**CPS Department**

 **Mental Health Counseling**

**Program Evaluation**

**December 2015**

The CPS Department regularly collects data on student outcomes and program effectiveness in order to guide programmatic decision-making. This report, which reflects much of the effort that was done in preparation of submission of the Mental Health Program for CACREP accreditation, highlights many of the formal assessment activities and their results.

Based on these assessment activities, major findings include:

* Students believe the program does a good to excellent job overall of preparing them to be Mental Health Counselors.
* Employers believe the program does a good to excellent job overall of preparing students to be Mental Health Counselors.
* The Mental Health Program has rigorous standards for admittance and progression throughout the program.
* CPS students tend to do better than the national average on their standardized exit exam.
* Students in our field experiences (i.e., practicum and internship) tend to be rated “satisfactory” to “highly satisfactory” on performance rankings by site supervisors.

The CPS Department has instituted new procedures or opportunities based on the results presented in this report as well as other sources of feedback.

* Sigma Nu Chi (CPS chapter of national counseling honor society) held CPCE review classes
* Portfolio requirement
* The CPS MHC Assessment Committee developed the IPRA
* Created new site supervisor manual for CPS515/516
* Updating of Clinical Instructional Manuals, Department Handbook
* Creation of a 5-week series of CPCE exam-prep workshop Spring 2015
* Newsletters produced: spring 2014, fall 2014, & spring 2015
* Internship portfolio requirement added to CPS 515/16 Summer 2014 & Fall 2014
* CPS faculty presenting to Undergraduate Human Development courses to recruit new students.

Several methods of assessing program outcomes are presented below.

A formal survey was done to assess program graduates perceptions of their counseling program. In the summer of 2014 a survey was sent out via “freeonlinesurveys.com” to all former student emails. The results of that survey are shown below. Two categories of students are displayed: those students who obtained their MS in Mental Health Counseling and those who additionally received a CAS in Counseling Services (School Counseling).The surveys were rated on a scale from 0 to 3 where:

0=strongly disagree 1=disagree 2=agree 3=strongly agree

Students were asked to rate the following program and faculty characteristics they experienced as a student in the CPS Department.

**Graduate’s Perceptions of their Master’s program**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Program | Quality instruction | Program expectations were clear | Faculty interested in my development | Advising | Good relationship with a faculty | Prepared for job in my field |
| MH & CS\_CAS | Mean | 2.00 | 2.33 | 2.00 | 1.67 | 3.00 | 2.00 |
| Std. Deviation | .000 | .577 | .000 | .577 | .000 | .000 |
| MH | Mean | 2.33 | 2.13 | 2.20 | 2.07 | 2.60 | 2.07 |
| Std. Deviation | .617 | .516 | .561 | .704 | .507 | .704 |

*Students tended to agree or strongly agree with the above statements. The relative strength was on faculty relationships and the relative weakness was advising.*

Students were asked “Thinking about the responsibilities of your current job, how well did your program through the CPS Dept. prepare you in the following (if employed)”

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program | technology | leadership | advocacy | Collaborate with others | Writing skills | Creating effective interventions | Evaluation of self | Using assessments | Program evaluation l |
| MH & CS\_CAS | Mean | 2.00 | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 | 2.00 | 1.50 | 1.50 |
| Std. Deviation | .000 | .707 | .707 | .707 | .707 | .707 | .000 | .707 | .707 |
| MH | Mean | 1.60 | 1.83 | 2.18 | 2.33 | 1.80 | 2.08 | 2.33 | 2.27 | 2.08 |
| Std. Deviation | .966 | .835 | .603 | .651 | 1.033 | .900 | .492 | .467 | .900 |

*The relative strength was on using assessments and the relative weakness was preparedness for leadership.*

Demographic data included employment information.

|  |  |  |
| --- | --- | --- |
|  | Employer | Total |
| Public School | Higher Education | Non profit | MH Agency | Other or N/A |
| Program | MH & CS\_CAS | 0 | 0 | 0 | 1 | 2 | 3 |
| MH | 0 | 2 | 1 | 6 | 7 | 16 |

A formal survey was done to assess perceptions from regional employers regarding SUNY Oswego Counseling graduates. The survey was sent out online through “Freesurveyonline.com” in May 2014 and Fall 2015. The results of that survey are presented below.

