in the ensuing years to

adopt this CACREP comprehensive assessment process are described in the following sections of this report introduction.

Department Retreat September 30, 2016

In order to develop an assessment plan to address the 2016 CARCEP standards, the Department of Counselor Education at Bridgewater State University planned two department retreats for the 2016-2017 academic year. The first department retreat was held on September 30, 2016. Among the agenda items discussed were the New Assessment Planning Grids and CACREP Standards Assessment Planning. These New Assessment Planning Grids were for General Counseling Courses and Mental Health Counseling Courses. The New Assessment Planning Grids for the School Counseling program would be developed when the School Counseling program was expanded from 51 credits to 60 credits. The department decided that due to the work that was accomplished at our September 30th retreat that an April 21, 2017 retreat was not needed.

Department of Counselor Education Program Assessment Guidebook: Developed for Department Retreat on January 22, 2019

On January 22, 2019, the Department of Counselor Education at Bridgewater State University held its second faculty retreat, specifically to work on the new assessment plan and process that would address the implementation of the 2016 CACREP standards. Dr. M. Nikki Freeburg with feedback from the department's CACREP Committee and the department's Advisory Board prepared a 34-page document entitled Program Assessment Guidebook. This guidebook outlined the entire new assessment process that the department would need to complete and follow when the 2016 CACREP standards will be implemented. Among the comprehensive information found in this assessment guidebook was a new department mission statement and program objectives; an overview of the global categories of assessment and curriculum mapping; a graphic of the assessment cycle and process; assessments employed and faculty participation in the process; each of five program objectives connected to general learning goals, student learning outcomes (SLOs), and a curriculum map for each program objective; fieldwork site supervisor evaluation of student work form; Bridgewater State University program evaluation by site supervisor; student coursework flow charts for the Mental Health Counseling program; a copy of the 2016 CACREP standards: Section 4: Evaluation in the Program; and an example of student learning outcomes. This entire Program Assessment Guidebook serves as evidence for the 2019-2020 Department of Counselor Education Assessment Report that the various counselor education student learning outcomes and curriculum maps are being developed and are considered "works in progress".

Follow-Up to Faculty Retreat and New Program Assessment for the Department of Counselor Education, February 12, 2019

On February 12, 2019, the Department of Counselor Education at Bridgewater State University held an online meeting to recap and revisit our faculty retreat from January 22, 2019 and the Program Assessment Handbook presented and discussed at this retreat. Our February 12th meeting was held online due to pending inclement weather and an early closing of the university

on that day. At this February 12th online meeting, the department reviewed the work completed by the department's CACREP committee regarding the department's assessment plan and discussed how the department could use the CACREP core areas as connected to the department's objectives to guide the collection of assessment data.

2019-2020 Annual Assessment Report: Department of Counselor Education

Department of Counselor Education Mission Statement and Program Objectives

At its January 22, 2019 faculty retreat, the Department of Counselor Education developed a new mission statement and program objectives. This mission statement and program objectives will guide the Department of Counselor Education as it begins to implement its new assessment plan based on the 2016 CACREP Standards. This implementation of the 2016 CACREP standards will take place following the site visit by the CACREP accreditation team. The date for this site visit has yet to be determined due to the Corona Virus Pandemic beginning in March 2020.

Mission Statement.

The principle mission of the Department of Counselor Education at Bridgewater State University is to prepare high quality master's level counselors for various settings in Massachusetts and the nation. More specifically, we prepare quality School Counselors to serve students, families, and communities in PreK-12 educational settings; Clinical Mental Health Counselors to serve individuals, families, and /or groups in community, non-profit, or private agencies; and Student Affairs Counselors to serve as academic advisors, career advisors, residential hall advisors, or likewise in institutes of higher education.

Program Objectives.

- 1. Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.*
- 2. Foster the development of expertise in counseling skills.*
- 3. Instill a commitment to uphold best practices within counseling and student affairs.*
- 4. Cultivate diversity and social justice competence within counseling and student affairs professions.*

Alignment of the Counselor Education Program Objectives to the Goals of Bridgewater State University's Current Strategic Plan

In the following table, the Counselor Education Program Objectives are aligned to the Goals of Bridgewater State University's Strategic Plan.

Goals from Bridgewater State University's Strategic Plan	Program Objectives for Counselor Education Programs
Goal 1: Student Success: <i>Focus our resources and decision making on the overarching priority of student success.</i>	<i>Counselor Education Program Objectives 1, 2, 3</i>
Goal 2: Teaching and Learning Environment, Educational Opportunities: <i>Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative, and professional growth.</i>	<i>Counselor Education Program Objectives 1, 2, 3</i>
Goal 3: Employee Opportunities for Personal and Professional Growth: <i>Provide opportunities for personal and professional growth for faculty, librarians, and staff in support of professional progress.</i>	<i>Counselor Education Program Objectives 2, 3</i>
Goal 4: Regional Catalyst for Economic, Cultural, and Intellectual Engagement: <i>Serve as a regional catalyst for economic, cultural, and intellectual engagement.</i>	<i>Counselor Education Program Objectives 2, 3</i>
Goal 5: Advance Higher Education Diversity and Social Justice: <i>Advance higher education diversity and social justice with impact in the region and beyond.</i>	<i>Counselor Education Program Objective 4</i>

Student Learning Outcomes (SLOs)

As stated in the introduction to this report, the Department of Counselor Education at Bridgewater State University is currently working on the development of a new assessment process and plan in order to implement the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Thus, the department does not currently have specific Student Learning Outcomes developed at this time. Instead, the department is submitting the Mental Health Counseling, School Counseling, and Student Affairs Competency Charts. The Mental Health Counseling Competency Chart was developed at the department's faculty retreat on September 30, 2016. The School Counseling Competencies were added during spring of 2017 when the school counseling program increased from 51 credits to 60 credits. As previously stated, the Student Affairs program is not accredited by CACREP. Thus, it follows the standards set by the American College Personnel Association (ACPA) and NASPA: Student Affairs Administrators in Higher Education. Therefore, the Student Affairs Competency Chart follows the ACPA and NASPA standards. During spring 2019, Dr. M. Nikki Freeburg, Ms. Amanda Barudin, and Dr. Elaine Bukowiecki met with Dr. Ruth Slotnick and Ms. Joanna Boeing Bratton from the Office of Assessment, Bridgewater State University to discuss the 2019 Assessment Report for the Department of Counselor Education. It was agreed that these Competency Charts could be used as a substitute for Student Learning Outcomes and a Curriculum Map. (The Mental Health Counseling and School Counseling Competency Charts

are found in Appendix I, and the Student Affairs Competency Chart is found in Appendix II.) Since the Department of Counselor Education is still in the process of developing its new assessment process and plan to reflect the 2016 CACREP standards, the competency charts for the Mental Health, School, and Student Affairs Counseling programs will be used instead of Student Learning Outcomes and a Curriculum Map. The Student Learning Outcomes and Curriculum Map will be added to this Assessment Report when they are developed.

Assessment Plan

The Assessment Plan for the Department of Counselor Education's 2019-2020 Assessment Report was written by Ms. Amanda Barudin, with the guidance of Dr. Ruth Slotnick and Ms. Joanna Boeing Bratton of Bridgewater State University's Office of Assessment. Ms. Barudin is the Director of Fieldwork and Counselor Education Lab Manager for the Department of Counselor Education and will continue to collect, analyze, and report program assessment data when the department's new assessment process and plan is in place following our next site visit by CACREP.

Our Assessment Plan for the 2019-2020 academic year includes the following assessment tools: Confidential Student Feedback Survey, Midterm/Final Student Fieldwork Evaluations, Program Evaluations, and Exit Surveys. All of these assessment tools are directly connected to the Counselor Education Program Objectives.

There is a second section of this Assessment Plan that will commence when the Department of Counselor Education's new assessment process and plan are in place. This Future Data Assessment Management System will consist of the following assessment tools: Confidential Student Feedback Survey; Midterm/Final Student Fieldwork Evaluations; Program Evaluations; Exit Survey; Alumni Survey; Employer Survey; Counselor Preparation Comprehensive Exam (CPCE); and Disposition Assessments: Key Performance Indicator Assignment, Reflection Papers, Site Supervisor Disposition Evaluation, and Disposition Discussions.

Appendix III of this 2019-2020 Assessment Report contains the Current Data Assessment Management System along with the Future Data Assessment Management System.

Curriculum Map

As stated in the introduction to this report, the Department of Counselor Education at Bridgewater State University is currently working on the development of a new assessment process and plan in order to implement the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Thus, the department does not have a specific Curriculum Map developed at this time. Instead, the department is submitting the Mental Health Counseling, School Counseling, and Student Affairs Competency Charts. The Mental Health Counseling Competency Chart was developed at the department's faculty retreat on September 30, 2016. The School Counseling Competencies were added during spring of 2017 when the school counseling program increased from 51 credits to 60 credits. As previously stated, the Student Affairs program is not accredited by CACREP. Thus, it follows the standards set by the American College Personnel Association (ACPA) and NASPA: Student Affairs

Administrators in Higher Education. Therefore, the Student Affairs Competency Chart follows the ACPA and NASPA standards. During spring 2019, Dr. M. Nikki Freeburg, Ms. Amanda Barudin, and Dr. Elaine Bukowiecki met with Dr. Ruth Slotnick and Ms. Joanna Boeing Bratton from the Office of Assessment, Bridgewater State University to discuss the 2019 Assessment Report for the Department of Counselor Education. It was agreed that these Competency Charts could be used as a substitute for Student Learning Outcomes and Curriculum Map. These competency charts will be used as a substitute for Student Learning Outcomes and the Curriculum Map for the 2020 Assessment Report for the Department of Counselor Education.

Program Assessment Results

The Department of Counselor Education uses mostly indirect assessments to measure the effectiveness of student learning and its programs, curriculum, and instruction. Since the Student Learning Outcomes (SLOs) and Curriculum Map are still being developed during the development of a new assessment plan and process that reflects the 2016 CACREP Standards, the current Program Objectives that connect to the department's current Mission Statement will be used as a measure of the effectiveness of the department's programs. The following assessment data for the 2019-2020 academic year will now be presented, analyzed, and discussed:

- 1. Program Evaluation data for summer 2019 and spring 2020 for the Mental Health Counseling program, Mental Health Counseling program-Dual License, Student Affairs program, and the School Counseling program (Prek-8; 5-12)*
- 2. Confidential Student Feedback Survey data for fall 2019 and spring 2020*
- 3. Graduating Student Exit Survey data for December 2018, May 2019, and August 2019*
- 4. Midterm/Final Student Evaluations for summer 2019, fall 2019, and spring 2020*

Site Supervisor Program Evaluations

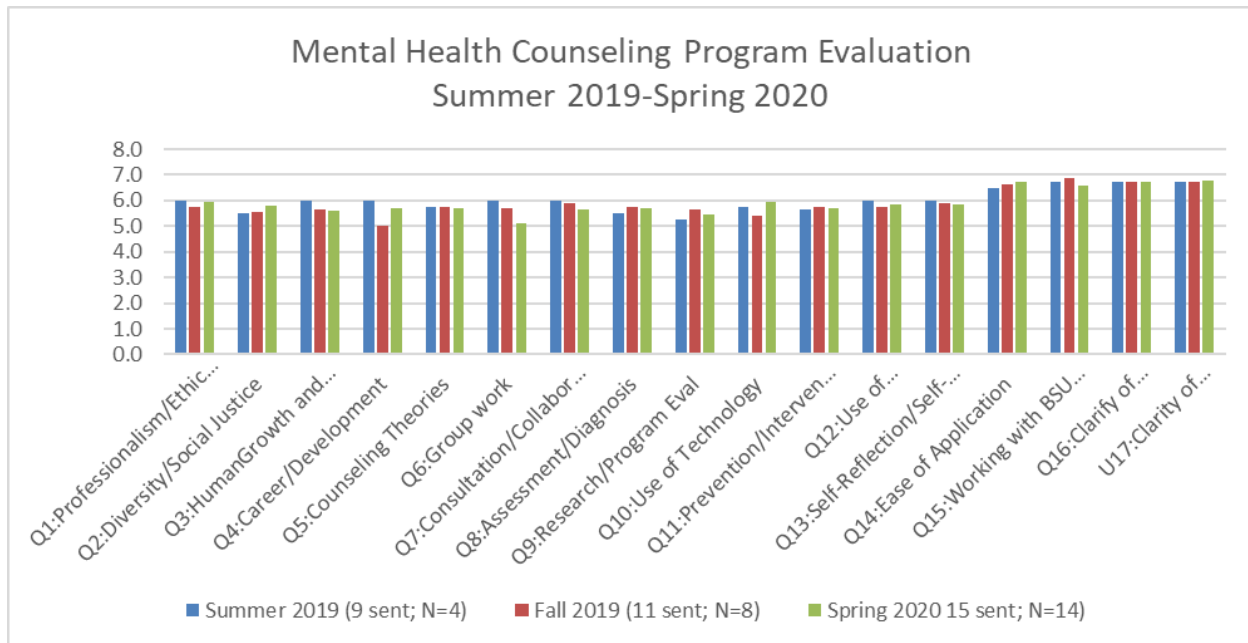
Program Evaluations are electronically sent to all site supervisors at the end of each semester (December, May, August). The questions reflect the CACREP Standards for the Mental Counseling program and Mental Health Counseling program-Dual License; the CACREP Standards and the ASCA Model for the School Counseling program (PreK-8; 5-12); and the ACPA and NASPA Standards for the Student Affairs Program.

The results of the Site Supervisor Program Evaluations are described below by Counselor Education program. These program evaluations were electronically sent to site supervisors at the end of summer sessions 2019, fall semester 2019, and spring semester 2020. The results of the Site Supervisor Program Evaluations are discussed at faculty meetings in September (spring and summer evaluations) and in February (fall evaluation)

Connection to Program Objectives for the Counselor Education Programs

The Site Supervisor Program Evaluation connects to Program Objectives 1, 2, 3, 4.

