



Southern Connecticut State University

COUNSELING AND SCHOOL PSYCHOLOGY DEPARTMENT
Annual Program Evaluation Report
2023-2024



REPORT INTRODUCTION

This report includes the yearly evaluation report for the Counseling programs, as required by CACREP. This report includes information for the past academic year on the Clinical Mental Health Counseling Program, the School Counseling program, both of which are CACREP accredited and IRCEP registered. Counselor Education and Supervision data is also included, and the program is under the CACREP review process.

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

Programs review all data and make recommendations for their programs based on this data. Data is presented for recent alumni, current students (collected spring 2024), and employer data (collected summer and fall 2024).

ENROLLMENT DATA

Summer and Fall 2023

CES Admissions Enrollment Diversity Data

Row Labels	1. U.S. Nonresident	2. Hispanic/Latino	4. Asian	5. Black or African American	7. White	8. Two or more races	9. Race and ethnicity unknown	N
F					3	1		4
M		1		1	1			3
Total		1		1	4	1		7

CMHC Admissions Enrollment Diversity Data

Row Labels	Asian	Black or African American	Hispanic /Latino	Race and ethnicity unknown	Two or more races	U.S. Nonresident	White	N
F		2	4			1	8	15
M		1	2				7	10
Total		3	6			1	15	25

SC Admissions Enrollment Diversity Data

	2. Hispanic / Latino	5. Black or African American	7. White	9. Race and ethnicity unknown	N
F	2	1	6		9
M		1	1		2
Total	2	2	7		11

2023-2024 Total Enrollment: Masters

Program	Total Number
CES	24
CMHC	66 (58)
SC	47(45)

*Fall (spring)

Program	Female Students	Male Students	White Students	African American/Black Students	Hispanic/Latino Students	Asian Students	US Non-resident	2 or more	Unknown
CES	20	4	14	7	2	0	0	1	0
CMHC	44 (39)	22 (19)	37 (32)	11 (8)	13 (13)	2 (2)	1 (1)	1 (1)	1 (1)
SC	38 (36)	9 (9)	28 (27)	5 (5)	11 (10)	2 (2)	0 (0)	0 (0)	1 (1)
Total									

*Fall (spring)

Change due to program fall graduates

2023-2024 Enrollment: Sixth Year and PMC (summer 2023-spring 2024)

Program	Total Number	FT Students	PT Students	Current Students	Students on Leave
CMHC-PMC	6	0	6	6	0
SC-PMC	1	0	0	1	0
SC- SYC	6		6		

Program	Female Students	Male Students	Caucasian Students	African-American/Black Students	Hispanic/Latino Students	Asian Students	Native American Students	Other (as reported)
CMHC	4	2	3	1	2	0	0	0
SC-PMC	1	0	0	0	1	0	0	0
SC- SYC	5	1	4	0	0	2	0	0

Program Completers

CES

Cohort	N	Active	Withdrew	Completer	Completion Rate	Retention Rate
Summer 24	10	9	1			90%
Summer 23	7	5	2			71.43%
Summer 22	11	8	3			72.8%
Summer 21	11	6	1	4	80.00%	90%
Grand Total	40	28	5	4		
Completion Rate = Completers / (N-active)						
Active students: Currently enrolled or enrolled within the last 12 months.						

CMHC Completion Rates

Cohort	N	Active	Withdrew	Completer	Completion Rate
Fall 19	24		4	20	83.33%
Summer 20	24	4	5	15	75.00%
Summer 21	20	4	4	12	75.00%
Summer 22	20	13	2	5	71.43%
Summer 23	25	24	1		
Summer 24	23	23			
Grand Total	136	68	16	52	76.47%
Completion Rate = Completers / (N-active)					
Active students: Currently enrolled or enrolled within the last 12 months.					

