CPS Department
Mental Health Counseling
Program Evaluation
October 2019

The CPS Department regularly collects data on student outcomes and program effectiveness in order to guide programmatic decision-making. This report 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.
- 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.

Data used to inform this evaluation

Data were collected from several of our Mental Health Counseling key assessments including:

- CPCE scores used as required exit exam
- Mental Health Counseling Internship Student Evaluations
- Counseling Practicum Student Evaluations
- CPS 510 Performance Checklist
- Alumni Surveys
- Site Supervisor Surveys
- Program Advisory Group Feedback

CPS 510 Performance Checklist

CPS 510, Counseling Theories and Process, is an initial training in counseling skills. This class must be successfully completed prior to enrolling in a practicum. This class is typically taken in the first fall semester and is offered only in the fall. As part of the requirements to be successful in this class, students are evaluated on the 510 Performance Checklist in which the student is rated as either "acceptable" or "unacceptable" on the given criteria.

Results from the 510 Performance Checklist from 2017-2018 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 2017

Performance Checklist	# Acceptable	% Acceptable	# Unacceptable	% Unacceptable
Academic Performance: (e.g. examinations, papers, assignments)	19	100%	0	0%
Professional Performance: (e.g. promptness, hygiene, organization)	19	100%	0	0%
Interpersonal Performance: (e.g. interaction with peers, cultural sensitivity)	19	100%	0	0%
Clinical Performance: (e.g. listening skills, empathy, cultural sensitivity)	19	100%	0	0%

Response	Number of Valid Responses	Percent
The candidate 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).	19	100%
The candidate 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).	0	0%

CPS 510 Performance Checklist Results 2018

Performance Checklist	# Acceptable	% Acceptable	# Unacceptable	% Unacceptable
Academic Performance: (e.g. examinations, papers, assignments)	21	91.3%	2	8.7%
Professional Performance: (e.g. promptness, hygiene, organization)	22	95.65%	1	4.35%
Interpersonal Performance: (e.g. interaction with peers, cultural sensitivity)	22	95.65%	1	4.35%
Clinical Performance: (e.g. listening skills, empathy, cultural sensitivity)	21	91.3%	2	8.7%

Response	Number of Valid Responses	Percent
The candidate 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).	22	95.65%
The candidate 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).	1	4.35%

These results indicate that only 1 student did not successfully meet the requirements of CPS 510 in order to move on through the program without further remediation or retaking the class.

Field Placement Data

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. These evaluations are administered and stored on TK20, an secure online database housed in the School of Education.

CPS512/513 Counseling Practicum

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*. This evaluation is comprised of 72 question which are aligned with CACREP standards and make up 4 major subscales. Results for those subscales are reported below. The actual evaluation questions are supplied as an appendix to this report. The following tables represent average scores for the major subscales on the Counseling Practicum Student Evaluation for the 2017-2018 and 2018-2019 academic years.

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

 1= "Highly Unsatisfactory" and 5= "Highly Satisfactory"

Average Practicum Performance Indicators

Academic Year	A. Performance of Basic Practicum Requirements	B. Counselor Practice, Knowledge, and Skills	C. Becoming a Professional Counselor	D. Site and Community Skills
2019 (n=17)	4.29	4.60	4.49	4.60
2018 (n=18)	4.31	4.32	4.44	4.47

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 evaluation is the same one as used for the student's practicum (CPS512). The following tables represent average scores on the Counseling Internship Student Evaluation for the 2017-2018 and 2018-2019 academic years. The table disaggregated by semester. The results are also aggregated by major headings within the evaluation.

It should be noted that a major difference between student evaluation in their practicum vs. internships is the number of responses checked as "N/A" in the practicum evaluations. The development of counseling skills means that students are not able to be evaluated on the full scope of skills in the practicum and are expected to develop as they progress through the program.

Counseling Internship Student Evaluation
Fall 2011 semester through Fall 2013
Mean scores represent scale of 1 = Highly Unsatisfactory to 5 = Highly Satisfactory

Academic Year	A. Performance of Basic Practicum Requirements	B. Counselor Practice, Knowledge, and Skills	C. Becoming a Professional Counselor	D. Site and Community Skills
2017-2018 (n=21)	4.67	4.46	4.53	4.50
2018-2019 (n=28)	4.42	4.37	4.35	4.34

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"

CPCE

The Counselor Preparation Comprehensive Examination (CPCE) is an objective, nationally standardized test based on 8 core curriculum areas for Mental Health Counselor training programs as identified by CACREP. 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. 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. Below are the results of the CPCE exams for the 2017-2018 and 2018-2019 academic years.