Results: Mental Health Counseling Program

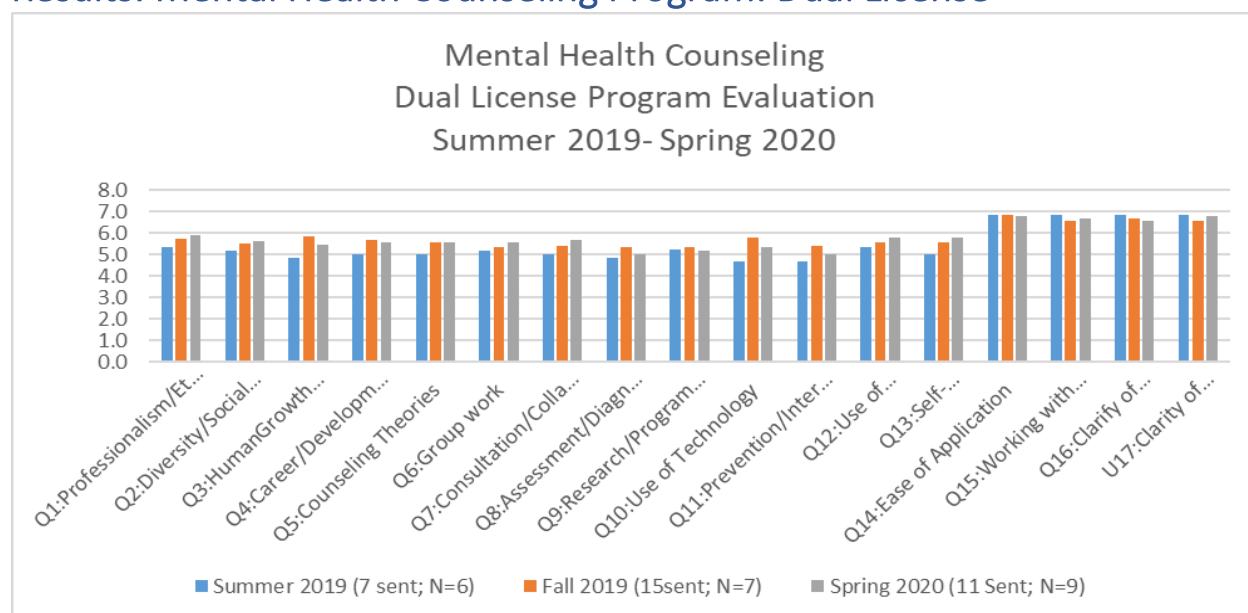


Ques 1-13 (Likert Scale 1-6); Ques 14-17 (Likert Scale 1-7)	Summer 2019 (9 sent; N=4)	Fall 2019 (11 sent; N=8)	Spring 2020 15 sent; N=14)
Q1:Professionalism/Ethics/Identity	6.0	5.8	5.9
Q2:Diversity/Social Justice	5.5	5.6	5.8
Q3:HumanGrowth and Development	6.0	5.7	5.6
Q4:Career/Development	6.0	5.0	5.7
Q5:Counseling Theories	5.8	5.8	5.7
Q6:Group work	6.0	5.7	5.1
Q7:Consultation/Collaboration	6.0	5.9	5.6
Q8:Assessment/Diagnosis	5.5	5.8	5.7
Q9:Research/Program Eval	5.3	5.7	5.4
Q10:Use of Technology	5.8	5.4	5.9
Q11:Prevention/Intervention	5.7	5.8	5.7
Q12:Use of Supervision/Integrate Feedback	6.0	5.8	5.9
Q13:Self-Reflection/Self-Awareness	6.0	5.9	5.9
Q14:Ease of Application	6.5	6.6	6.7
Q15:Working with BSU Instructor	6.8	6.9	6.6
Q16:Clarify of Roles/Expectations	6.8	6.8	6.7
U17:Clarity of Competencies to be acquired	6.8	6.8	6.8

Discussion of Results

As it can be seen from the graph and table above, the Site Supervisors were extremely favorable in the preparation of the Mental Health Counseling students in demonstrating in the field their knowledge of the different CACREP standards. It should be noted that a Likert Scale score of 6 (questions 1-13) and 7 (questions 14-17) represent strongly agree, with a Likert Scale score of 1 representing strongly disagree. While there is some fluctuation in the responses to the different CACREP standards, the response is positive. The faculty discussed the results of the Mental Health Counseling Site Supervisor Program Evaluations from summer 2019 at our September 2019 faculty meeting and then discussed the results from fall 2019 at our February 2020 faculty meeting. The results of the Mental Health Counseling Site Supervisor Program Evaluations for spring 2020 and summer 2020 will be discussed at our September 2020 faculty meeting.

Results: Mental Health Counseling Program: Dual License



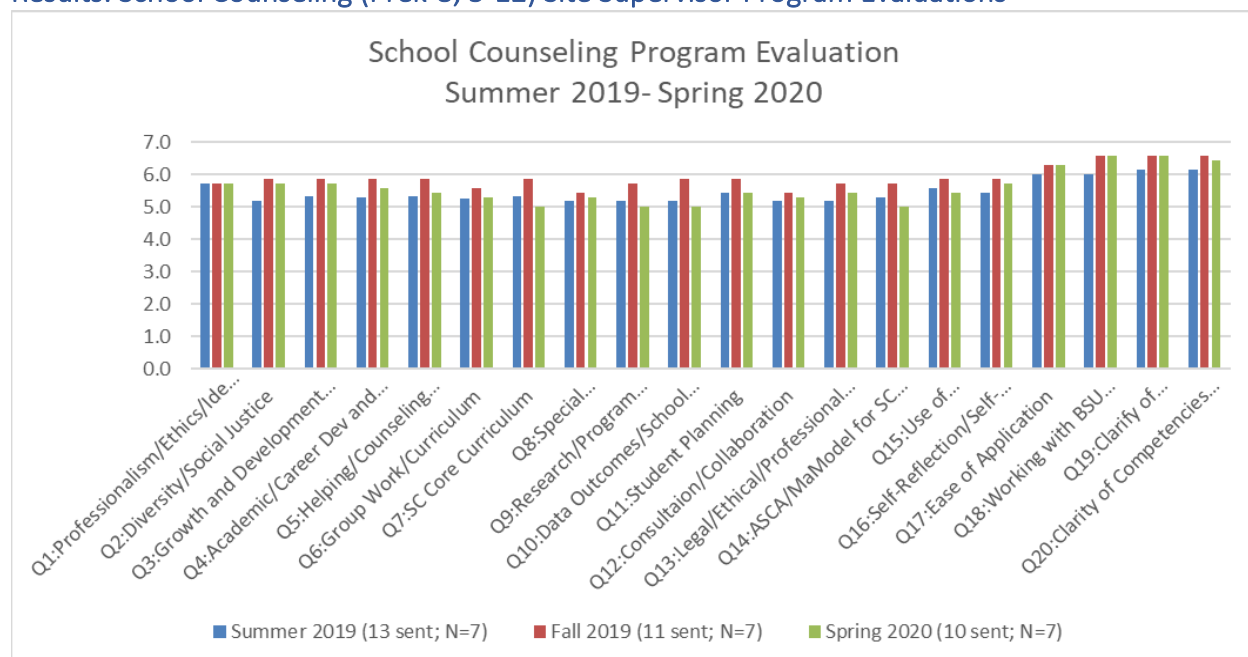
Ques 1-13 (Likert Scale 1-6); Ques 14-17 (Likert Scale 1-7)	Summer 2019 (7 sent; N=6)	Fall 2019 (15 sent; N=7)	Spring 2020 (11 Sent; N=9)
Q1:Professionalism/Ethics/Identity	5.3	5.7	5.9
Q2:Diversity/Social Justice	5.2	5.5	5.6
Q3:HumanGrowth and Development	4.8	5.8	5.4
Q4:Career/Development	5.0	5.7	5.6
Q5:Counseling Theories	5.0	5.6	5.6
Q6:Group work	5.2	5.3	5.6
Q7:Consultation/Collaboration	5.0	5.4	5.7
Q8:Assessment/Diagnosis	4.8	5.3	5.0
Q9:Research/Program Eval	5.3	5.3	5.2
Q10:Use of Technology	4.7	5.8	5.4
Q11:Prevention/Intervention	4.7	5.4	5.0
Q12:Use of Supervision/Integrate Feedback	5.3	5.6	5.8
Q13:Self-Reflection/Self-Awareness	5.0	5.6	5.8
Q14:Ease of Application	6.8	6.9	6.8
Q15:Working with BSU Instructor	6.8	6.6	6.7
Q16:Clarify of Roles/Expectations	6.8	6.7	6.6
U17:Clarity of Competencies to be acquired	6.8	6.6	6.8

Discussion of Results

As it can be seen from the graph and table above, the Site Supervisors were overall extremely favorable in the preparation of the Mental Health Counseling-Dual License students in demonstrating in the field their knowledge of the different CACREP standards. It should be noted that a Likert Scale score of 6

(questions 1-13) and 7 (questions 14-17) represent strongly agree, with a Likert Scale score of 1 representing strongly disagree. While there is some fluctuation in the responses to the different CACREP standards, the response is positive overall. It should be noted that the results from Summer 2019 did have three scores that fell below a 5 Likert Scale Score. The faculty discussed these results at our September 2019 faculty meeting and made adjustments to the content in the courses that contained these CACREP standards. The faculty also discussed the results of the Mental Health Counseling-Dual License Site Supervisor Program Evaluations from fall 2019 at our February 2020 faculty meeting. The results of the Mental Health Counseling-Dual License Site Supervisor Program Evaluations for spring 2020 and summer 2020 will be discussed at our September 2020 faculty meeting.

Results: School Counseling (Prek-8; 5-12) Site Supervisor Program Evaluations

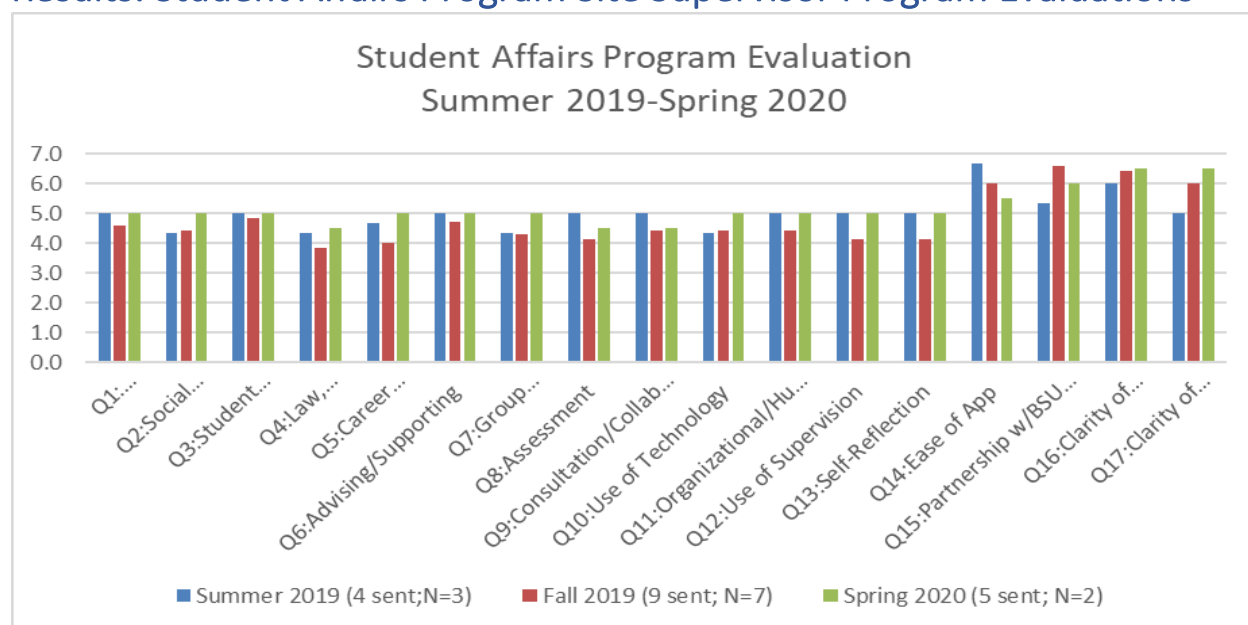


Quest 1-16 (6 pt. Likert Scale); Quest 17-20 (7 pt. Likert Scale)	Summer 2019 (13 sent; N=7)	Fall 2019 (11 sent; N=7)	Spring 2020 (10 sent; N=7)
Q1: Professionalism/Ethics/Identity	5.7	5.7	5.7
Q2: Diversity/Social Justice	5.2	5.9	5.7
Q3: Growth and Development of Child/Adol.	5.3	5.9	5.7
Q4: Academic/Career Dev and Growth of Child/Adol.	5.3	5.9	5.6
Q5: Helping/Counseling Theories in School setting	5.3	5.9	5.4
Q6: Group Work/Curriculum	5.3	5.6	5.3
Q7: SC Core Curriculum	5.3	5.9	5.0
Q8: Special Ed/Responsive/Prevention/Intervention	5.2	5.4	5.3
Q9: Research/Program Development	5.2	5.7	5.0
Q10: Data Outcomes/School Assessments	5.2	5.9	5.0
Q11: Student Planning	5.4	5.9	5.4
Q12: Consultation/Collaboration	5.2	5.4	5.3
Q13: Legal/Ethical/Professional Practice	5.2	5.7	5.4
Q14: ASCA/MaModel for SC Programs	5.3	5.7	5.0
Q15: Use of Supervision/Integrate Feedback	5.6	5.9	5.4
Q16: Self-Reflection/Self-Awareness	5.4	5.9	5.7
Q17: Ease of Application	6.0	6.3	6.3
Q18: Working with BSU Instructor	6.0	6.6	6.6
Q19: Clarify of Roles/Expectations	6.1	6.6	6.6
Q20: Clarity of Competencies to be acquired	6.1	6.6	6.4

Discussion of Results

As it can be seen from the graph and table on the preceding page, the Site Supervisors were extremely favorable in the preparation of the School Counseling (PreK-8; 5-12) students in demonstrating in the field their knowledge of the different CACREP standards and the ASCA Model. It should be noted that a Likert Scale score of 6 (questions 1-16) and 7 (questions 17-20) represent strongly agree, with a Likert Scale score of 1 representing strongly disagree. While there is some fluctuation in the responses to the different CACREP standards as well as the ASCA Model, the response is positive. The faculty discussed the results of the School Counseling Site Supervisor Program Evaluations from summer 2019 at our September 2019 faculty meeting and then discussed the results from fall 2019 at our February 2020 faculty meeting. The results of the School Counseling Site Supervisor Program Evaluations for spring 2020 and summer 2020 will be discussed at our September 2020 faculty meeting.