 The table below shows the average rankings across the 3 main sections of the survey. Scores represent 1 = poor, 2 = fair, 3 = good, and 4 = excellent. The average rankings in all of these areas were between good and excellent.

 **Employer survey of mental health graduates**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | N | Minimum | Maximum | Mean | Std. Deviation |
| Graduates' Knowledge in Specific Curricular Areas | 8 | 3.7 | 3.330 | .3468 | 3.7 |
| Graduates' Specific Professional Skills | 8 | 3.8 | 3.201 | .3308 | 3.8 |
| Attributes of Graduates as Employees | 8 | 3.9 | 3.138 | .7441 | 3.9 |

*Rankings in these three main areas reflect overall good to excellent rankings*

For each of these three main areas, a breakdown of item statistics is shown below from high to low.

**Section 1: Graduates' Knowledge in Specific Curricular Areas**

|  |  |  |
| --- | --- | --- |
|   | Mean | Std. Deviation |
| Multicultural | **3.63** | **.518** |
| Development | **3.50** | **.535** |
| Wellness | **3.50** | **.535** |
| Ethical issues | **3.50** | **.535** |
| Research | **3.43** | **.535** |
| Crisis | **3.38** | **.518** |
| Theories | **3.38** | **.744** |
| Consultation | **3.25** | **.463** |
| Program Evaluation | **3.00** | **0.000** |
| Group | **3.00** | **.535** |
| Law | **2.88** | **.354** |

Rankings in the ***Graduates' Knowledge in Specific Curricular Areas***shows that employers rated our students highest in multicultural, development, wellness and ethical issues. Lowest ratings were in the areas of program evaluation, group counseling, and legal issues. All rankings, with the exception of legal issues was in the good to excellent range.

**Section 2: Graduates' Specific Professional Skills**

|  |  |  |
| --- | --- | --- |
|   | Mean | Std. Deviation |
| Individual Counseling | 3.50 | .535 |
| Multicultural | 3.50 | .535 |
| Assessment | 3.25 | .463 |
| Crisis | 3.25 | .463 |
| Vocational | 3.20 | .447 |
| Research | 3.14 | .378 |
| Group | 3.14 | .690 |
| Consultation | 3.13 | .354 |
| Treatment planning | 3.00 | .535 |
| Program Evaluation | 3.00 | .535 |

Rankings for ***Graduates' Specific Professional Skills,*** showed the highest rankings for the skills of individual counseling and multicultural counseling skills. The lowest rankings were for treatment planning and program evaluation. All rankings were in the good to excellent range.

**Section 3: Attributes of Graduates as Employees**

|  |  |  |
| --- | --- | --- |
|   | Mean | Std. Deviation |
| Ethical | 3.50 | .535 |
| Overall Competence | 3.25 | 1.035 |
| Feedback | 3.50 | 1.069 |
| Responsibility | 3.38 | .744 |
| Client Advocacy | 3.13 | .991 |
| Leadership | 3.00 | .926 |

Under ***Attributes of Graduates as Employees*,** employers rated our graduates highest in the areas of ethical/legal behavior and overall competence. Lowest ratings were in client advocacy and leadership.

**Data across the program of study**

The CPS Department tracks student progression through the program at several checkpoints including admission, candidacy, field experiences, and exit competencies. For each of these sections, assessment data are shown.

**Admission**

Prospective students are initially evaluated based on their application. The application provides evidence of undergraduate/graduate GPA, GRE scores, a letter of intent, and recommendations. For both programs, we typically look for an undergraduate/graduate GPA of 3.0 or higher. For GRE scores we typically look for students with GRE scores in the 50th percentile. These criteria are suggested, but are dependent on other factor such as the pool of candidates and other experiences or characteristics of the applicant that are desirable or give evidence of interest and ability in the field.