Average CPCE Scores by Academic Years

Academic Year	Human Growth & Dev	Social & Cultural Diversity	Helping Relationships	Group Work	Career Dev	Assessment	Research & Program Evaluation	Professional Orientation & Ethical Practice	Total Score (N)
2017-2018	10.13	10.12	10.88	11.32	8.88	9.63	9.63	10.12	77.50 (18)
2018-2019	10.73	9.63	11.38	10.25	9.50	10.13	10.25	11.00	80.25 (17)
National Average	10.50	9.35	8.69	11.00	8.92	8.29	9.42	9.92	76.08

These CPCE results show average scores for our students are generally higher than the national average. Relative strengths were noted in the *Helping Relationship and Professional Orientation & Ethical Practice* sections of the test. Relative weaknesses were noted in the *Group Work and Career Development* sections, although both of these sections had one cohort that performed above the national average.

Alumni Survey

A formal survey was done to assess program graduates perceptions of their counseling program. In the spring of 2018, alumni employed at local mental health agencies were contacted and asked to complete survey on their perceptions of the Mental Health Program. Alumni who agreed to complete a survey were sent a link to an online survey. This approach was taken to try and increase the number of alumni responses. Even with this approach, only 7 alumni completed the survey. The survey questions are added as an appendix to this report. The results of that survey are shown below. 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

Quality instruction	Program expectations were clear	Faculty interested in my development	Advising	Good relationship with a faculty	Prepared for job in my field
2.57	2.43	2.43	2.29	2.57	2.29

Students tended to agree or strongly agree with the above statements. The relative strengths were on *Faculty Relationships & Quality Instruction* 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)"

technology	leadership	advocacy	Collaborate with others	Writing skills	Creating effective interventions	Evaluation of self	Using assessments	Program evaluation I
1.57	1.71	2.29	2.14	2.14	2.29	2.43	2.43	2.14

The relative strengths were on using *assessments and evaluation of self* while the relative weaknesses were *preparedness for leadership and technology.*

Employer Survey of Mental Health Graduates

A survey was also done to assess perceptions from regional employers regarding SUNY Oswego Counseling graduates. Regional agencies were contacted directly by a graduate assistant to complete the surveys. Contacts were usually with supervisors within the agencies who had knowledge of Oswego Mental Health graduates. A total of 6 people responded to these surveys. The survey questions are added as an appendix to this report.

 The tables below shows the average rankings across the 2 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.

 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
Multicultural	3.67
Development	3.50
Wellness	3.50
Ethical issues	3.50
Research	3.33
Crisis	3.33
Theories	3.33
Consultation	3.33
Program Evaluation	3.00
Group	3.17
Law	2.83

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
Individual Counseling	3.67
Multicultural	3.50
Assessment	3.33
Crisis	3.33
Group	3.33
Vocational	3.17
Research	3.17
Program Evaluation	3.17
Treatment planning	3.17
Consultation	3.00

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 *consultation*. All rankings were in the good to excellent range.

Program modifications based on assessment data.

Based on results from this evaluation and feedback from other stakeholders, changes were made to the make our Clinical Mental Health program stronger.

Students have sometimes had a difficult time in arranging their initial practicum experience. Although we have previously discussed making contacts and being viewed by others as very professional, more was needed. In response to this, we developed a Powerpoint training that is now shown to all students in the prepracticum class.

We identified a need to better prepare our student on how to apply for a limited permit and how to work towards licensure. Dr. Duffy now regularly offers a workshop at SUNY Oswego on this topic to assist students.

In order to improve advising and confusion as students move through the program we updated the program / plan of study sheet and disseminated this to all advisors to give to and discuss with their advisees. These plans include dates when classes are typically offered. We also have students sign a copy of this plan to be put on file in our Dept. Office.

Also in order to enhance advising, especially for students who are not on campus very often, we are promoting the increased use of online platforms to communicate with students with programs such as Google Hangouts …

Appendix I: Site Supervisor Evaluation of Practicum/Internship Student.