Results: Student Affairs Program Site Supervisor Program Evaluations



Ques 1-13 (5 pt. Likert Scale); Ques 14-17 (7 pt. Likert Scale)	Summer 2019 (4 sent; N=3)	Fall 2019 (9 sent; N=7)	Spring 2020 (5 sent; N=2)
Q1: Professionalism/Identity/Ethical	5.0	4.6	5.0
Q2: Social Justice/Inclusion	4.3	4.4	5.0
Q3: Student Learning/Development	5.0	4.9	5.0
Q4: Law, Policy/Governance	4.3	3.9	4.5
Q5: Career Info/Development	4.7	4.0	5.0
Q6: Advising/Supporting	5.0	4.7	5.0
Q7: Group Facilitation/Programming	4.3	4.3	5.0
Q8: Assessment	5.0	4.1	4.5
Q9: Consultation/Collaboration	5.0	4.4	4.5
Q10: Use of Technology	4.3	4.4	5.0
Q11: Organizational/Human Resources	5.0	4.4	5.0
Q12: Use of Supervision	5.0	4.1	5.0
Q13: Self-Reflection	5.0	4.1	5.0
Q14: Ease of App	6.7	6.0	5.5
Q15: Partnership w/BSU Instructor	5.3	6.6	6.0
Q16: Clarity of Roles/Expectations	6.0	6.4	6.5
Q17: Clarity of Competencies/Skills needed	5.0	6.0	6.5

Discussion of Results:

As it can be seen from the graph and table on the preceding page, the Site Supervisors were extremely favorable in the preparation of the Student Affairs students in demonstrating in the field their knowledge of the different ACPA and NASPA standards. It should be noted that a Likert Scale score of 5 (questions 1-13) and 7 (questions 14-17) represent strongly agree, with a Likert Scale score of 1 representing strongly disagree. While there is some fluctuation in the responses to the different ACPA and NASPA standards, the response is positive. The faculty discussed the results of the Student Affairs Site Supervisor Program Evaluations from summer 2019 at our September 2019 faculty meeting and then discussed the results from fall 2019 at our February 2020 faculty meeting. The results of the Student Affairs Site Supervisor Program Evaluations for spring 2020 and summer 2020 will be discussed at our September 2020 faculty meeting.

Confidential Student Program Feedback Survey

The Confidential Student Program Feedback Survey is distributed to students who are enrolled in the Theories Courses as well as students who are enrolled in the Advanced Applied and Student Affairs Internship Course every fall and spring semesters. By surveying students in these courses, the responses are from newly matriculated students (Theories Courses) and students who are at the end of their program (Advanced Applied courses and Student Affairs Internship courses).

This survey consists of nine questions to which the students write a narrative answer.

Questions on the Confidential Student Program Feedback Survey

- 1. Please provide your thoughts on the five core counseling curriculum courses (Multicultural Counseling, Counseling Theories and Techniques, Career Counseling, Theory and Practice of Group Interactions and Group Experience, and Research and Evaluation).*
- 2. Please provide your thoughts on the available electives offered.*
- 3. Please provide your thoughts on the academic advising process.*
- 4. Please provide your thoughts/experiences on the overall workload (i.e., papers, projects, exams, etc.).*
- 5. Please provide your thoughts/experiences on the quality of faculty instruction.*
- 6. Please provide your thoughts/experiences on the ability of the program to prepare you for a career in your intended field of study (i.e., understanding of your professional identity, skill level, ethical best practices).*
- 7. Please provide your thoughts on campus resources.*
- 8. Please provide your thoughts on campus opportunities.*
- 9. Please provide any other thoughts regarding the Department of Counselor Education Program.*

Connection to Program Objectives for the Counselor Education Programs

The Confidential Student Program Feedback Survey connects to Program Objectives 1, 2, 3, 4.

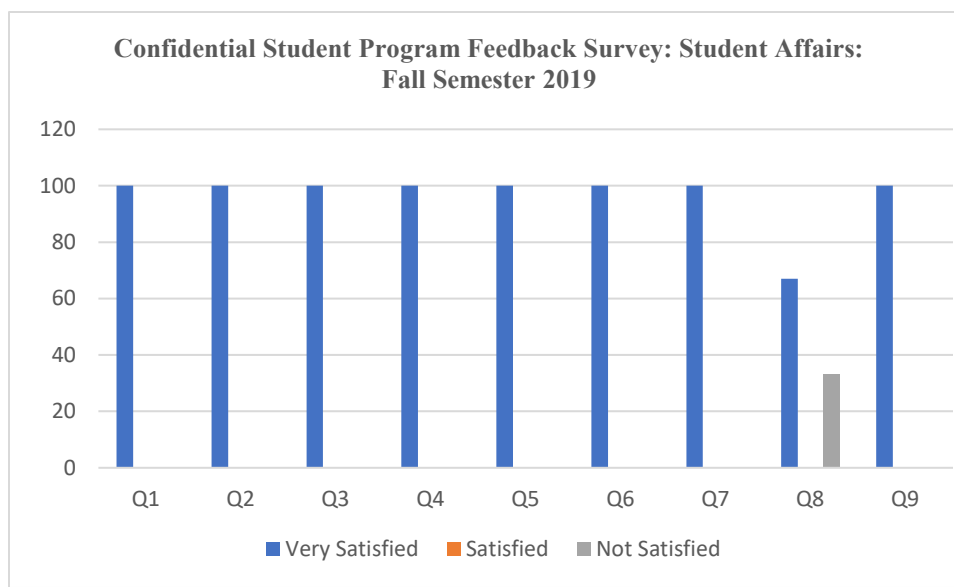
Overview of Results from the Confidential Student Program Feedback Survey

*The Confidential Student Program Feedback Survey results are for fall semester 2019 and spring semester 2020. The students narrative answers were converted into the following quantitative categories: **Very Satisfied with Program**, **Satisfied with Program**, **Not Satisfied with Program**. The results are displayed on a graph and a table for each counselor education program for fall semester 2019 and spring semester 2020.*

Results from Confidential Student Program Feedback Survey for Fall Semester 2019

Thirty-five (35) surveys were sent to students in Theories, Advanced Applied (Mental Health Counseling and Mental Health Counseling-Dual License) and Internship (Student Affairs). There were 15 responses: 5=Mental Health Counseling; 5=Mental Health Counseling-Dual License; 2=School Counseling (PreK-8; 5-12); 3=Student Affairs.

Student Affairs: N=3



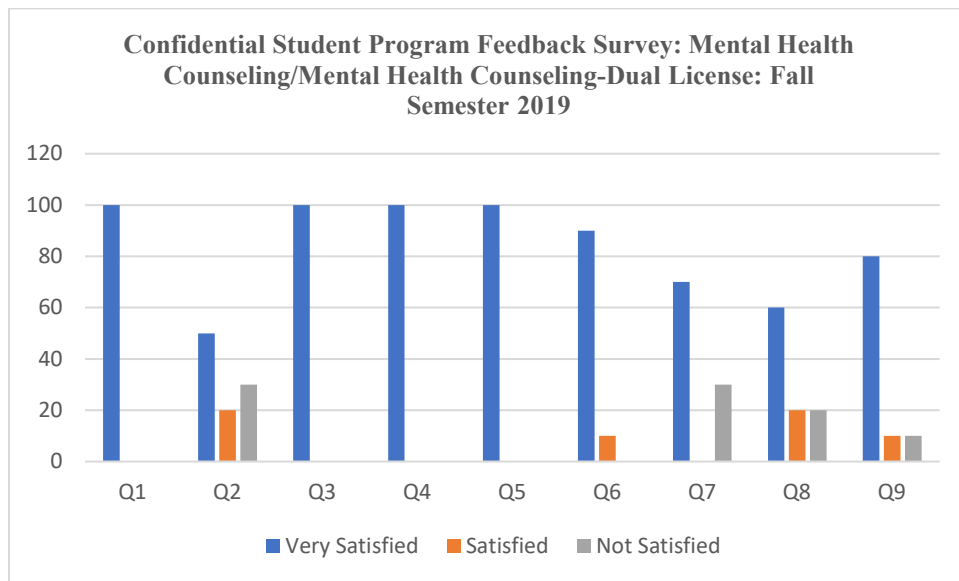
Confidential Student Program Feedback Survey: Student Affairs: Fall Semester 2019

Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q2: Electives Offered	100%	0%	0%
Q3: Academic Advising	100%	0%	0%
Q4: Overall Workload	100%	0%	0%
Q5: Faculty Instruction	100%	0%	0%
Q6: Preparation for Career in Counseling	100%	0%	0%
Q7: Campus Resources	100%	0%	0%
Q8: Campus Opportunities	67%	0%	33%
Q9: Other Thoughts on Program	100%	0%	0%

Discussion of Results

The students enrolled in the Student Affairs program were 100% Very Satisfied with all aspects of their Counselor Education program except for Question 8: Campus Opportunities. Thirty-three percent of the students answering this question felt that varied opportunities for graduate students on campus could be improved.

Mental Health Counseling Program/ Mental Health Counseling: Dual License Program N=10 (5=MH; 5 MHDL)



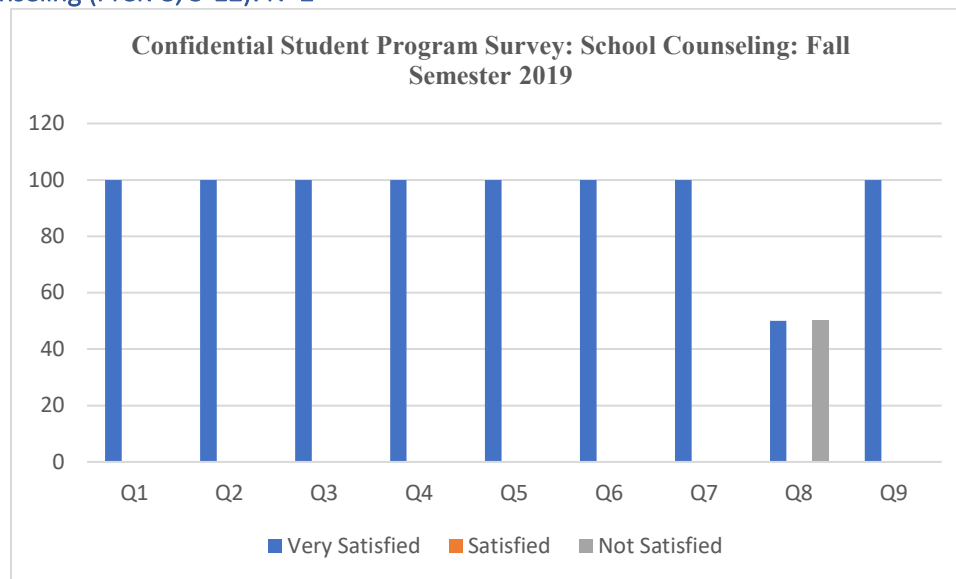
Confidential Student Program Feedback Survey: Mental Health Counseling/Mental Health Counseling-Dual License: Fall Semester 2020

Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q2: Electives Offered	50%	20%	30%
Q3: Academic Advising	100%	0%	0%
Q4: Overall Workload	100%	0%	0%
Q5: Faculty Instruction	100%	0%	0%
Q6: Preparation for Career in Counseling	90%	10%	0%
Q7: Campus Resources	70%	0%	30%
Q8: Campus Opportunities	60%	20%	20%
Q9: Other Thoughts on Program	80%	10%	10%

Discussion of Results

The students enrolled in the Mental Health Counseling and Mental Health Counseling-Dual License programs were very satisfied to satisfied regarding the core counseling courses, academic advising, overall workload in program, faculty instruction, and preparation for their careers as Mental Health counselors and School Adjustment counselors. However, the students enrolled in the Mental Health Counseling and Mental Health Counseling-Dual License programs were dissatisfied with the selection of electives offered in their programs, campus resources, campus opportunities, and no courses offered specifically regarding school adjustment counseling. These results were discussed at our department meeting in February 2020.

School Counseling (PreK-8; 5-12): N=2



Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q2: Electives Offered	100%	0%	0%
Q3: Academic Advising	100%	0%	0%
Q4: Overall Workload	100%	0%	0%
Q5: Faculty Instruction	100%	0%	0%
Q6: Preparation for Career in Counseling	100%	0%	0%
Q7: Campus Resources	100%	0%	0%
Q8: Campus Opportunities	50%	0%	50%
Q9: Other Thoughts on Program	100%	0%	0%

Discussion of Results

The students enrolled in the School Counseling program (PreK-8; 5-12) were extremely satisfied with all aspects of their Counselor Education program except for varied opportunities being available on campus for graduate students. The student who made this comment was delighted with the GA position they held.

Results from Confidential Student Program Feedback Survey for Spring Semester 2020

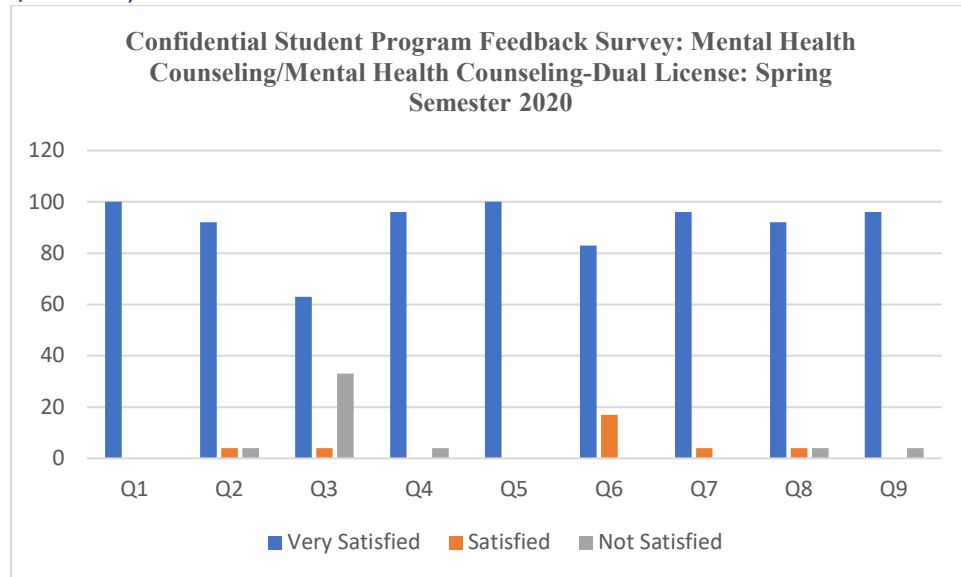
Twenty-one (21) surveys were sent to students in Theories, Advanced Applied (Mental Health Counseling and Mental Health Counseling-Dual License) and Internship (Student Affairs). There were 15 responses: 6=Mental Health Counseling; 6=Mental Health Counseling-Dual License; 3=School Counseling (PreK-8; 5-12); 0=Student Affairs.