The chart below shows the applicants for the 2011 through 2014 cohort years who were accepted into our counseling programs.

**GRE Scores of Candidates**

**Admission Academic Indicators 2011-2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program** | **Year** | **GRE Type** | **GRE-V** | **GRE-Q** | **GRE-A** | **Under Grad GPA** |
| **Mental Health** | 2011 | Old GRE | 453.78 | 513.78 | 3.89 | 3.25 |
| 2012 | New GRE | 148.82 | 144.11 | 3.87 | 3.27 |
| Old GRE | 504.00 | 540.00 |
| 2013 | New GRE | 151.64 | 147.07 | 3.83 | 3.41 |
| Old GRE | 555.00 | 530.00 |
| 2014 | New GRE | 151.07 | 145.43 | 3.86 | 3.31 |

*Source: CPS Department student database*

The 50th percentile for the old GREs was approximately 500 for the verbal and quantitative sections and approximately 150 for the restandardized GREs. The chart shows that the target goal of having the student place at the 50th percentile was not met for all students. However, high average undergraduate GPAs demonstrate that the students had strong academic potential.

**Candidacy**

Candidacy requires that students have successfully completed CPS503 and Personality, and CPS 510, Counseling Theories and process. Candidacy decisions are made in the semester that the student is enrolled in their initial practicum placement (i.e., CPS512/513) and is at least midway through that course. This is done so that students may be evaluated on basic counseling skills and professional dispositions. Enrollment in the practicum class also ensures that those students have obtained a rating of acceptable for clinical performance on the 510 Performance Checklist. No candidacy decision is final until the student successfully completes the practicum experience. Student advisors are given the students’ academic files and practicum instructors are consulted regarding counseling skills and professional dispositions. Advisors are responsible to insure that the minimum standards are met and then make a case for candidacy. The full faculty discusses student performance in the class as well as observations related to professional dispositions. The faculty then votes to grant or deny candidacy based on the evidence presented. In some cases, candidacy may be delayed until the student successfully completes a remediation plan under the advisement of the advisor.

Results from the 510 Performance Checklist from 2011-2014 are shown in the table below. Based on the evaluation, students may (a) move on to the appropriate practicum (CPS512/513 or CPS511) without remediation, (b) move on to the appropriate practicum with further remediation (updated performance checklist and remediation plan form will be filled out), or (c) may not move on to the appropriate practicum and would be counseled out of the program. Because students may be reevaluated after remediation, these results include the re-evaluations of those who were remediated.

**CPS 510 Performance Checklist Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Decision** | **2011** | **2012** | **2013** | **2014** |
| The student has **successfully met** the requirements. The student may move on to:CPS511(School Counseling and School Psychology), CPS512(Mental Health Counseling), or CPS513(Mental Health Counseling Substance Abuse). | N = 46 100% | N = 51 98.08% | N = 50 100% | N=52100% |
| The student has **not met** the requirements. The student may not move on to:CPS511(School Counseling and School Psychology), CPS512(Mental Health Counseling), or CPS513(Mental Health Counseling Substance Abuse). | N = 0 0% | N = 1 1.92% | N = 0 0% | N=00% |

*Includes students from Counseling Services (School Counseling), MH Counseling, & School Psychology*

**Field Placement**

The primary required field placements are the initial practicums consisting of CPS512/513 as well as the counseling internships of CPS515/516 for MH students. Students in these field experiences are formally evaluated by their site supervisors and/or their field placement instructor. There are several assessment instruments required by these field experiences.

**CPS512/513 (MH)**

CPS 512 is the required initial practicum by students in the Mental Health Counseling program. CPS 513 is the course designation for a practicum in a substance abuse setting. Practicum students are required to be on site for 120 clock hours [3 credit hours, 40 minimum direct, 80 minimum indirect]. The practicum is intended to reflect the pre-professional experience of a counselor trainee appropriate to the designated program area. Students are formally evaluated by their site supervisors at the end of their field placement with the *Counseling Practicum Student Evaluation*. The following tables represent average scores on the Counseling Practicum Student Evaluation for the Fall 2011 semester through the Spring 2014 semester. The ratings are on the 4 major subscales represented on the evaluation.