BASIC REQUIREMENTS

The internship student is making progress in meeting the requirements of service hours at the placement site
The internship student is providing the supervisor with sufficient work samples in a timely way
The internship student is following the policies and procedures outlined in the Internship Manual
The internship student is attending scheduled supervision sessions regularly and in a timely way
The internship student has identified learning goals and is making progress toward achieving them in supervision and at the placement site
The internship student is amenable to supervision and demonstrates application of supervisor feedback
The internship student applied current record-keeping standards related to the site

COUNSELOR PRACTICE, KNOWLEDGE, AND SKILLS

1. Applying core counseling skills of empathy, respect, concreteness, genuineness, and immediacy within the counseling process:
Using empathy to show understanding of how client expresses and experience (CACREP F: D1, D5)
Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope (CACREP F: D1, D5)
Using concrete language to assist client (CACREP F: D1, D5)
Distinguishing personal feelings and opinions separately from the client's (CACREP F: D1, D5)
Displaying genuineness (CACREP F: D1, D5)
2. Applying advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process:
Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing (CACREP F: D1, D5)
Using responsible confrontation to challenge client discrepancies, evasions, and resistances (CACREP F: D1, D5)
Using immediacy techniques to examine here-and-now relationship issues (CACREP F: D1, D5)

3. Using modes of direct service intervention appropriate to role level, client needs, and site function
Providing counseling services, including any appropriate services to the family of the client. (CACREP F: C3, C8, D1, D4, D5, F2)
Planning and coordinating services for a client. (CACREP F: C3, C8, D1, D4, D5, F2)
Co-leading or leading a client group. (CACREP F: C3, C8, D1, D5, F2)
Matching client with needed community services. (CACREP F: C3, C8, D1, D4, D5, F2)
Making appropriate referrals and follow-up. (CACREP F: C3, C8, D1, D4, D5, F2)
Acting as client's advocate. (CACREP F: C3, C8, D1, D3, D5, F2)
Using culturally appropriate interventions for diverse clients.
Understands the impact of crises, disasters, and other trauma-causing events on people.
4. Formulating and implementing a plan to deal with a client problem:
Writing and discussing a plan of action and rationale for it. (CACREP F: C7, D1, D5, H4, J2)
Carrying out the steps of the plan in collaboration with the client. (CACREP F: C7, D1, D5, H4)
Monitoring the plan with the client, exchanging feedback about the process. (CACREP F: C7, D1, D5, H4)
Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions. (CACREP F: C7, D1, D5, H4)
Identifying and assessing potential substance abuse disorders.
Planning and addressing substance abuse disorders.
Identifying and assessing potential suicide
Diagnosing based on DSM5 or other assessment instruments.
Creating treatment plan for substance abuse disorders based on current knowledge in the field.
Dealing with emergency situations according to site expectations and procedures.
Differentiate between diagnosis and normal reactions during crises or other traumatic events.
Uses data to make decisions about treatment.
5. Terminating and evaluating the counseling relationship:
Instituting a series of steps leading to successful termination, including, if appropriate, transfer or referral (CACREP F: D1, D5)
Identifying and assessing the effects of termination on self and client (CACREP F: D1, D5)
Identifying and assessing the client's movement toward agreed on goals and suggesting next steps (CACREP F: D1, D5)

BECOMING A PROFESSIONAL COUSELOR

1. Demonstrating a capacity for self-observation and self-awareness:

Identifying and assessing effects of learning style, personal values, biases, and feelings on performance, especially regarding issues of human diversity (CACREP F: D2)
Examining and changing behaviors that interfere with successful work
Exercising initiative in making counseling interactions and activities observable and subject to feedback

2. Using Counseling Supervisors for learning:
Identifying initial learning needs and interests. (CACREP F: D9)
Actively collaborating in formulating and updating a learning contract. (CACREP F: D9)
Asking questions. (CACREP F: D9)
Preparing work agendas. (CACREP F: D9)
Seeking other available learning resources, including professional staff, print and nonprint media, professional literature and research. (CACREP F: D9)
Discussing assignments, challenges, and problems openly with supervisor. (CACREP F: D9)
Discussing differential diagnoses to guide interventions.