Student Affairs: N=0

No students who were completing their Internships during spring semester 2020 completed the Confidential Student Program Feedback Survey. The most probable explanation for this was the Corona Virus Pandemic that caused the sites where the Student Affairs students were completing their Internships to close to face-to-face interactions and go into a virtual format.

Mental Health Counseling Program/ Mental Health Counseling: Dual License Program

N=12 (6=MH; 6 MHDL)

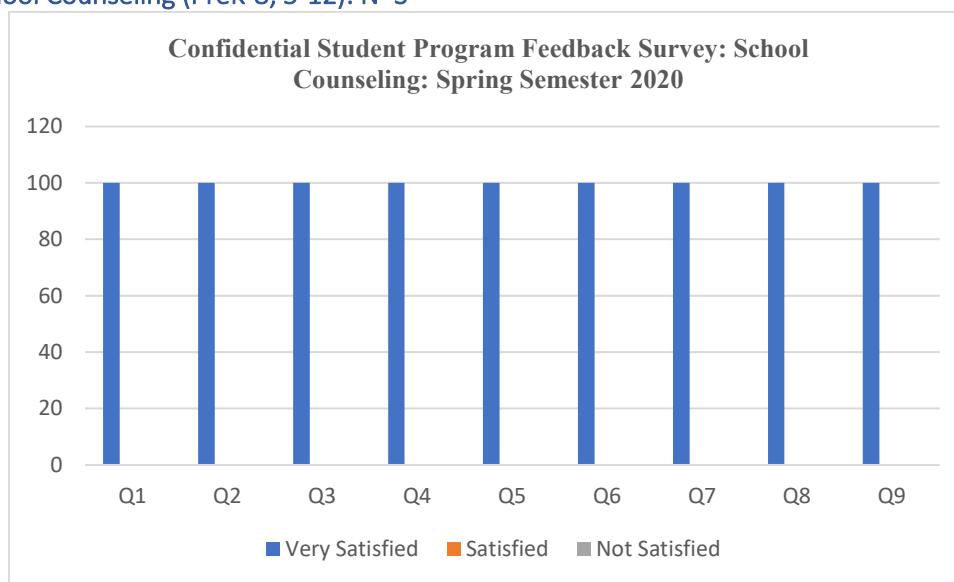


Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q2: Electives Offered	92%	4%	4%
Q3: Academic Advising	63%	4%	33%
Q4: Overall Workload	96%	0%	4%
Q5: Faculty Instruction	100%	0%	0%
Q6: Preparation for Career in Counseling	83%	17%	0%
Q7: Campus Resources	96%	4%	0%
Q8: Campus Opportunities	92%	4%	4%
Q9: Other Thoughts on Program	96%	0%	4%

Discussion of Results

As the results of the Confidential Student Program Feedback Survey for spring semester 2020 are examined, it can be seen that the Mental Health Counseling and Mental Health Counseling-Dual License students enrolled in the Theories course and Advanced Applied were very satisfied to satisfied with their core counseling courses, faculty instruction, preparation for their careers as counselors, and campus resources. The students did voice dissatisfaction with electives offered, overall program workload, campus opportunities, and especially advising. On March 16, 2020, Bridgewater State University closed, and all courses and university business became virtual due to the Corona Virus Pandemic. Advising, which always took place in face-to-face meetings, now took place in teleconferencing formats. Thirty-three percent of the Mental Health Counseling/Mental Health Counseling-Dual License missed these face-to-face meetings with their advisors. The results for the spring 2020 Confidential Student Program Feedback Survey will be discussed at our September department meeting. At that time, the faculty will look at the electives offered to Mental Health Counseling/Mental Health Counseling-Dual License students and will discuss if any changes can be made.

School Counseling (PreK-8; 5-12): N=3



Confidential Student Program Feedback Survey: School Counseling: Spring Semester 2020

Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q2: Electives Offered	100%	0%	0%
Q3: Academic Advising	100%	0%	0%
Q4: Overall Workload	100%	0%	0%
Q5: Faculty Instruction	100%	0%	0%
Q6: Preparation for Career in Counseling	100%	0%	0%
Q7: Campus Resources	100%	0%	0%
Q8: Campus Opportunities	100%	0%	0%
Q9: Other Thoughts on Program	100%	0%	0%

Discussion of Results

The students enrolled in the School Counseling program (PreK-8; 5-12) were extremely satisfied with all aspects of their Counselor Education program.

Graduating Student Exit Survey

The Graduating Student Exit Survey is electronically sent to all graduating Counselor Education students in December, May, and August of each academic year. The survey consists of seven demographic questions and a section where the students state their level of satisfaction with various aspects of their Counselor Education program.

The results from the Graduating Student Exit Survey for December, May, and August are combined together into one data set. The results from the Graduating Student Exit Survey are shared and discussed with the faculty at each September faculty meeting.

Connection to Program Objectives for the Counselor Education Programs

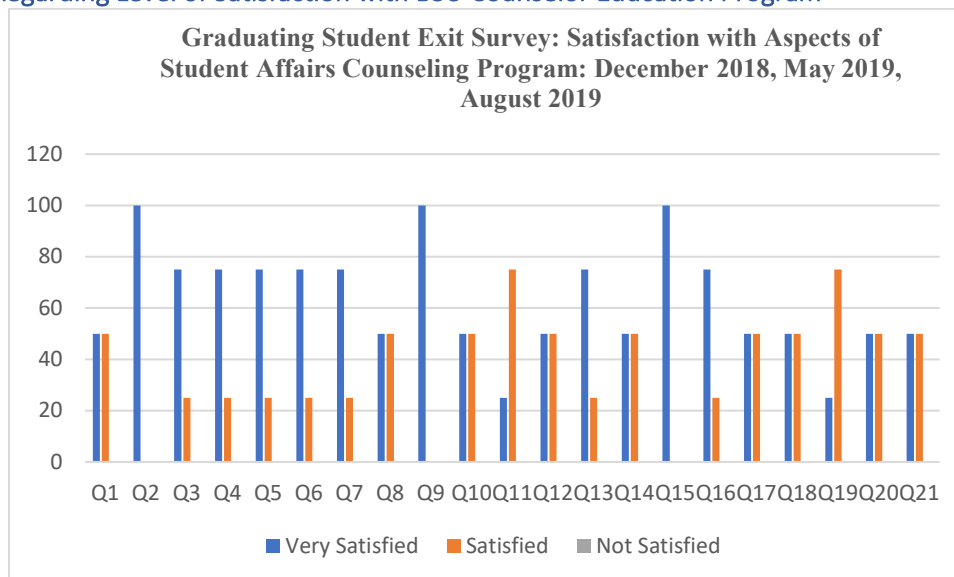
The Graduating Student Exit Survey connects to Program Objectives 1, 2, 3, 4.

Results Graduating Student Exit Survey, December 2018, May 2019, August 2019
Student Affairs: 5 Surveys Sent; 4 Returned; N=4

Demographic Questions and Responses

Question	Response
1. Gender	1. Male= 25%; Female= 75%
2. Did your fieldwork site offer to hire you?	2. Yes=25%; No=75%
3. If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)	3. Yes=25%; No=75%
4. Did you have a job upon graduation? If yes, where?	4. Yes=50%; No=50%
5. Did you choose to seek National Certified Counselor (NCC) endorsement?	5. Yes=0%; No=100%
6. If you did seek NCC endorsement, are you currently a National Certified Counselor?	6. Yes=0%; No=100%
7. How would you rate your BSU Counselor Education Program overall?	7. Excellent=75%; Good=25%

Questions Regarding Level of Satisfaction with BSU Counselor Education Program



Graduating Student Exit Survey: Satisfaction with Aspects of Student Affairs Counseling Program:
December 2018, May 2019, August 2019

Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Program Curriculum	50%	50%	0%
Q2: Practicum/Internship	100%	0%	0%
Q3: Instructional Effectiveness	75%	25%	0%
Q4: Faculty Competence	75%	25%	0%
Q5: Faculty Accessibility/Availability	75%	25%	0%
Q6: Academic Advisement	75%	25%	0%
Q7: Academic Knowledge Received	75%	25%	0%
Q8: Facilities and Resources	50%	50%	0%
Q9: Faculty as Mentors	100%	0%	0%
Q10: Program Duration	50%	50%	0%
Q11: Individual Counseling Training	25%	75%	0%
Q12: Group Counseling Training	50%	50%	0%
Q13: Human Development Knowledge	75%	25%	0%
Q14: Career Counseling Training	50%	50%	0%
Q15: Psychopathology Training	100%	0%	0%
Q16: Research Methods Knowledge	75%	25%	0%
Q17: Multicultural Counseling Training	50%	50%	0%
Q18: Ethic and Legal Issue Training	50%	50%	0%
Q19: Assessment Training	25%	75%	0%
Q20: Broad Theoretical Knowledge	50%	50%	0%
Q21: Specialized Courses in Your Field of Study	50%	50%	0%

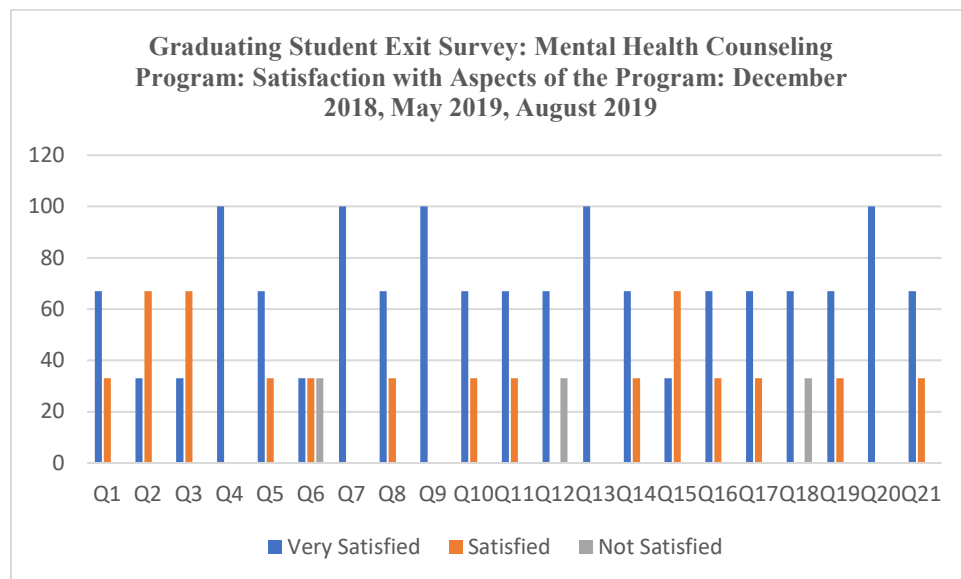
Discussion of Results

Although the percentage of satisfaction varied from question to question, the students graduating from the Student Affairs Counseling program in December 2018, May 2019, and August 2019, were Very Satisfied to Satisfied with all aspects of the Student Affairs Counseling program. No students (0%) were not satisfied with any aspects of the Student Affairs Counseling program.

Mental Health Counseling: 8 Surveys Sent; 3 Returned; N=3

Demographic Questions and Responses

Question	Response
1. Gender	1. Male= 0%; Female= 100%
2. Did your fieldwork site offer to hire you?	2. Yes=100%; No=0%
3. If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)	3. Yes=33%; No=67%
4. Did you have a job upon graduation? If yes, where?	4. Yes=100%; No=0%
5. Did you choose to seek National Certified Counselor (NCC) endorsement?	5. Yes=67%; No=33%
6. If you did seek NCC endorsement, are you currently a National Certified Counselor?	6. Yes=33%; No=67%
7. How would you rate your BSU Counselor Education Program overall?	7. Excellent=100%; Good=0%



Graduating Student Exit Survey: Mental Health Counseling Program: Satisfaction with Aspects of the Program: December 2018, May 2019, August 2019

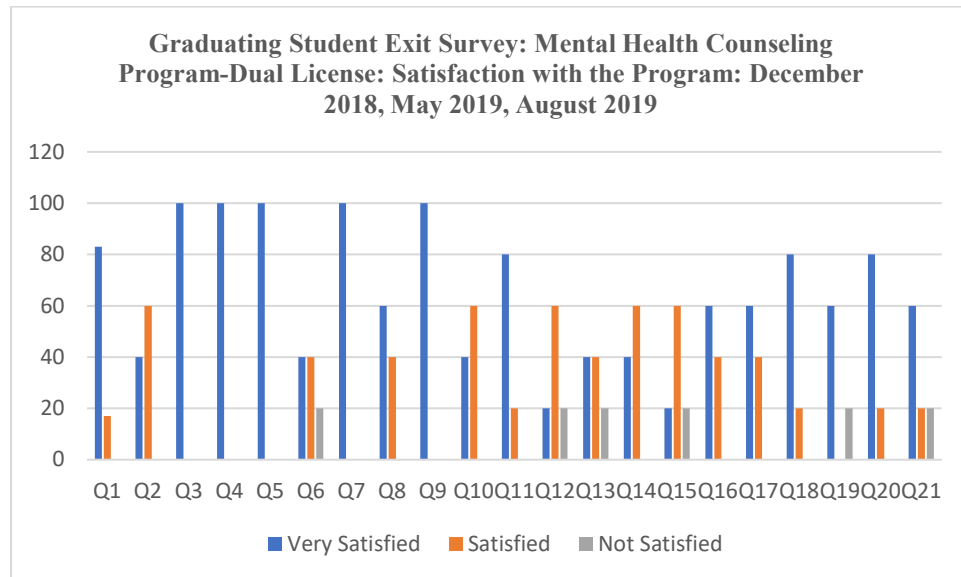
Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Program Curriculum	67%	33%	0%
Q2: Practicum/Internship	33%	67%	0%
Q3: Instructional Effectiveness	33%	67%	0%
Q4: Faculty Competence	100%	0%	0%
Q5: Faculty Accessibility/Availability	67%	33%	0%
Q6: Academic Advisement	33%	33%	33%
Q7: Academic Knowledge Received	100%	0%	0%
Q8: Facilities and Resources	67%	33%	0%
Q9: Faculty as Mentors	100%	0%	0%
Q10: Program Duration	67%	33%	0%
Q11: Individual Counseling Training	67%	33%	0%
Q12: Group Counseling Training	67%	0%	33%
Q13: Human Development Knowledge	100%	0%	0%
Q14: Career Counseling Training	67%	33%	0%
Q15: Psychopathology Training	33%	67%	0%
Q16: Research Methods Knowledge	67%	33%	0%
Q17: Multicultural Counseling Training	67%	33%	0%
Q18: Ethic and Legal Issue Training	67%	0%	33%
Q19: Assessment Training	67%	33%	0%
Q20: Broad Theoretical Knowledge	100%	0%	0%
Q21: Specialized Courses in Your Field of Study	67%	33%	0%

Discussion of Results

Although the percentage of satisfaction varied from question to question, the students graduating from the Mental Health Counseling program in December 2018, May 2019, and August 2019, were Very Satisfied to Satisfied with all aspects of the Mental Health Counseling program except for Academic Advisement, Group Counseling Training, and Ethic and Legal Issue Training. While the faculty will discuss the results of the Graduating Student Exit Surveys for the Mental Health Counseling program at our September 2020 Department Meeting, the low response rate to this Exit Survey (3 responses to 8 surveys sent), could contribute to these three students dissatisfied with the Mental Health Counseling program..