The rating scale is on a 1-5 scale where:

 1= “Highly Unsatisfactory” and 5= “Highly Satisfactory”

**Average Practicum Performance Indicators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **A. Performance of Basic Practicum Requirements** | **B. Counselor Practice, Knowledge, and Skills** | **C. Becoming a Professional Counselor** | **D. Site and Community Skills** |
| Fall 2011 | 4.68 (.25) | 4.63 (.30) | 4.58 (.09) | 4.69 (.19) |
| Spring 2012 | 4.58 (.60) | 4.38 (.61) | 4.38 (.58) | 4.33 (.67) |
| Summer 2012 | 4.92 (.12) | 4.19 (.88) | 4.16 (.52) | 4.22 (.82) |
| Fall 2012 | 4.62 (.48) | 4.35 (1.02) | 4.24 (.65) | 4.80 (0.00) |
| Spring 2013 | 4.69 (.43) | 4.56 (.67) | 4.42 (.46) | 4.54 (.57) |
| Fall 2013 | 4.32 (.76) | 4.07 (.88) | 4.29 (.66) | 4.21 (.52) |
| Spring 2014 | 4.59 (.60) | 4.38 (.62) | 4.43 (.57) | 4.40 (.70) |
| Fall | 4.84 (.38) | 4.5 (1.15) | 4.67 (.37) | 4.86 (.41) |

\*Note: SD in parentheses

*As noted above, students were rated by their site supervisors as somewhere between “satisfactory” and “highly satisfactory” in the students’ practicum.*

**CPS515/516 (MH)**

CPS 515 is the required internship for students in the Mental Health Counseling program. CPS 516 is the course designation for an internship in a substance abuse setting. The program requires students to complete a supervised internship of 600 clock hours (average of 40 hours per week over one 15 week semester or 20 hours per week over two 15 week semesters) that is begun after successful completion of the student’s practicum. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. For CPS 516: The internship must take place at an OASAS designated Chemical Dependency Treatment facility.

The student’s internship includes 240 hours of direct service with clients appropriate to the program of study. CACREP defines direct service as “interaction with clients that includes the application of counseling, consultation, or human development skills.” The remaining 360 hours should involve opportunities for the internship student to become familiar with a variety of professional activities in addition to direct services (e.g., record keeping, referral services, in-service, meetings, conferences, professional development, etc.).

Internship students are evaluated at the end of each internship with the Counseling Internship Student Evaluation by their site supervisors. The following tables represent average scores on the Counseling Internship Student Evaluation for the Fall 2011 semester through the Fall 2013 semester. The table disaggregated by semester. The results are also aggregated by major headings within the evaluation.

 **Counseling Internship Student Evaluation**

**Fall 2011 semester through Fall 2013**

**Mean scores represent scale of 1 = Highly Unsatisfactory to 5 = Highly Satisfactory**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Semester | Basic Internship Requirements | Counselor Practice Knowledge Skill | Becoming Professional Counselor | Site & Community Skills |
| Fall 2011 | Mean | 5.00 | 4.97 | 4.97 | 4.95 |
| SD | 0.00 | 0.11 | 0.03 | 0.13 |
| Spring 2012 | Mean | 5.00 | 4.77 | 4.90 | 4.69 |
| SD | 0.00 | 0.26 | 0.17 | 0.43 |
| Summer 2012 | Mean | 4.94 | 4.88 | 4.90 | 4.72 |
| SD | 0.10 | 0.20 | 0.14 | 0.35 |
| Fall 2012 | Mean | 4.77 | 4.44 | 4.69 | 4.30 |
| SD | 0.34 | 0.47 | 0.28 | 0.43 |
| Spring 2013 | Mean | 4.89 | 4.77 | 4.86 | 4.67 |
| SD | 0.27 | 0.40 | 0.31 | 0.39 |
| Summer 2013 | Mean | 4.94 | 4.94 | 4.99 | 4.97 |
| SD | 0.24 | 0.24 | 0.02 | 0.13 |
| Fall 2013 | Mean | 4.85 | 4.80 | 4.86 | 4.82 |
| Std. Deviation | 0.33 | 0.33 | 0.28 | 0.36 |
| Spring 2014 | Mean | 5.0 | 4.88 | 4.96 | 4.77 |
| Std. Deviation | 0.00 | 0.21 | 0.18 | 0.32 |
| Fall 2014 | Mean | 4.86 | 4.66 | 4.63 | 4.42 |
| Std. Deviation | 0.34 | 0.45 | 0.24 | 0.65 |
| Total | Mean | 4.90 | 4.79 | 4.87 | 4.72 |
| SD | 0.25 | 0.35 | 0.23 | 0.40 |