SC Completion rates

Cohort	N	Active	Completer	Withdrew	Completion Rate
Fall 19	15	1	11	3	78.57%
Fall 20	10		8	2	80.00%
Spring 21	5	1	3	1	75.00%
Fall 21	11	2	6	3	66.67%
Spring 22	6	6			
Fall 22	12	11		1	
Fall 23	11	11			
5 years	70	32	28	10	73.68%

COMPREHENSIVE EXAM & NCE PASS RATES

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

CES: Comprehensive Examination

CMHC: CPCE, NCE

SC: Praxis II

Program	CPCE Exam	NCE	Praxis II	CES Comprehensive
CES	NA	NA	NA	100%
CMHC	100%	100%	NA	NA
SC	NA	NA	100%	NA

CPCE

SCSU mean= 93.4

National mean= 96.57

Close inspection of our current years' NCE scores:

Below national means for:

- | | | |
|---------------------------------|------|----------|
| | SCSU | National |
| • Social and Cultural Diversity | 10.5 | 10.6 |

- Human Growth and Development 11.5 11.7
- Career Development 10.5 12.8
- Research and Evaluation 12.1 12.5

Above the national means for:

- Counseling and Helping Relationships 11.9 11.3
- Assessment and Testing 12.4 11.9
- Professional Orientation and Ethical Practice 12.7 12.4

Praxis II (# 5421) [Passing score = 159]

SCSU mean= 166

SCSU range = 153-189

National mean Performance Range* = 153-169

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

Close inspection of our current years' Praxis II (#5422) scores:

(See table below for test section crosswalk with CACREP core)

ABOVE national performance range scores for:

- Section II: DELIVER = 22%
- Section III: MANAGE = 33%
- Section IV: ASSESS = 33%

WITHIN national performance range scores for:

- Section I: DEFINE = 77%
- Section II: DELIVER = 55%
- Section III: MANAGE = 33%
- Section IV: ASSESS = 44%

BELOW national performance range scores for:

- Section I: DEFINE = 22%
- Section II: DELIVER = 22%
- Section III: MANAGE = 33%
- Section IV: ASSESS = 22%

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

GRADUATION & HIRE RATES

Graduation and hire rates (immediately following graduation) are included in the tables below.
 Master’s Program (August 2023, December 2023 and May 2024 Graduates)

Program	Total Graduates	Number Hired	Hire Rate
CES	4	4	100%
CMHC	13	13	100%
SC	9	9	100%

*Hire rate data collected directly upon program completion and based on student report.

PROGRAM EXPERIENCES

Our last evaluation occurred in Spring 2024 and Summer 2024. The tables below indicate the percentage of students who agreed or strongly agreed with each statement.

Recent Alumni: 2023-2024 Evaluation Data

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

CES n=2

CMHC n= 3

SC n= 4

Question	CES	CMHC	SC
Overall, faculty communicated course expectations clearly (in course syllabus and verbally).	100%	67%	75%
Overall, faculty used a variety of teaching methods that helped me learn.	100%	67%	75%
Overall, faculty used a variety of assessment methods (e.g., tests, homework assignments, reports) in determining if course objectives were met.	100%	67%	75%
Overall, faculty responded to my questions or concerns (in person, via e-mail, or via phone).	100%	67%	100%
Overall, adjunct faculty were knowledgeable in course content.	100%	67%	100%
Overall, adjunct faculty were prepared to teach course content.	100%	67%	100%
Overall, program faculty utilized university resources (e.g., library resources, classroom technology, on-line access, software, labs) to accomplish course objectives.	100%	67%	50%
My advisor was accessible (i.e., in person, on e-mail, via phone).	50%	33%	100%
My advisor provided accurate advisement information.	50%	0%	100%
I am a member of a state counseling/school psychology professional association	100%	100%	75%
I am a member of a national counseling/school psychology professional association	100%	33%	100%
I attended a state or regional conference during my time at SCSU	100%	100%	25%
I attended a national conference during my time at SCSU	100%	33%	0%
Sufficient courses were scheduled each semester to permit me to follow my planned program/course sequence.	100%	33%	75%