Mental Health Counseling Program-Dual License: 11 Surveys Sent; 6 Responses
Demographic Questions and Responses

Question	Response
1. Gender	1. Male= 0%; Female= 100%
2. Did your fieldwork site offer to hire you?	2. Yes=83%; No=17%
3. If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)	3. Yes=33%; No=67%
4. Did you have a job upon graduation? If yes, where?	4. Yes=67%; No=33%
5. Did you choose to seek National Certified Counselor (NCC) endorsement?	5. Yes=50%; No=50%
6. If you did seek NCC endorsement, are you currently a National Certified Counselor?	6. Yes=0%; No=100%
7. How would you rate your BSU Counselor Education Program overall?	7. Excellent=83%; Good=17%



Graduating Student Exit Survey: Mental Health Counseling Program-Dual License: Satisfaction with Aspects of the Program: December 2018, May 2019, August 2019

Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Program Curriculum	83%	17%	0%
Q2: Practicum/Internship	40%	60%	0%
Q3: Instructional Effectiveness	100%	0%	0%
Q4: Faculty Competence	100%	0%	0%
Q5: Faculty Accessibility/Availability	100%	0%	0%
Q6: Academic Advisement	40%	40%	20%
Q7: Academic Knowledge Received	100%	0%	0%
Q8: Facilities and Resources	60%	40%	0%
Q9: Faculty as Mentors	100%	0%	0%
Q10: Program Duration	40%	60%	0%
Q11: Individual Counseling Training	80%	20%	0%
Q12: Group Counseling Training	20%	60%	20%
Q13: Human Development Knowledge	40%	40%	20%
Q14: Career Counseling Training	40%	60%	0%
Q15: Psychopathology Training	20%	60%	20%
Q16: Research Methods Knowledge	60%	40%	0%
Q17: Multicultural Counseling Training	60%	40%	0%
Q18: Ethic and Legal Issue Training	80%	20%	0%
Q19: Assessment Training	60%	0%	40%
Q20: Broad Theoretical Knowledge	80%	20%	0%
Q21: Specialized Courses in Your Field of Study	60%	20%	20%

Discussion of Results

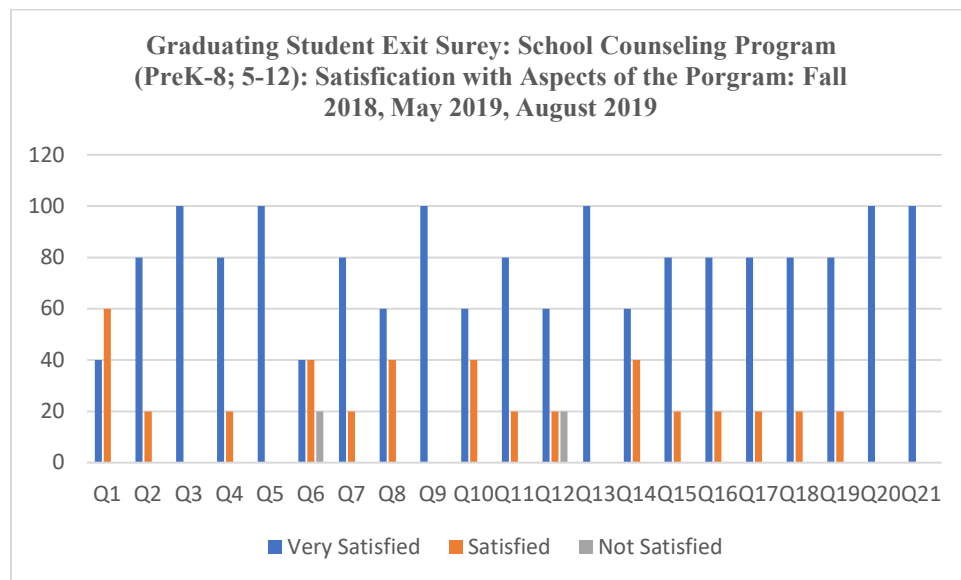
The results from the Graduating Student Exit Survey for the Mental Health Counseling program-Dual License are interesting to discuss. The graduating students were very satisfied with the faculty, reflected in Very Satisfied responses for Instructional Effectiveness, Faculty Competence, Faculty Accessibility/Availability, Academic Knowledge Received, and Faculty as Mentors. However, the graduating students were dissatisfied with several of the aspects of their program such as Academic Advisement, Group Counseling Training, Human Development Knowledge, Psychopathology Training, Assessment Training, and Specialized Courses in their program. There were two core faculty members on sabbatical leave of absence during the 2018-2019 academic year, and part-time faculty members taught courses usually taught by these two core faculty members. This could be the cause for dissatisfaction with certain aspects of the Mental Health Counseling program-Dual License. Another possible reason is the low response rate to this program exit survey. Eleven surveys were electronically sent to graduating students from this program, with only six responses. Thus, these dissatisfied responses are from one

student, except for assessment training, when two students were dissatisfied. In any case, the results of Graduate Student Exit Survey for the Mental Health Counseling program-Dual License will be discussed at our September 2020 faculty meeting for faculty feedback regarding the results.

School Counseling Program (PreK-8; 5-12): 17 Surveys Sent; 5 Responses

Demographic Questions and Responses

Question	Response
1.Gender	1.Male= 0%; Female= 100%
2.Did your fieldwork site offer to hire you?	2.Yes=50%; No=50%
3.If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)	3.Yes=50%; No=50%
4.Did you have a job upon graduation? If yes, where?	4.Yes=25%; No=75%
5.Did you choose to seek National Certified Counselor (NCC) endorsement?	5.Yes=0%; No=100%
6.If you did seek NCC endorsement, are you currently a National Certified Counselor?	6.Yes=0%; No=100%
7.How would you rate your BSU Counselor Education Program overall?	7.Excellent=100%



Graduating Student Exit Survey: School Counseling Program (PreK-8; 5-12): Satisfaction with Aspects of the Program: December 2018, May 2019, August 2019

Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Program Curriculum	40%	60%	0%
Q2: Practicum/Internship	80%	20%	0%
Q3: Instructional Effectiveness	100%	0%	0%
Q4: Faculty Competence	80%	20%	0%
Q5: Faculty Accessibility/Availability	100%	0%	0%
Q6: Academic Advisement	40%	40%	20%
Q7: Academic Knowledge Received	80%	20%	0%
Q8: Facilities and Resources	60%	40%	0%
Q9: Faculty as Mentors	100%	0%	0%
Q10: Program Duration	60%	40%	0%
Q11: Individual Counseling Training	80%	20%	0%
Q12: Group Counseling Training	60%	20%	20%
Q13: Human Development Knowledge	100%	0%	0%
Q14: Career Counseling Training	60%	40%	0%
Q15: Psychopathology Training	80%	20%	0%
Q16: Research Methods Knowledge	80%	20%	0%
Q17: Multicultural Counseling Training	80%	20%	0%
Q18: Ethic and Legal Issue Training	80%	20%	0%
Q19: Assessment Training	80%	20%	0%
Q20: Broad Theoretical Knowledge	100%	0%	0%
Q21: Specialized Courses in Your Field of Study	100%	0%	0%

Discussion of Results

Although the percentage of satisfaction varied from question to question, the students graduating from the School Counseling program (PreK-8; 5-12) in December 2018, May 2019, and August 2019, were Very Satisfied to Satisfied with all aspects of the School Counseling program except for Academic Advisement and Group Counseling Training. While the faculty will discuss the results of the Graduating Student Exit Surveys for the School Counseling Program at our September 2020 Department meeting, the low response rate to this Graduate Student Exit Survey (5 responses to 17 surveys sent), could contribute to these three dissatisfied students with the School Counseling program (PreK-8; 5-12).

Midterm/Final Student Evaluations for Advanced Applied (Prepracticum) and Internship/ Practicum

The Midterm/Final Student Evaluations are completed at the end of each semester (fall, spring, summer) that the students are completing their fieldwork. The distribution of the evaluations follows a three-step process. First, through Qualtrics, the evaluations are electronically sent to each site supervisor. Next, a PDF of the site supervisor's evaluation is emailed to the student to print, sign, and submit to their BSU instructor. Finally, each BSU instructor reviews the PDF evaluation and discusses it with the student to provide a grade (midterm grade and final grade depending on the evaluation).

Connection to Program Objectives for the Counselor Education Programs

The Midterm/Final Student Evaluation connects to Program Objectives 1, 2, 3, 4.

Results

The table below highlights the number of students completing their Advanced Applied and Internship for the Mental Health Counseling/Mental Health Counseling-Dual License program, the Student Affairs program, and the School Counseling program for Summer 2019, Fall 2019, and Spring 2020. As noted on this table, all students received a grade of A for their Advanced Applied and Internship work.

Program	Students Completing Advanced Applied or Internship during Summer Sessions 1 & 2 2019	Students Completing Advanced Applied or Internship during Fall Semester 2019	Students Completing Advanced Applied or Internship during Spring Semester 2020
Mental Health Counseling/Mental Health Counseling-Dual License	<p>Advanced Applied: 6 Students</p> <p>Internship: 14 Students</p> <p>Grade: All students received a grade of A for their Advanced Applied or Internship.</p>	<p>Advanced Applied: 9 Students</p> <p>Internship: 14 Students</p> <p>Grade: All students received a grade of A for their Advanced Applied or Internship.</p>	<p>Advanced Applied: 5 Students</p> <p>Internship: 19 Students</p> <p>Grade: All students received a grade of A for their Advanced Applied or Internship.</p>
Student Affairs	<p>Internship: 4 Students</p> <p>Grade: All students received a grade of A for the Internship.</p> <p>Note: <i>The Student Affairs program does not have an Advanced Applied Course.</i></p>	<p>Internship: 9 Students</p> <p>Grade: All students received a grade of A for their Internship.</p> <p>Note: <i>The Student Affairs program does not have an Advanced Applied Course.</i></p>	<p>Internship: 4 Students</p> <p>Grade: All students received a grade of A for their Internship.</p> <p>Note: <i>The Student Affairs program does not have an Advanced Applied Course.</i></p>
School Counseling	<p>Advanced Applied: 10 Students</p> <p>Practicum: 4 Students</p> <p>Grade: All students received a grade of A for their Advanced Applied or Practicum.</p>	<p>Advanced Applied: 0 Students</p> <p>Practicum: 11 Students</p> <p>Grade: All students received a grade of A for their Advanced Applied or Practicum.</p>	<p>Advanced Applied: 2 Students</p> <p>Practicum: 10 Students</p> <p>Grade: All students received a grade of A for their Advanced Applied or Practicum.</p>

Discussion of Results:

The strong instruction and practice in the department's Counselor Education Lab that each student received in their course work is reflected in the success each student had when completing their fieldwork.

Data Regarding Graduates of Counselor Education Programs: December 2019 and May 2020

To complete the data collected regarding the Mental Health Counseling program, the Mental Health Counseling-Dual License program, the School Counseling program (PreK-8; 5-12), and the Student Affairs program, the table below details the number of graduates of each program (December 2019 and May 2020 and August 2020), gender of those graduates, and percentage of graduates receiving employment upon graduation.

Counselor Education Program	Academic Year	Total Number of Graduates	Gender	Job Placement Rate Upon Graduation
Mental Health	December 2019 and May 2020 and August 2020	11	M= 3 F= 8	Yes= 55% No= 45%
Mental Health-Dual Licensure	December 2019 and May 2020 and August 2020	6	M= 1 F= 5	Yes= 50% No= 50%
School Counseling	December 2019 and May 2020 and August 2020	11	M= 4 F= 7	Yes= 0% No= 91% No Response=9%
Student Affairs	December 2019 and May 2020 and August	9	M= 3 F= 6	Yes= 22% No= 78%

Discussion of Results:

In examining the data, 37 students graduated from counselor education programs from December 2019 through August 2020, with 28% males and 72% females graduating. Of those students graduating from counselor education programs from December 2019 through August 2020, 30% had jobs upon graduation, 68% did not have a job upon graduation, and 2% did not respond. From these data, it can be concluded that the COVID-19 pandemic with most mental health agencies servicing clients only through telehealth or a combination of telehealth and face-to-face meetings as well as school districts being in a constant state of flux as to how to service students (100% remote or some combination of remote and face-to-face) affected graduates from counselor education programs not being able to obtain a position in their mental health field upon graduation.

Conclusions Based on 2019-2020 Annual Assessment Report Results

As has been described through this 2019-2020 Assessment Report for the Department of Counselor Education, there were three indirect assessment measures and one direct assessment measure that have been employed for data collection. From an analysis of results from each of these assessment instruments, a strong, valuable, and viable Counselor Education program is found regarding 1) Instruction, 2) Curriculum, and 3) Student Learning. A corroboration of data from the different assessment measures will now be presented. These data results represent the following Counselor Education Programs: Student Affairs, Mental Health Counseling, Mental Health Counseling-Dual License, and School Counseling (PreK-8; 5-12). The assessment instruments and assessment results are connected to Program Objectives for the Counselor

Education Programs. In turn, the Program Objectives are connected to the Goals from Bridgewater State University's Strategic Plan.