*The averages of these major groups of the evaluations are all between “Satisfactory” and “Highly Satisfactory” with all but one of the average scores within semesters closer to “Highly Satisfactory”*

**Exit Competencies**

 ***Evidence of meeting academic requirements***

Evidence of successful completion of the program is demonstrated by adequate grades in the required coursework as well as successful completion of the CPCE exit exam. The CPCE is offered biannually, in the fall and the spring. Students may take the exam in their second year of study after successfully completing their practicum. Students may retake the test if they fail. If the student fails the exam three times, the faculty must discuss the student and determine whether the student should be allowed to retake the test, be denied graduation from the program, or whether an alternate assessment be given. These options have rarely been needed

After CPCE exams are given, the chair of the departmental comprehensive exam committee compiles the information and distributes it to all CPS faculty for review. Students are sent a letter informing them of their pass/fail status. Students may also request their individual results. Below are the results of the CPCE exams for our students for the years 2012-2014.

**Table 1.J: CPCE Results 2011-2014**

|  |  |
| --- | --- |
|  | **Fall 2011** |
|  | **Human Growth & Dev** | **Social Cultural Foundations** | **Helping Relations** | **Group** | **Career & Vocational** | **Appraisal** | **Research & Evaluation** | **Orientation & Ethics** | **Total score** |  |
| National Average\* | 12.11 | 11.71 | 12.43 | 11.79 | 11.46 | 11.00 | 12.07 | 12.71 | 95.29 | P/F\*\* |
| CS Average | 12.23 | 11.69 | 12.92 | 11.77 | 11.23 | 11.23 | 12.38 | 12.92 | 96.38 | 28/0 |
| MH Average | 12.00 | 11.73 | 12.00 | 11.80 | 11.67 | 10.80 | 11.80 | 12.53 | 94.33 |
|  | **Spring 2012** |
| National Average | 10.23 | 9.80 | 9.56 | 11.65 | 8.37 | 9.83 | 10.06 | 10.12 | 79.62 | P/F |
| CS Average | 12.00 | 11.00 | 11.00 | 11.00 | 8.00 | 10.00 | 9.00 | 6.00 | 78.00 | 7/0 |
| MH Average | 10.50 | 9.83 | 8.17 | 12.00 | 7.83 | 10.00 | 12.17 | 10.00 | 80.50 |
|  | **Fall 2012** |
| National Average | 12.34 | 8.56 | 10.27 | 10.53 | 10.49 | 10.06 | 9.60 | 12.03 | 83.87 | P/F |
| CS Average | 12.25 | 8.50 | 10.50 | 9.75 | 11.50 | 11.25 | 10.75 | 10.75 | 85.25 | 20/22 MH |
| MH Average | 12.72 | 9.33 | 10.67 | 10.67 | 11.78 | 10.72 | 10.22 | 12.22 | 88.33 |
|  | **Spring 2013** |
| National Average | 12.34 | 8.56 | 10.27 | 10.53 | 10.49 | 10.06 | 9.60 | 12.03 | 83.87 | P/F |
| CS Average | 12.00 | 8.00 | 9.50 | 9.25 | 10.25 | 9.50 | 11.00 | 11.00 | 83.00 | 11/0 |
| MH Average | 13.00 | 8.86 | 10.29 | 10.86 | 10.29 | 11.00 | 9.86 | 11.00 | 85.14 |
|  | **Fall 2013** |
| National Average | 9.93 | 10.98 | 11.69 | 12.64 | 10.25 | 9.81 | 10.67 | 11.36 | 87.32 | P/F |
| CS Average | 9.78 | 10.89 | 12.00 | 13.00 | 10.89 | 10.11 | 11.22 | 10.11 | 88.00 | 28/0 |
| MH Average | 9.95 | 11.16 | 12.53 | 13.47 | 10.53 | 10.21 | 11.53 | 10.79 | 90.16 |
|  | **Spring 2014** |
| National Average | 9.85 | 10.58 | 10.04 | 12.52 | 10.54 | 10.62 | 10.81 | 10.65 | 85.61 | P/F |
| CS Average | 8.00 | 11.33 | 7.33 | 10.33 | 9.00 | 6.33 | 10.33 | 8.33 | 71.00 | 7/21MH1CS |
| MH Average | 13.17 | 11.83 | 11.17 | 12.17 | 11.33 | 12.67 | 12.67 | 12.00 | 97.00 |