From a learning perspective, the sequence of courses was well organized.	100%	33%	75%
The necessary courses and requirements that I needed to earn my degree were made clear.	100%	33%	75%
Requirements for courses helped me meet the learning objectives.	100%	67%	75%
The university provided an adequate classroom environment (online and/or on campus).	100%	33%	100%
The university provided appropriate adequate resources that I needed as a graduate student (e.g., library resources, computers, on-line access, up-to-date software, labs).	50%	67%	75%
My program has helped me to accomplish my educational and professional goals.	100%	67%	100%
I would recommend this program to people interested in this field of study.	50%	33%	100%

Current Students: 2023-24 Evaluation Data

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

CES n=10

CMHC n= 16

SC n= 25

Question	CES	CMHC	SC
Overall, program faculty communicated course expectations clearly (in course syllabi and verbally).	100%	81%	88%
Overall, faculty used a variety of teaching methods that helped me learn	100%	63%	84%
Overall, faculty used a variety of assessment methods (e.g., tests, homework assignments, reports) effectively in determining if course objectives were met	90%	75%	92%
Overall, faculty were responsive to my questions or concerns (in person, via e-mail, or via phone)	100%	69%	84%
Overall, adjunct faculty were knowledgeable and quality instructors	60%	75%	88%
Overall, adjunct faculty were prepared to teach course content.	70%	69%	80%
Program faculty utilized university resources (e.g., library resources, classroom technology, on-line access, software, labs) to effectively accomplish course objectives	100%	75%	80%
My advisor was accessible (i.e., in person, on e-mail, via phone)	100%	63%	100%
My advisor communicated advisement information	100%	34%	92%
My advisor communicated accurate advisement information.	100%	38%	100%

I felt supported by my advisor.	100%	38%	100%
Sufficient courses were scheduled each semester to permit me to follow my planned program/course sequence	100%	63%	92%
Courses are offered in formats that help me follow my planned program/course sequence (i.e., online, hybrid, on ground)	70%	69%	88%
From a learning perspective, the sequence of courses was well organized	70%	81%	76%
Overall, required courses supported my professional preparation.	80%	75%	84%
I am a member of a state counseling/school psychology professional association	60%	25%	64%
I am a member of a national counseling/school psychology professional association	80%	44%	72%
I attended a state or regional conference during my time at SCSU	90%	31%	32%
I attended a national conference during my time at SCSU	50%	13%	4%
The university provided an adequate classroom environment (online and/or on campus)	90%	69%	68%
The university provided appropriate adequate resources that I needed as a graduate student (e.g., library resources, computers, on-line access, up-to-date software, labs)	90%	69%	76%
I recommend this program to people interested in this field of study	80%	56%	60%
My program attempts to foster a sense of community among students (online and/or on campus)	90%	56%	80%
The department (CMHC, SC, and SP) attempts to foster a sense of community among all participants (online and/or on campus)	50%	56%	76%

Employer Data: 2023-24 Evaluation Data

Employers were asked to rate the following areas related to the employee's level of preparedness for their professional role. The table below indicates the percentage of students rated proficient or exemplary within each area.

CES NA

CMHC n= 21

SC n= 4

Employer Data		
CMHC		
Professional Behavior	81%	
Counseling Skills	86%	
Clinical Documentation	90%	
Case Conceptualization	86%	
Diagnosis and Clinical Assessment	90%	
Treatment Planning	90%	
Competence with Diverse Populations	86%	
SC		
Collaboration (with co-workers, families, community).		100%
Consultation (with administration, faculty, staff, parents, guardians)		100%
Interpreting student records		100%
Delivery of Tier 1 services (schoolwide programming, classroom guidance lessons, individual advisement)		100%
Delivery of Tier 3 services (individual, responsive services)		100%
Competence with diverse populations		100%

PROGRAM GOALS BASED ON DATA COLLECTED

COUNSELOR EDUCATION AND SUPERVISION

- Address faculty-related concerns through open dialogue and measures to mitigate biases.