Exemplary Aspect of Counselor Education Programs	Assessment Instruments Used for Data Collection	Connection to Counselor Education Program Objectives	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results
Instruction	Site Supervisor Program Evaluation	1, 2, 3, 4	1, 2, 3, 4, 5	High Satisfaction with Work with BSU Instructor and Use of Supervision Feedback.
	Confidential Student Program Feedback Surveys	1, 2, 3, 4	1, 2, 3, 4	High Satisfaction with Faculty Instruction and Preparation for Career in Counseling.
	Graduating Student Exit Survey	1, 2, 3, 4	1, 2, 3, 4, 5	High Satisfaction with Faculty Competence, Faculty Accessibility and Availability, Faculty as Mentors, and Academic Knowledge Received.
	Midterm/Final Student Evaluations for Fieldwork	1, 2, 3, 4	1, 2, 3, 4, 5	All Students Who Completed Their Fieldwork Received an A for the Course.

Aspect of Counselor	Assessment Instruments	Connection to Counselor Education	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results
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Education Programs	Used for Data Collection	Program Objectives		
Curriculum	Site Supervisor Program Evaluation	1, 2, 3, 4	1, 2, 3, 4, 5	Very High/High Satisfaction with the Following Aspects of All Counselor Education Program Curriculum: Professionalism/ Ethics/Identity, Diversity/Social Justice, Human Growth and Development, Career/ Development, Counseling Theories, Group Work, Consultation/Collaboration, Assessment Diagnosis, Research Program Evaluation, Use of Technology, Prevention/Intervention. Note: The wording for different curriculum areas is different for the School Counseling Program and Student Affairs Program.
	Confidential Student Program Feedback Survey, Fall 2019	1, 2, 3, 4	1, 2, 3, 4	Very High/High Satisfaction with the Following Aspects of BSU Counselor Education Program Curriculum: Core Counseling Courses, and Preparation for Career in Counseling.
	Confidential Student Program Feedback Survey, Spring Semester 2020	1, 2, 3, 4	1, 2, 3, 4	Very High/High Satisfaction with the Following Aspects of BSU Counselor Education Program Curriculum: Core Counseling Courses, Electives Offered, Preparation for Career in Counseling. Note: No Students in the Student Affairs Program Responded to this Survey.

Aspect of Counselor	Assessment Instruments Used for Data Collection	Connection to Counselor Education	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results
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Education Program		Program Objectives		
Curriculum (Continued)	Graduating Student Exit Survey	1, 2, 3, 4	1, 2, 3, 4, 5	Very High/High Satisfaction with the Following Aspects of the Counselor Education Programs: Program Curriculum, Academic Knowledge Received, Individual Counseling Training, Career Counseling Training, Research Methods Knowledge, Multicultural Knowledge Training, and Broad Theoretical Knowledge.
Student Learning	Midterm/Final Student Evaluations of Fieldwork.	1, 2, 3, 4	1, 2, 3, 4, 5	All Students Who Completed Their Fieldwork Received an A for the Course.
	Site Supervisor Program Evaluations	1, 2, 3, 4	1, 2, 3, 4, 5	Very High/High Satisfaction with Self-Reflection/Self-Awareness, Ease of Application, Clarity of Roles/Expectations, Competencies to be Acquired, ASCA/MA Model for School Counseling Programs, and Clarity of Competencies Needed (Student Affairs Program).
Aspect of Counselor	Assessment Instruments Used for Data Collection	Connection to Counselor Education	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results

Education Program		Program Objectives		
Student Learning (Continued)	Confidential Student Program Feedback Survey	1, 2, 3, 4	1, 2, 3, 4	Very High/High Satisfaction with Preparation for Career in Counseling.
	Graduating Student Exit Survey	1, 2, 3, 4	1, 2, 3, 4, 5	Very High/High Satisfaction with Academic Knowledge Received.
	Midterm/Final Student Evaluations for Fieldwork	1, 2, 3, 4	1, 2, 3, 4, 5	All Students Who Completed Their Fieldwork Received an A for the Course.

Throughout this Annual Assessment Report, different areas of strength have been described for the varied aspects of the Counselor Education programs. However, there are two areas for improvement that need to be discussed: Academic Advising and Response Rate to the different surveys.

The Confidential Student Program Feedback Survey, Fall Semester 2019 and Spring Semester 2020, and the Graduating Student Exit Survey, December 2018, May 2019, and August 2019, combined, include questions regarding academic advising. As the table on the next page indicates, the amount of student satisfaction with academic advising varies by semester/year and Counselor Education program.

Satisfaction with Academic Advising

Assessment Instrument	Counselor Education Program	Semester/Year	Percentage of Students Very Satisfied	Percentage of Students Satisfied	Percentage of Students Not Satisfied
Confidential Student Program Feedback Survey	Student Affairs	Fall 2019	100%	0%	0%
Confidential Student Program Feedback Survey	Mental Health Counseling/Mental Health Counseling-Dual License	Fall 2019	100%	0%	0%
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Fall 2019	100%	0%	0%
Confidential Student Program Feedback Survey	Student Affairs	Spring 2020	No Students Returned Surveys	No Students Returned Surveys	No Students Returned Surveys
Confidential Student Program Feedback Survey	Mental Health Counseling/Mental Health Counseling-Dual License	Spring 2020	63%	4%	33%
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Spring 2020	100%	0%	0%
Graduating Student Exit Survey	Student Affairs	December 2018, May 2019, August 2019 (Combined Data)	75%	25%	0%
Graduating Student Exit Survey	Mental Health Counseling	December 2018, May 2019, August 2019 (Combined Data)	33%	33%	33%
Graduating Student Exit Survey	Mental Health Counseling-Dual License	December 2018, May 2019, August 2019 (Combined Data)	40%	40%	20%
Graduating Student Exit Survey	Student Affairs	December 2018, May 2019, August 2019 (Combined Data)	40%	40%	40%

The Department of Counselor Education will examine and discuss these data from the Confidential Student Program Feedback Survey and the Graduating Student Exit Survey regarding academic advising at our September 2020 Department Meeting. They will look for a possible rationale for student satisfaction with academic advising to be so varied. A possible explanation, as discussed below, is survey response rate.

Another area to be pointed out regarding the data in this 2020 Annual Assessment Report for the Department of Counselor Education is Survey Response Rate. As the table on the next page indicates, the response rates for the Site Supervisor Program Evaluation, Confidential Student Program Feedback Survey, and the Graduating Student Exit Survey vary from assessment to assessment, semester/academic year, and Counselor Education program.

Survey Return Rate

Assessment Instrument	Counselor Education Program	Semester/Year	Surveys Sent	Surveys Returned
Site Supervisor Program Evaluations	Mental Health Counseling	Summer 2019	9	4 (44%)
Site Supervisor Program Evaluations	Mental Health Counseling	Fall 2019	11	8 (73%)
Site Supervisor Program Evaluations	Mental Health Counseling	Spring 2020	15	14 (93%)
Site Supervisor Program Evaluations	Mental Health Counseling-Dual License	Summer 2019	7	6 (86%)
Site Supervisor Program Evaluations	Mental Health Counseling-Dual License	Fall 2019	15	7 (47%)
Site Supervisor Program Evaluations	Mental Health Counseling-Dual License	Spring 2020	11	9 (82%)
Site Supervisor Program Evaluations	School Counseling (PreK-8; 5-12)	Summer 2019	13	7 (54%)
Site Supervisor Program Evaluations	School Counseling (PreK-8; 5-12)	Fall 2019	11	7 (64%)
Site Supervisor Program Evaluations	School Counseling (PreK-8; 5-12)	Spring 2020	10	7 (70%)
Site Supervisor Program Evaluations	Student Affairs	Summer 2019	4	3 (75%)
Site Supervisor Program Evaluations	Student Affairs	Fall 2019	9	7 (78%)
Site Supervisor Program Evaluations	Student Affairs	Spring 2020	5	2 (40%)

Survey Return Rate

Assessment Instrument	Counselor Education Program	Semester/Year	Surveys Sent	Surveys Returned
Confidential Student Program Feedback Survey	Student Affairs	Fall 2019	35 (All Programs)	3 (12%)
Confidential Student Program Feedback Survey	Mental Health Counseling	Fall 2019	35 (All Programs)	5 (14%)
Confidential Student Program Feedback Survey	Mental Health-Dual License	Fall 2019	35 (All Programs)	5 (14%)
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Fall 2019	35 (All Programs)	2 (6%)
Confidential Student Program Feedback Survey	Student Affairs	Spring 2020	21 (All Programs)	0 (0%)
Confidential Student Program Feedback Survey	Mental Health Counseling	Spring 2020	21 (All Programs)	6 (17%)
Confidential Student Program Feedback Survey	Mental Health Counseling-Dual License	Spring 2020	21 (All Programs)	6 (17%)
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Spring 2020	21 (All Programs)	3 (12%)
Graduating Student Exit Survey	Student Affairs	December 2018, May 2019, August 2019 (Data Combined for All Three Semesters)	5	4 (80%)
Graduating Student Exit Survey	Mental Health Counseling	December 2018, May 2019, August 2019 (Data Combined for All Three Semesters)	8	3 (38%)
Graduating Student Exit Survey	Mental Health Counseling-Dual License	December 2018, May 2019, August 2019 (Data Combined for All Three Semesters)	11	6 (55%)
Graduating Student Exit Survey	School Counseling (PreK-8; 5-12)	December 2018, May 2019, August 2019 (Data Combined for All Three Semesters)	17	5 (29%)

When this Annual Assessment Report for 2019-2020 is presented at the Department of Counselor Education's Faculty Meeting in September 2020, the faculty and staff will examine the return rates for the Site Supervisor Program Evaluations, the Confidential Student Program Feedback Survey, and the Graduating Student Exit Survey, looking for patterns and explanations as to the variability of the return rate of surveys. There are many factors affecting the survey return rate: the specific purpose of the survey, the particular students or site supervisors being surveyed, and the specific semester. As each survey instrument is compared to each other, the Site Supervisor Program Evaluation has the highest return rate, and the Confidential Student Program Feedback Survey and the Graduating Student Exit Survey had lower return rates. The department will brainstorm ways to receive a higher student survey return rate. Before the Corona Virus Pandemic affected the world in spring 2020, the department's Director of Fieldwork was planning to administer the Graduating Student Exit Survey in person to each graduating Counselor Education student in May 2020. With our virtual department from March 26, 2020 until the end of spring semester 2020, this did not happen. The Department of Counselor Education has voted to have all courses and fieldwork in a virtual environment for fall semester 2020. With this, the department will brainstorm possible ways for the department surveys to be administered in a teleconferencing format in order to increase the survey response rate.

Recommendations Based on the 2019-2020 Annual Assessment Report Results

Based on the 2019-2020 Annual Assessment Report results, the following recommendations are being made to guide the department assessment for the 2020-2021 academic year.

- 1. The Department of Counselor Education Alignment with the 2016 CACREP Standards:** *The CACREP Assessment Committee for the Department of Counselor Education will continue to work on alignment of the General Counseling courses and the courses specific to the Mental Health Counseling program, the Mental Health Counseling program-Dual License, and the School Counseling program (PreK-8; 5-12) with 2016 CACREP standards. With this alignment, the department and the CACREP Assessment Committee hope to develop Student Outcomes and a Curriculum Map to guide the curriculum, instruction, and student learning in all Counselor Education programs.*
- 2. Advising:** *The Department of Counselor Education will continue to brainstorm ways to make academic advising acceptable to all Counselor Education students, especially in a virtual, teleconferencing format that will be used for at least fall semester 2020.*
- 3. Survey Response Rate:** *As previously discussed, the administration of varied department surveys will be explored to find ways to increase the survey response rate. Teleconferencing formats for administration of surveys will be explored.*
- 4. Curriculum:** *The varied data collected for the 2019-2020 Annual Assessment Report showed overall student satisfaction with each Counselor Education program. The department is proud of this. However, especially with the future implementation of the 2016 CACREP standards and the virtual world in which we now live, the department will*

continue to evaluate current courses and develop new ones to meet the 2016 CACREP standards and the demands of the professions of counseling in the 21st century.

5. **Instruction:** *Overwhelmingly, the students are very satisfied with the Counseling Education faculty and the caring, supportive, and knowledgeable environment they provide for all students. The Department of Counselor Education will continue to be supportive of all faculty's scholarship endeavors as they increase their knowledge and expertise in all courses they teach.*

Transparency

As has been stated throughout this report, the Department of Counselor Education is in a time of change. This change has to do with the implementation of the 2016 CACREP standards that will begin after our next site visit at a date yet to be determined due to the Corona Virus Pandemic. Due to this change, certain required content is missing from this report such as a Curriculum Map, Student Learning Outcomes (SLOs,) and Program Learning Outcomes (PLOs). These are all developing.

What is being used instead of Program Learning Outcomes (PLOs) are Program Objectives, which are directly connected to our department's Mission Statement and the 2016 CACREP standards. This Mission Statement and Program Objectives are displayed through internal links and external links. The internal link to the Department of Counselor Education at Bridgewater State University is:

<https://my.bridgew.edu/departments/CounselingPrograms/SitePages/Home.aspx>. On this internal site, there is a link to the department's new Mission Statement and Program Objectives.

On the Internal link to the Department of Counselor Education at Bridgewater State University, are links to each program of study. These programs of study are found on the Graduate Admissions External Page that can be viewed by anyone outside of the university. Each program of study contains our current Mission Statement and Program Objectives that are directly connected to the 2016 CACREP Standards.

The Department of Counselor Education has a Student Handbook. This Student Handbook is found on the department's Blackboard site and is only available to faculty, staff, and students enrolled in this Blackboard site. The department's mission statement, program goals, and program objectives are found in this handbook.

The External Link to the Department of Counselor Education and all counselor education programs is <https://www.bridgew.edu/department/counselor-education>. There are four links on this external site relevant to the counselor education programs. These links are Academic Programs, Our Faculty, Beyond the Classroom, and Professional Development. On the home page for the link to Academic Programs is our current Mission Statement and Program Objectives.

There is one Department Chairperson and one DGCE Chairperson for all counselor education programs in the Department of Counselor Education. Each counselor education program:

Mental Health Counseling/ Mental Health Counseling-Dual Licensure; Mental Health Counseling, International Program; School Counseling; and Student Affairs has a Program Director. Each program director conducts monthly Information Sessions. At these information sessions, the program directors use program brochures that were written by the College of Graduate Studies. These program brochures are available through the College of Graduate Studies.

In addition to the information cited above regarding the manner in which the Department of Counselor Education disseminates data about their counselor education programs both internally and externally, Standard AA.6 from the Council for Accreditation of Counseling and related Educational Programs (CACREP) states that the department needs to share the programs' Annual Assessment Report with current students enrolled in counselor education programs, faculty teaching in counselor education program, relevant university administrators, and cooperating agencies/site supervisors. Thus, Appendix IV of this report contains the letters that were emailed to varied constituents along with the 2019-2020 Annual Assessment Report from the Department of Counselor Education. These letters and the 2019-2020 assessment report were emailed the week of January 4, 2021.