3. Applying content from counselor program courses in the placement site:
Applying concepts, skills, professional counseling values, and ethics in work with clients and colleagues (CACREP F: A2, B1)
Identifying and discussing ethical dilemmas in professional decision-making (CACREP F: A2, B1)
Discussing conflicting obligations/choices/expectations between self, client, and colleagues (CACREP F: B1)
Generating reports, presentations, process records, and tapes
Applying knowledge of theory/empirical findings

4. Managing time and work demands:
Arriving at assigned times at the placement site or for supervision
Planning and organizing available time to manage the flow of work
Prioritizing tasks in relation to deadlines, site procedures, and client system needs
Completing assignments on time
Exercising good judgment in completing work priorities

SITE AND COMMUNITY SKILLS

1. Identifying and describing the organizational structure of the site, its mandates and services, and the roles and functions of staff members:
Prepare a graphic representation of the placement site's organizational lines of authority and structure (CACREP F: A7)

Present a simulated 10-minute public service talk about the site (CACREP F: A7)

Describe the site, its purpose and its services (CACREP F: A7)

Respond to telephone requests for information about the site (CACREP F: A7)

2. Describing and assessing the impact of selected policies, legislation, and organizational structure on site services, clients, staff, and self:

Identify how individual problems relate to larger policy issues (CACREP F: B2, E4, E6)

Describe ways in which gender, race, social class, age, ability, sexual orientation, and ethnicity impact the organization and use of services (CACREP F: B2, D2, E4, E6)

Describe the formal and informal means through which site policies are formulated (CACREP F: B2, E4)

Describe the work climate of the site and assess its impact on staff morale (CACREP F: B2, E4)

3. Describing the typical client in relation to the community system, and recognize the ways in which a client's inability to function appropriately or adequately in the community system leads to involvement with the site:

Identify and describe the key components within the community which promote or diminish client functioning (CACREP F: E4, E6)

Present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group (CACREP F: E4, E6)

Identify and describe key organizations or institutions in the client's life and the interactions existing between the client and these larger systems (CACREP F: E4, E6)

Make effective referrals of clients to other service sites or community resources needed for improving client functioning/coping skills (CACREP F: E4, F1)

4. Contributing to the processes of maintenance and change in the site and the community:

Identify and assess personal feelings, attitudes, and degrees of adaptability with respect to changes within the site

Contribute to the ways in which staff members cooperate in various work groups

Demonstrate developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups

Appendix II: Alumni Survey

1. Are you satisfied with your current employment?

Yes   No   N/A

2. On average, how would you rate your preparation for employment from your degree program in the CPS Dept.?

Poor   Below Average   Average   Above Average   Excellent

3. Please rate the following program and faculty characteristics you experienced as a student in the CPS Dept. using the following scale:

Strongly Disagree   Disagree   Agree Strongly Agree

- Overall, the quality of instruction was excellent
- Program expectations were clear
- Faculty were interested in my development
- My advising was good
- I had a good academic relationship with at least one faculty member
- The program prepared me for employment in my field

Appendix III: Employer Survey

Mental Health Counselor Employer Survey

I'm calling on behalf of the Counseling and Psychological Services Department at Oswego. We've identified you as someone who has either hired or supervised a former SUNY Oswego student. The CPS Department of SUNY Oswego is committed to ongoing evaluations of our programs and the quality of our graduates. Your opinions and expertise are valued by our faculty. It is anticipated that this survey will take approximately 5-7 minutes to complete.

1) The agency at which you work has employed a SUNY Oswego graduate as a Mental Health Counselor in the last
5 Years
6-10 Years
11+ Years
Has not employed an Oswego graduate

2) Did you receive a counseling degree from SUNY Oswego (i.e., MS or CAS)?
Yes
No

3) What is your position title?

4) What other relevant credentials do you possess?

Graduates' Knowledge in Specific Curricular Areas

The following questions relate to SUNY Oswego graduates' knowledge in specific areas. Please choose the response that best describes Oswego counseling graduates in general.

Use the following scale:

Poor   Fair   Good   Excellent   N/A

5) Ethical issues
6) Relevant laws/regulations (e.g., HIPAA)
7) Counseling Theories
8) Wellness across the lifespan
9) Multicultural counseling
10) Human growth and development
11) Group dynamics and counseling
12) Crisis intervention
13) Consultation/Collaboration
14) Program evaluation
15) Research and statistics

Graduates' Specific Professional Skills

The following questions relate to SUNY Oswego graduates' abilities and performance of essential Mental Health Counseling skills. Please choose the response that best describes Oswego counseling graduates in general.

Use the following scale:

Poor   Fair   Good   Excellent   N/A

16) Individual counseling skills
17) Group counseling skills
18) Multicultural counseling skills
19) Vocational counseling skills
20) Crisis counseling skills
21) Consultation/Collaboration skills
22) Assessment skills
23) Treatment planning skills
24) Program evaluation skills
25) Research skills

26) Please provide me with any comments that would be helpful in evaluating SUNY Oswego's preparation of Mental Health counselors?