- Enhance community-building efforts across cohorts, possibly through structured mentoring or collaborative events.
- Review curriculum design for redundancy, particularly in leadership courses.
- Advocate for the recognition of the degree to ensure its credibility and utility for students.
- Incorporate dissertation-related work more seamlessly into coursework to reduce workload spikes.

CLINICAL MENTAL HEALTH COUNSELING

Revamp Practicum and Internship Process:

- Develop a structured and standardized practicum and internship guide, including step-by-step instructions, timelines, and required documentation.
- Consider creating an online resource (e.g., videos, webinars, or modules) to walk students through the process.
- Provide a dedicated practicum/internship coordinator to assist students.

Strengthen Practicum and Internship Support:

- Revamp the practicum and internship process to include more detailed guidance, earlier communication, and better preparation for placement requirements.
- Provide resources such as webinars, checklists, and dedicated staff support to reduce the stress and confusion surrounding this process.

Enhance Communication:

- Establish clear and consistent communication channels between faculty, advisors, and students about program milestones (e.g., comps, portfolio, practicum).
- Share detailed timelines and expectations earlier in the year.
- Improve Course Content

Curricular:

- Evaluate the skills and advanced skills courses to ensure they meet students' expectations for practical skill-building.
- Regularly review course curricula for alignment with professional standards and student needs.

Expand Course Delivery Options:

- Increase the availability of online and hybrid courses to better support working students and those with other responsibilities.

Address Student Concerns About Value:

- Improve program transparency and structure to enhance the perception of value, particularly for students who pay out of pocket.
- Actively seek feedback from students to identify and address areas of concern.
- Ensure that assignments in online courses are graded promptly to provide students with timely feedback.

- Integrate opportunities for synchronous interaction within asynchronous courses to foster engagement and community.
- Explore flexible options to better support working students, such as hybrid course formats and tailored practicum arrangements.

Promote Faculty Development:

- Provide faculty with training and resources to ensure consistency in course delivery and engagement with students.

Implement Diversity and Inclusion Training:

- Develop diversity, equity, and inclusion training for all faculty and staff, with a focus on creating a safe and supportive environment for all students.
- Develop a system to ensure students receive consistent support even when advisors are unavailable.
- Clearly communicate program milestones and expectations, such as the timeline for practicum, internships, and portfolio development.

Leverage Positive Faculty Contributions:

- Recognize and build upon the strengths of faculty who are praised for their support and expertise to further enhance the student experience.

SCHOOL COUNSELING

Faculty Development and Hiring:

- Consider hiring more professors with school counseling experience and diverse backgrounds to address both content relevance and inclusivity.
- Offer professional development for adjunct faculty to ensure they are well-prepared for course delivery.

Enhance Communication:

- Create a clear, accessible roadmap for program milestones and certification requirements, ensuring students receive timely information.
- Provide ongoing updates about curriculum changes and program expectations.

Curriculum Updates:

- Review and revise the curriculum to ensure it reflects current school counseling practices and minimizes unnecessary assignments.

Promote Diversity:

- Actively recruit and hire faculty of color to better represent the diverse experiences of students and communities served by the program.

Program Sequence Adjustments:

- Consider moving the research class earlier in the curriculum to alleviate stress in the final semester.
- One response suggests having the research class specifically taught by a professor in the school counseling cohort to ensure better alignment with program needs.

Communication Channels:

- Establish clear and accessible channels for students to report concerns about faculty behavior or program structure without fear of retaliation.

Leverage Positive Faculty Contributions:

- Recognize and celebrate the faculty members who consistently provide excellent support to students, as they contribute significantly to the program's strengths.