Appendices

Appendix I

Mental Health Counseling and School Counseling Competency Charts

CNMH 534

The Professional Counselor: Standards, Ethics, & Legal Issues (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
SecII.F.1.m.	the role of counseling supervision in the profession	
	Clinical Mental Health Counseling	
SecV.1.a.	history and development of clinical mental health counseling	
Secv.2.a.	roles and settings of clinical mental health counselors	

SecV.2.i.	legislation and government policy relevant to clinical mental health counseling	
SecV.2.k.	professional organization, preparation standards, and credentials relevant to the practice of clinical mental health counseling	
SecV.2.l.	Legal and ethical considerations specific to clinical mental health counseling	

CNGC 529

Multicultural Counseling (3 credits)

Code	Standard	Assessment
	Social & Cultural Diversity	
SecII.F.2.a.	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	
SecII.F.2.b.	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
SecII.F.2.c.	multicultural counseling competencies	
SecII.F.2.d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
SecII.F.2.e.	the effects of power and privilege for counselors and clients	
SecII.F.2.f.	help-seeking behaviors of diverse clients	
SecII.F.2.g.	the impact of spiritual beliefs on clients' and counselors' worldviews	
SecII.F.2.h.	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	
	Counseling & Helping Relationship	
SecII.F.5.d.	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	
SecII.F.5.f.	counselor characteristics and behaviors that influence the counseling process	
	Clinical Mental Health Counseling	
SecV.2.j.	cultural factors relevant to clinical mental health counseling	

CNMH 564

Theories of Psychological Development (3 credits)

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNMH568 Psychopathology</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	

CNGC 539

Introduction to Career Counseling

Code	Standard	Assessment
	Career Development	
SecII.F.4.a.	theories and models of career development, counseling, and decision making	
SecII.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	
SecII.F.4.c.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	
SecII.F.4.d.	approaches for assessing the conditions of the work environment on clients' life experiences	
SecII.F.4.e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	
SecII.F.4.f.	strategies for career development program planning, organization, implementation, administration, and evaluation	
SecII.F.4.g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	
SecII.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management	
SecII.F.4.i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	
SecII.F.4.j.	ethical and culturally relevant strategies for addressing career development	
	School Counseling	
Sec.V.G.1.c.	Models of P-12 comprehensive career development	
Sec.V.G.3.e.	Use of developmentally appropriate career counseling interventions and assessments	
	DESE	
School Guidance Counselor	i. Career Counseling	X

CNMH 528

Counseling Theories and Techniques for Mental Health Counseling

Code	Standard	Assessment
	Counseling & Helping Relationships	
SecII.F.5.a.	theories and models of counseling	
SecII.F.5.b.	a systems approach to conceptualizing clients	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
SecII.F.5.g.	essential interviewing, counseling, and case conceptualization skills	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community- based resources	
SecII.F.5.l.	suicide prevention models and strategies	
SecII.F.5.n.	processes for aiding students in developing a personal model of counseling	
	Clinical Mental Health Counseling	
SecV.1.b.	theories and models related to clinical mental health counseling	
SecV.3.b.	techniques and interventions for prevention and treatment of a broad range of mental health issues	
SecV.3.e.	strategies to advocate for persons with mental health issues	

CNGC 538

Group I: Theory and Practice of Group Interaction (3 credits)

Code	Standard	Assessment
	Group Counseling & Group Work	
SecII.F.6.a.	theoretical foundations of group counseling and group work	
SecII.F.6.b.	dynamics associated with group process and development	
SecII.F.6.c.	therapeutic factors and how they contribute to group effectiveness	
SecII.F.6.d.	characteristics and functions of effective group leaders	
SecII.F.6.e.	approaches to group formation, including recruiting, screening, and selecting members	
SecII.F.6.f.	types of groups and other considerations that affect conducting groups in varied settings	
SecII.F.6.g.	ethical and culturally relevant strategies for designing and facilitating groups	
	DESE	
School Guidance Counselor	1. group counseling and group leadership	X

CNGC 520

Group Experience (Pass/No Pass – 0 credits)

Code	Standard	Assessment
	Group Counseling & Group Work	
SecII.F.6.h.	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	

CNGC 532

Psychological Assessment (3 credits)

Code	Standard	Assessment
	Assessment & Testing	
SecII.F.7.a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling	
SecII.F.7.b.	methods of effectively preparing for and conducting initial assessment meetings	
SecII.F.7.c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
SecII.F.7.e.	use of assessments for diagnostic and intervention planning purposes	
SecII.F.7.f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	
SecII.F.7.g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	
SecII.F.7.h.	reliability and validity in the use of assessments	
SecII.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development	
SecII.F.7.j.	use of environmental assessments and systematic behavioral observations	
SecII.F.7.k.	use of symptom checklists, and personality and psychological testing	
SecII.F.7.l.	use of assessment results to diagnose developmental, behavioral, and mental disorders	
SecII.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
	Counseling & Helping Relationships	
SecII.F.5.l.	suicide prevention models and strategies	
	Clinical Mental Health Counseling	
SecV.1.c.	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	
SecV.1.e.	psychological tests and assessments specific to clinical mental health counseling	
SecV.3.a.	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	
	School Counseling	
Sec.V.G.1.e.	assessments specific to P-12 education	
	DESE	
School Guidance Counselor	b. understanding and interpretation of Massachusetts Comprehensive System (MCAS) and other academic test results to students, teachers, and parents	X

CNGC 500

Research and Evaluation (3 credits)

Code	Standard	Assessment
	Research & Program Evaluation	
SecII.F.8.a.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	
SecII.F.8.b.	identification of evidence-based counseling practices	
SecII.F.8.c.	needs assessments	
SecII.F.8.d.	development of outcome measures for counseling programs	
SecII.F.8.e.	evaluation of counseling interventions and programs	
SecII.F.8.f.	qualitative, quantitative, and mixed research methods	
SecII.F.8.g.	designs used in research and program evaluation	
SecII.F.8.h.	statistical methods used in conducting research and program evaluation	
SecII.F.8.i.	analysis and use of data in counseling	
SecII.F.8.j.	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
	DESE	
School Guidance Counselor	k. knowledge of statistics, research design, and research in guidance counseling	X

CNMH 568

Psychopathology (3 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.2.b.	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	
SecV.2.d.	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	
SecV.2.e.	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	
	Human Growth & Development	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNMH56 Theories of Psychological Development</i>	

CNMH 569

Crisis/Disaster Counseling (1.5 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.2.f.	impact of crisis and trauma on individuals with mental health diagnoses	
	Counseling & Helping Relationships	
SecII.F.5.m.	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	
	Human Growth & Development	
SecII.F.3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	

CNGC 563

Psychopharmacology for Non-Medical Professionals (3 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.2.g.	impact of biological and neurological mechanisms on mental health	
SecV.2.h.	classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	

CNMH 540

Substance Abuse and Dependency (1.5 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.1.d.	neurobiological and medical foundation and etiology of addiction and co-occurring disorders	
SecV.3.c.	strategies for interfacing with the legal system regarding behavioral court-referred clients	
	Human Growth and Development	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	

CNMH 570

Advanced Applied Counseling: Mental Health Counselor

(100 hours; 3 credits)

Code	Standard	Assessment
	Counseling & Helping Relationships	
SecII.F.5.e.	the impact of technology on the counseling process	
SecII.F.5.h.	developmentally relevant counseling treatment or intervention plans	
SecII.F.5.i.	development of measurable outcomes for clients	
	Assessment & Testing	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	<i>*Fieldwork requirement to complete the MA mandated reporter training.</i>
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Practicum	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	
SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	

SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

CNMH 571

Internship: Mental Health Counselor

(Total of 600 hours; 12 credits)

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Internship	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.H.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	
SecIII.I.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty	

	member or a student supervisor who is under the supervision of a counselor education program faculty member.	
	Clinical Mental Health Counseling	
SecV.2.c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	*Required “Site Presentation”. Readings from Fieldwork Orientation Required Text.
SecV.2.m.	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Readings from Fieldwork Orientation Required Text.
SecV.3.d.	strategies for interfacing with integrated behavioral health care professionals	Readings from Fieldwork Orientation Required Text.

CNSC 515

Ethical and Legal Issues for the School Counselor (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.l	self-care strategies appropriate to the counselor role	
	Counseling and Helping Relationships	
SecII.F.5.e.	the impact of technology on the counseling process	
	School Counseling	
SecV.G.2.l.	professional organizations, preparation standards, and credential relevant to the practice of school counseling	
SecV.G.2.m.	legislation and government policy relevant to school counseling	
SecV.G.2.n.	legal and ethical considerations specific to school counseling	
	DESE Standard	
School Guidance Counselor	h. federal, state, municipal, and school laws and regulations	X

CNSC 516

Foundations in School Counseling (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
	School Counseling	
SecV.G.1.a	history and development of school counseling	
SecV.G.1.b.	models of school counseling programs	
SecV.G.2.a.	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	
SecV.G.2.f.	competencies to advocate for school counseling roles	
SecV.G.2.j.	qualities and styles of effective leadership in schools	
SecV.G.3.a.	development of school counseling program mission statements and objectives	
SecV.G.3.b.	design and evaluation of school counseling programs	
	DESE Standard	
School Guidance Counselor	g. philosophy, principles, and practice in school guidance counseling	X

CNSC 517

Evidence Based School Counseling Practices (3 credits)

Code	Standard	Assessment
	Counseling and Helping Relationships	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
	School Counseling	
SecV.G.2.c.	school counselor roles in relation to college and career readiness	
SecV.G.3.c.	core curriculum design, lesson plan development, classroom management, strategies, and differentiated instructional strategies	
SecV.G.3.d.	interventions to promote academic development	
SecV.G.3.g.	strategies to facilitate school and postsecondary transitions	
SecV.G.3.i.	approaches to increase promotion and graduation rates	
Sec.V.G.3.j.	interventions to promote college and career readiness	
SecV.G.3.k.	strategies to promote equity in student achievement and college access	
SecV.G.3.m.	strategies for implementing and coordinating peer intervention programs	
	DESE Standards	
School Guidance Counselor	a. familiarity with the Curriculum Frameworks and their use in advising responsibilities of the guidance counselor	X
School Guidance Counselor	n. college counseling and use of college and other post-secondary resource materials (grades 5-12)	X

CNSC 520 Development through the Lifespan

(3 credits)

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNSC 521 Behavioral, Emotional, and Learning Disorders</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
	DESE Standards	
School Guidance Counselor	c. psychology of learning	X
School Guidance Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X

CNSC 521

Behavioral, Emotional, and Learning Disorders (3 credits)

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNSC 520 Development through the Lifespan</i>	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
	School Counseling	
SecV.G.2.g.	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	
Sec.V.G.2.h.	common medications that affect learning, behavior, and mood in children and adolescents	
SecV.G.3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	
	DESE Standards	
School Guidance Counselor	d. understanding the diagnosis and treatment of learning and behavior disorders	X
School Guidance Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X
School Guidance Counselor	f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students	X

CNSC 524

Applied School Counseling (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
SecII.F.1.m.	the role of counseling supervision in the profession	
	Counseling and Helping Relationships	
SecII.F.5.g.	essential interviewing, counseling, and case conceptualization skills	
Sec.II.F.5.h.	developmentally relevant counseling treatment or intervention plans	
Sec.II.F.5.i.	development of measurable outcomes for clients	
	School Counseling	
SecV.G.3.f.	techniques of personal/social counseling in school settings	

CNSC 525

Crises and Trauma in the Schools (3 credits)

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	
	Counseling and Human Relationships	
SecII.F.5.l.	suicide prevention models and strategies	
SecII.F.5.m.	crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid	
	Assessment & Testing	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	
	School Counseling	
SecV.G.2.e.	school counselor roles and responsibilities in relation to school emergency management plans, and crises, disasters, and trauma	
Sec.V.G.2.i.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	

CNSC 526

Consultation and Collaboration for School Counselors (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
	Counseling and Helping Relationships	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community-based resources	
	School Counseling	
SecV.G.1.d.	models of school-based collaboration and consultation	
SecV.G.2.b.	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	
SecV.G.2.d.	school counselor roles in school leadership and multidisciplinary teams	
SecV.G.2.k.	community resources and referral sources	
SecV.G.3.l.	techniques to foster collaboration and teamwork within schools	
	DESE Standards	
School Guidance Counselor	j. resources within the school system or the community for referral	X
School Guidance Counselor	m. development of skills for consultation with parents, teachers, and administrators	X

CNSC 528

Counseling Theories and Techniques for School Counseling (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
	Counseling & Helping Relationships	
SecII.F.5.a.	theories and models of counseling	
SecII.F.5.b.	a systems approach to conceptualizing clients	
SecII.F.5.n.	processes for aiding students in developing a personal model of counseling	

CNSC 570/580

Advanced Applied Counseling: School Counselor

(100 hours; 3 credits)

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Practicum	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	
SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

CNSC 571/581

Practicum: School Counselor

(Total of 600 hours; 12 credits)

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Internship	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.H.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	
SecIII.I.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

	School Counseling	
SecV.G.3.b.	design and evaluation of school counseling programs	
SecV.G.3.n.	use of accountability data to inform decision making	
SecV.G.3.o.	use of data to advocate for programs and students	

Appendix II

Student Affairs Counseling Competency Charts

COMPETENCY	DESCRIPTION	COURSE(S)
Advising & Supporting (A/S)	Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.	CNSA 530: Helping Skills for student affairs professionals. CNGC 538 Group Class and CNGC 520 Group Experience
Assessment, Evaluation & Research (AER)	Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.	CNGC 500 Research primarily Sometimes also addresses in CNSA 515 Foundation in Higher Education
Law, Policy & Governance (LPG)	Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.	CNSA 520 Ethical and Legal Issues in Student Affairs
Leadership (LEAD)	Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process	CNSA 525 Higher Education Administration CNSA 520 Ethical and Legal Issues

	of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.	CNSA 571 internship (Chi Sigma Alpha is also an opportunity for this!)
Organizational & Human Resources (OHR)	Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.	CNSA 515 Foundation in Higher Education CNSA 525 Higher Education Administration
Personal & Ethical Foundations (PEF)	Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our	CNSA 520 Ethical and Legal Issues in Student Affairs

	personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.	
Social Justice & Inclusion (SJI)	While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.	CNGC 529- multiculturalism
Student Learning & Development (SLD)	Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice	CNSA 510 Student Development Theory CNSA or CNGC 528 Counseling Theories and techniques
Technology (TECH)	Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills,	CNSA 510 and CNSA 510- since both are hybrid classes, they involve technology use for student learning, and I would also say CNSA 571 internship

	and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.	
Values, Philosophy & History (VPH)	Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.	CNSA 510 Foundations

Note: All Competencies Reflect the ACPA/NASPA Competencies and the Student Affairs Counseling Program at Bridgewater State University.