*\*National averages obtained for national population that used CPCE for exit decisions only.*

*\*\* P/F is the pass fail ratio for all students. When failures are present, the breakdown by program is given.*

*These CPCE results show average scores for our students are on average higher than the national average. Across these 6 testing periods which assess students on 8 domains, the MH students performed better than the average national scores across domains in 37 out of 48 times (8 domains across 6 administrations).*

**Program modifications based on assessment data.**

Based on these assessment results as well as other formal and informal methods of feedback, the CPS Department has made several changes over the last year. Below is a chart which shows the changes made to the Mental Health Program

**CPS MHC Program Changes**

|  |  |  |
| --- | --- | --- |
| Feedback | Response to Feedback | Reflected in Program |
| Result data some students struggling with exam. | Sigma Nu Chi held CPCE review classes | End of program |
| Relatively low-ranking of students being prepared for job in field based on graduate survey. | New learning experiences including:- Use of COMPASS for resumes and interviewing skills-conference awareness- better distribution of professional opportunities- Portfolio requirement | Throughout program |
| Instrument needed for assessing professional readiness | The CPS MHC Assessment Committee developed the IPRA | CPS 512/513 |
| Need for comprehensive site supervisor manuals | Created new site supervisor manual for CPS515/516 | CPS 515/516 Site Supervisor Manual |
| Comprehensive manual that contains all pertinent forms | Updating of Clinical Instructional Manuals, Department Handbook | CPS MHC 512/13 & 515/16 CPS Departmental Handbook |
| CPCE review workshop needed | Creation of a 5-week series of CPCE exam-prep workshop Spring 2015 | Duty added to Chi Sigma Iota service to department objectives |
| Online section requested/summer offering | Offered summer 2014, online course offered summer 2015 | Added to CPS course offerings |
| Reactivate the department newsletter | Newsletters produced: spring 2014, fall 2014, & spring 2015 | Duty added to Chi Sigma Iota service to department objectives |
| Increase student comradery by starting a graduation reception | First graduation reception May 2015 | Duty added to Chi Sigma Iota service to department objectives |
| Recording policy | CPS Departmental recording policy added to Department Handbook Fall 2014 | Department Handbook |
| Suicide assessment/prevention /intervention instruction expanded | Student Learning Outcomes added to CPS 512/13 & 515/16 | SLO for Suicide assessment/prevention / intervention reflected in:CPS 512/13CPS 515/16CPS 510 |
| Internship portfolio | Internship portfolio requirement added to CPS 515/16 Summer 2014 & Fall 2014 | Internship portfolio requirement for all CPS 515/16 sectionsSpring 2015---- |
| MHC program recruitment to Human Development undergraduate students begin junior UG year | CPS faculty invited to UG HD courses | Faculty visits regularly scheduled |
| MHC program objectives  | Faculty voted on program objectives | Communicated to students in:CPS 510Included on MHC syllabi Fall 2014 |
| Student governance opportunities in professional organizations sought | Faculty nominated students for leadership positions | NYMHCAACA-NY |