Reference

NASPA & ACPA. (2016). *Professional competency areas for student affairs practitioners*. Washington, D.C.: College Student Educators International.

Appendix III

Assessment Plan (Data Assessment Management System)

Department of Counselor Education Mission and Program Objectives

The principle mission of the Department of Counselor Education at Bridgewater State University is to prepare high quality master's level counselors for various settings in Massachusetts and the nation. More specifically, we prepare; quality School Counselors to serve students, families, and communities in PreK-12 educational settings; Clinical Mental Health Counselors to serve individuals, families, and/or groups in community, non-profit, or private agencies; and Student Affairs Counselors to serve as academic advisors, career advisors, residential hall advisors, or likewise in institutes of higher education.

Our program objectives are to:

1. Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.
2. Foster the development of expertise in counseling skills.
3. Instill a commitment to uphold best practices within counseling and student affairs professions.
4. Cultivate diversity and social justice competence within counseling and student affairs professions.

Current data assessment management system for the Counselor Education Department

Program Objective Assessed	Assessment Tool * All tools are broken up by program (MH, MHDL, SA, SC)	Assessment Tool History	Type of Evidence (Direct/Indirect)	Collection Method	Frequency of Collection	Discussion of Results (Timing & those involved)	Use of Results
1, 2, 3, 4	Confidential Student Feedback Survey*	Started spring 2015	Indirect	Qualtrics	<p>Fall & Spring semesters this is distributed to the Theories course(s) and Advanced Applied and Student Affairs Internship courses.</p> <p>By doing this you get a mix of newly matriculated students (Theories courses) and students who are towards the end of their program (Advanced Applied and SA Internship courses)</p>	<p>The spring feedback is discussed in the September faculty meeting.</p> <p>The fall feedback is discussed in the February Faculty meeting.</p>	Program, curriculum, fieldwork changes made based on results.
1, 2, 3, 4	Midterm/Final Evaluations	Paper distribution to site supervisors	Direct	Two Step Process: <u>Input System:</u>	Each semester of a student's fieldwork	BSU Instructor reviews PDF evaluation	To evaluate the student's level of

		<p>until fall 2013</p> <p>Electronic distribution starting spring 2014</p>		<p>Qualtrics used to send evaluations to site supervisors</p> <p>Output System: PDF of site supervisor's evaluation emailed to the student to print, sign and submit to their BSU Instructor</p>	experience (midterms sent mid-semester, finals sent at the end of the semester)	and discusses with the student to provide a grade (midterm grade and final grade depending on the evaluation)	competence in each of the designated areas identified throughout the evaluation.
1, 2, 3, 4	Site Supervisor Program Evaluations*	<p>Mailed paper distribution until fall 2013</p> <p>Electronic distribution starting spring 2014</p>	Indirect	Qualtrics	<p>End of every semester (December, May, August)</p> <p>.</p>	<p>Results disseminated and discussed in faculty meetings.</p> <p>Spring and summer results discussed in September faculty meeting.</p> <p>Fall results discussed in February Faculty meeting.</p>	Program, curriculum, fieldwork changes made based on results.
1, 2, 3, 4	Graduating Student Exit Survey	<p>Paper distribution until fall 2013</p> <p>Electronic distribution starting spring 2014</p>	Indirect	Qualtrics	December, May, August of each year	Discussed in the September faculty meeting.	Program, curriculum, fieldwork changes made based on results.
1, 2, 3, 4	Alumni Survey*	Mailed paper distribution until 2012	Indirect	Qualtrics	Every 3 years in June	This survey is discussed at our September	Program, curriculum, fieldwork changes

		Electronic distribution starting in 2015			Last survey sent 2018	faculty meeting in the fall semester every 3 years based on distribution.	made based on results.
1, 2, 3, 4	Employer Survey*	Started 2015	Indirect	Qualtrics	Every 3 years in June Last survey sent 2018	This survey is discussed at our September faculty meeting in the fall semester every 3 years based on distribution. <i>Note: This survey is extremely hard to get responses.</i>	Program, curriculum, fieldwork changes made based on results.

***Note:** All asterisked (*) assessment tools are not required to complete. They are strongly encouraged to be completed however, there are no incentives or repercussions for not completing the assessment tool.*

Additional Assessments for future implementation that will be added to our above Assessment Plan

Program Objective Assessed	Assessment Tool <i>* All tools broken up by program (MH, MHDL, SC, SA)</i>	Assessment Tool History	Type of Evidence (Direct/ Indirect)	Collection Method	Frequency of Collection	Discussion of Results (Timing & those involved)	Use of Results
1, 2, 3, 4	Counselor Preparation Comprehensive Examination(CPCE)		Direct	CPCE Online Exam	The 2nd month (October, March, June) of a student's final semester of Internship	Results will be sent to the Director of Fieldwork and this score will be added to the master excel spreadsheet to be discussed in upcoming scheduled student	Will be used to assess the "Mastery" portion of the student's development. Each of the eight CACREP core area scores will be assessed individually; both for program assessment and student assessment. If a

						review discussions with faculty.	student does not meet the required passing score for any of the specific CACREP core areas will be required to “defend” that section (or sections) to a small committee.
1, 2, 3, 4	Key Performance Indicator Assignment		Direct	Specific Course Assignment with	Each course the student takes within each semester	Faculty will grade students and rubric scores to the Director of Fieldwork and this score will be added to the master excel spreadsheet to be discussed in upcoming scheduled student review discussions with faculty.	These assignments will constitute the “Introduction” and “Cognitive” levels of assessment. Using a formalized rubric (of which faculty may add to for their own purpose of grading).
1, 2, 3, 4	Reflection Papers		Direct	Specific Course Assignment	During Advanced Applied and Internship	Faculty will grade students and rubric scores will be sent to the Director of Fieldwork and this score will be added to the master excel spreadsheet to be discussed in upcoming scheduled student	“Reinforcement” and “Affective” portions will be evaluated. Students will write reflection papers for five of the ten portfolio areas that are required to complete prior to Advanced Applied enrollment (Group, Theories of Counseling,

						review discussions with faculty.	Multicultural, Ethics, and Development). These reflections will be evaluated using a formalized rubric, corrected by students, and then uploaded as the introduction to the appropriate portfolio section will be required to address five of the ten portfolio areas. During each following semester of a student's Internship they will be required to address the remaining portfolio areas of which they have completed the course work. The same process as described for Advanced Applied will be carried out.
1, 2, 3, 4	Site Supervisor Disposition Evaluation		Direct	Qualtrics	The final semester of Internship a formalized rubric that incorporates the department's program objectives will be sent by the	This score will be added to the master excel spreadsheet to be discussed in upcoming scheduled student review discussions with faculty.	Will be used to assess the Behavioral" portion in the aspect of CACREPS "Skills" area.

					Director of Fieldwork.		
1, 2, 3, 4	Disposition Discussions		Indirect	Hard copy and Excel spreadsheet - faculty provide graded rubrics scores, disposition scores each semester on identified courses to Director of Fieldwork.	The end of each semester advisors will receive an updated summary for each of their advisees provided by the Director of Fieldwork.	<p>Each semester a student review will take place.</p> <p>Students that have been flagged for discussion as well as students meeting credit load levels will be discussed. Students can be flagged for discussion based on disposition scores by an indicator to be set by faculty.</p> <p>Markers for discussions will be: 15 completed academic credits, 30 completed academic credits, 45 completed academic credits, and 9 fieldwork credit hours.</p>	Will be used as a gatekeeping method, monitor appropriateness for the field, student's knowledge, skills, and professional development as a professional in training, overall effectiveness of program.

Appendix IV

Letters to Constituents



January 4, 2021

Dear Current Students in the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs Programs:

Happy New Year!

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs programs for the 2019-2020 academic year. This assessment report contains analyzed data from the Site Supervisors' Program Evaluations (Summer 2019, Spring 2020); Confidential Student Program Feedback Survey (Fall 2019, Spring 2020); Graduating Student Exit Surveys (December 2018, May 2018, August 2019); and Midterm/Final Student Evaluations (Summer 2019, Fall 2019, Spring 2020). In addition to these program assessment data, this annual report includes the Mission Statement and Program Objectives for the Department of Counselor Education; Competency Charts for the Mental Health, School Counseling, and Student Affairs programs; an assessment plan; data regarding graduates of the Mental Health Counseling, Mental Health-Dual License Counseling, School Counseling (PreK-8; 5-12), and the Student Affairs program; conclusions and recommendations based on the 2019-2020 assessment results; and a section regarding how this annual assessment report is shared with the BSU Community, current and prospective students for counselor education programs, current faculty teaching in counselor education programs, Dean Lisa Krissoff Boehm, Interim Dean Tom Wu, Associate Dean Wendy Haynes, Associate Dean Patricia Emmons, and cooperating agencies (site supervisors). These assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

On November 20, 2020, I was informed by the Office of Assessment at Bridgewater State University that the Counselor Education M.Ed. was chosen as an exemplary program for its excellence in its assessment practices for the 2019-2020 academic year. As a department, we are tremendously proud of this honor.

Please enjoy reading the Department of Counselor Education's Annual Assessment Report for the 2019-2020 academic year. I hope you find the information within this report as interesting to read as I found when I wrote this report.

Sincerely,

Elaine M. Bukowiecki, Ed.D.

Dr. Elaine M. Bukowiecki

*Professor of Literacy Education
Chairperson of the Department of Counselor Education
Bridgewater State University
Bridgewater, Massachusetts 02325*



January 4, 2021

Dear Faculty Teaching in Counselor Education Programs:

Happy New Year!

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs programs for the 2019-2020 academic year. This assessment report contains analyzed data from the Site Supervisors' Program Evaluations (Summer 2019, Spring 2020); Confidential Student Program Feedback Survey (Fall 2019, Spring 2020); Graduating Student Exit Surveys (December 2018, May 2018, August 2019); and Midterm/Final Student Evaluations (Summer 2019, Fall 2019, Spring 2020). In addition to these program assessment data, this annual report includes the Mission Statement and Program Objectives for the Department of Counselor Education; Competency Charts for the Mental Health, School Counseling, and Student Affairs programs; an assessment plan; data regarding graduates of the Mental Health Counseling, Mental Health-Dual License Counseling, School Counseling (PreK-8; 5-12), and the Student Affairs program; conclusions and recommendations based on the 2019-2020 assessment results; and a section regarding how this annual assessment report is shared with the BSU Community, current and prospective students for counselor education programs, current faculty teaching in counselor education programs, Dean Lisa Krissoff Boehm, Interim Dean Tom Wu, Associate Dean Wendy Haynes, Associate Dean Patricia Emmons, and cooperating agencies (site supervisors). These assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

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Sincerely,

Elaine M. Bukowiecki, Ed.D.

Dr. Elaine M. Bukowiecki

*Professor of Literacy Education
Chairperson of the Department of Counselor Education
Bridgewater State University
Bridgewater, Massachusetts 02325*



January 4, 2021

Dr. Lisa Krissoff Boehm, Dean College of Graduate Studies; Dr. Tom Wu, Interim Dean of the College of Education and Health Sciences; Dr. Wendy Haynes, Associate Dean College of Graduate Studies, and Dr. Patricia Emmons, Associate Dean, College of Education and Health Sciences

Dear Lisa, Tom, Wendy, and Patty:

Happy New Year!

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs programs for the 2019-2020 academic year. This assessment report contains analyzed data from the Site Supervisors' Program Evaluations (Summer 2019, Spring 2020); Confidential Student Program Feedback Survey (Fall 2019, Spring 2020); Graduating Student Exit Surveys (December 2018, May 2018, August 2019); and Midterm/Final Student Evaluations (Summer 2019, Fall 2019, Spring 2020). In addition to these program assessment data, this annual report includes the Mission Statement and Program Objectives for the Department of Counselor Education; Competency Charts for the Mental Health, School Counseling, and Student Affairs programs; an assessment plan; data regarding graduates of the Mental Health Counseling, Mental Health-Dual License Counseling, School Counseling (PreK-8; 5-12), and the Student Affairs program; conclusions and recommendations based on the 2019-2020 assessment results; and a section regarding how this annual assessment report is shared with the BSU Community, current and prospective students for counselor education programs, current faculty teaching in counselor education programs, Dean Lisa Krissoff Boehm, Interim Dean Tom Wu, Associate Dean Wendy Haynes, Associate Dean Patricia Emmons, and cooperating agencies (site supervisors). These assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

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Elaine M. Bukowiecki, Ed.D.

Dr. Elaine M. Bukowiecki

*Professor of Literacy Education
Chairperson of the Department of Counselor Education
Bridgewater State University
Bridgewater, Massachusetts 02325*



January 4, 2021

Dear Cooperating Agencies/Site Supervisors:

Happy New Year!

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs programs for the 2019-2020 academic year. This assessment report contains analyzed data from the Site Supervisors' Program Evaluations (Summer 2019, Spring 2020); Confidential Student Program Feedback Survey (Fall 2019, Spring 2020); Graduating Student Exit Surveys (December 2018, May 2018, August 2019); and Midterm/Final Student Evaluations (Summer 2019, Fall 2019, Spring 2020). In addition to these program assessment data, this annual report includes the Mission Statement and Program Objectives for the Department of Counselor Education; Competency Charts for the Mental Health, School Counseling, and Student Affairs programs; an assessment plan; data regarding graduates of the Mental Health Counseling, Mental Health-Dual License Counseling, School Counseling (PreK-8; 5-12), and the Student Affairs program; conclusions and recommendations based on the 2019-2020 assessment results; and a section regarding how this annual assessment report is shared with the BSU Community, current and prospective students for counselor education programs, current faculty teaching in counselor education programs, Dean Lisa Krissoff Boehm, Interim Dean Tom Wu, Associate Dean Wendy Haynes, Associate Dean Patricia Emmons, and cooperating agencies (site supervisors). These assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

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Elaine M. Bukowiecki, Ed.D.

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Bridgewater, Massachusetts 02325*

